



LYNCX: REACHING OUT TO AND HELPING COMMUNITIES DISCOVER AND ACIEVE THEIR FULL POTENTIAL

REACH OUT, DISCOVER YOUR POTENTIAL AND CELEBRATE YOUR ACHIEVEMENTS!



STUDY SUPPORT SCHOOLING PROGRAMME (S3P) PROSPECTUS

Contents

1. The School
2. The Staff
3. The school's ethos and values
4. Admissions procedure
5. School times
6. Attendance
7. Behaviour
8. Curriculum
9. Parents Supporting Children Learning
10. Extra activities
11. Contacts

Our Aims and Objectives

Our aim at study support schooling is:

1. To provide extra-curricular learning support to children in a friendly, caring and cultural environment taking account of their cultural and language needs. We aim to help them improve their school attainments, overcome barriers to learning and build their confidence.
2. To provide children with tuition complementary to the education received at their schools. We aim to develop a working partnership with parents and mainstream schools.
3. To encourage a sense of social and moral responsibility.
4. To provide a positive atmosphere where students feel safe, enjoy learning and are able to celebrate their achievements.
5. To provide positive attitudes, respect politeness and good behaviour towards others
6. To provide information on other relevant services and activities
7. To celebrate the contribution that all members of our multi-cultural community make to the school

Our Mission

Our mission at study support schooling is to:

1. create a culture of learning, where children feel happy, enthusiastic and motivated.
2. provide a secure, caring and stimulating environment for all our students, thereby promoting a sense of pride in our school.
3. encourage mutual respect, support and collaboration between all staff, parents and students, both within the school and the wider community.
4. encourage staff, parents and students to understand their responsibilities and work together towards the same goals, as detailed in this prospectus.

Our School

The Study Support Schooling Programme (S3P) is one of the projects run by Community Education Foundation & Lyncx (CEFL). We deliver our S3Ps at community centre in Lambeth and the administration of the programme is carried out at our office, B7, Eurolink Business Centre, 49 Effra Road, Brixton SW2 1BZ. The day-to-day management of the S3P is by a team of project workers and are supervised by an Executive Director. The teaching is delivered by qualified sessional tutors and teaching assistants managing a small class size of 6:1 student to tutor ratio.

The Subjects

We teach literacy, numeracy and science to:

- Key Stage 2 for children in years 4 and 6
- Key Stage 3 Science and Maths for children in years 7 to 9
- Key Stage 4 Science & Maths for children in years 10 and 11.
- GCSE Revision Science and Maths Year 10 & 11

School Opening Times

The school runs on specific days between Monday to Friday, from 4.30pm and 7.00pm during school term. For more information about running days, please phone the school office on 0207 7374274 or visit our website at www.cefi.org.uk

All key stage 1 & 2 students must be accompanied to the school by their parents/carer. They must also be collected promptly at the end of the session. Students coming to and from the school are sole responsibility of the parents/carer.

The Curriculum at the Study Support Schooling

We aim to ensure that all students have access to extra-curricular learning support which is not only complementary to the education received at their mainstream schools but also relevant to their individual needs. This is achieved through a whole school thematic approach which seeks to make best use of all skills and resources.

At the Study Support Schooling, we teach the following National Curriculum Core Subjects: Mathematics and Science. Children also benefit from one-to-one teaching and homework support. We encourage parents to consistently remind their children to do their homework.

All subjects are taught by well-trained qualified tutors who are always happy to meet with parents. If you would like to meet with a class teacher and/or you have any concerns, please speak to: **Christian Johnson (0207 737 4274)**.

We welcome any suggestions, compliments and/or complaints about the school. Please speak to a member of staff or fill in a comments and complaints form available at www.cefi.org.uk .

Admissions Procedure

The school is widely advertising within the community through publicity leaflets and by word of mouth. Children are usually enrolled on a “first come, first served” basis. Children already on our register are given the priority to confirm their registration for the next year prior to taking those on the waiting list and new students.

We ask parents to complete a [registration form](#) and sign a [home-school-student agreement](#). Parents of children on the waiting list are notified as soon as places become available.

Fees

Where applicable, fees are paid in full or at least 4 weeks, in advance before or on the first day of each term.

Our fees are set at an AFFORDABLE rate and every penny we collect goes straight back to supporting the project so, we ask all parents to uphold this policy and make sure that all payments are made as suggested.

If fees are not paid in full, in advance before or on the first day of each term, students may not be allowed to attend the programme.

Attendance

Class teachers monitor attendance continually and make referrals to the School Coordinator every day.

Tutors at CEFL Study Support Schooling work within a strict learning programme and for children to benefit fully, we encourage parents to ensure that their children attend every session of the programme.

Absenteeism

It is parents' responsibility to ensure that their children attend the programme. We encourage parents to telephone to tell us as soon as they know their child will be absent from school.

If your child is absent:

We will inform you by telephone on the first day of absence, if you do not inform us first.

If s/he fails to attend a second time, we will write a final letter to you. If they still fails to attend classes without authorisation, their place will be withdrawn without further notice and **NO** refund (where applicable) will be given for any period remaining.

Lateness

CEFL places great importance on punctuality. School starts at 5.00pm and students should be in class by 4.45 promptly and be ready to start on the hour. We are strict on this because we know that students who are late can find it difficult to make a positive start to their day and often find it hard to settle into their work. Lateness could also cause delay or disruption to a class. To minimise the impact latecomers have on the class, lateness is monitored at every session and persistent latecomers are referred to the school coordinator for action.

Emergency Contact

Parents/carers make sure that we can contact you by informing us immediately if you change your address or telephone number. This is particularly important if your child is unwell, has an accident while in our care or is not collected at the end of the day. Remember children can become very distressed if their parent/carer cannot be contacted.

Anti-Bullying

At the Study Support Schooling we believe that everyone has an equal right to respect and that every student should be encouraged to develop and reach their full potential in a happy and secure environment.

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere.

We do NOT accept any kind of Bullying at our school. If bullying does occur, all students should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively. We operate in a "TELLING" school environment which, means that anyone who knows that bullying is happening is expected to tell the staff.

Behaviour

We will have our Code of Behaviour and Golden Rules displayed in our classrooms.

We follow an assertive disciplinary scheme which rewards good behaviour and positive work habits, both in school and in the playground.

All classes have regular time to help children explore feelings, discuss issues and enhance their self-esteem.

We establish individual behaviour plans for children who are unable to follow the class discipline plan. Parents are informed at this stage, either verbally or in writing.

Staff follow procedures contained in the Behaviour and Anti-Bullying Policies for dealing with serious incidents (bullying, racism, fighting).

For more information please see our Behaviour and our Anti-Bullying Policies.

Anti-Racist Statements

We take, as a basic premise, our commitment to a multi-cultural/antiracist education, and our determination that all children, whatever their race, creed, colour, culture or religion, will be respected as individuals with

equality of both opportunity and rights. We are aware and must continue to be aware of the specific needs of children from all ethnic groups, and commit ourselves to providing a complete anti-racist/multicultural education for every child in our school.

The attitude of the whole school must be positive towards the achievement of the goals set out above.

At the Study Support Schooling we believe that racism is morally wrong and will combat racism wherever we meet it.

Child Protection and Safeguarding

We believe that children and young people have the right to be treated equally and to learn in a safe and friendly environment. We have in place a safeguarding policy which aims to contribute to the personal safety of all children attending our Study Support Schooling through actively promoting child protection awareness, good practices and sound procedures. We encourage anyone who has a child protection concern to report it to *Miss Navlet Williamson* who is the CEFL designated officer.

All our staff are CRB checked, provide evidence of identity and sign a formal declaration of any criminal convictions. They supply two referees who are contacted personally.

We have a health and safety policy which aims to provide healthy and safe working conditions, equipment and systems of work for all staff and students.

Health and Safety

We carry out risk assessment at all our sites where Health and Safety Regulations are assured. Our public liability covers all participants.

Supporting Children Learning

Parents are encouraged to take an active part in their child's education and we welcome all parents who are willing to volunteer during our sessions. If you are interested in supporting the school in this way, please speak to our administration staff.

Parents' Meetings

As part of our parents/school partnership, we hold Parents' Meetings at least once a term, normally on the last day every term to discuss students' progress. We advise that parents attend this meeting. If this is not possible, please make arrangements with your child's tutor for a time that better suits you.

Mentoring Programme

The tutors provide weekly mentoring to build confidence and to help all students to plan for continual learning. This includes one-to-one support on homework, guidance on curriculum matters and students are encouraged to undertake other educational and training opportunities.

Extra Activities

We work with parents to identify, develop and deliver tailored workshops on different topics for parents. All our activities take place in our centre near our schools

Photo Consent

From time to time, we will take and publish photographs of our students for publicity purposes. Before we do this, CEFL will take into account child protection guidance and the Data Protection Act 1998 when allowing photographs to be taken of any student. We will not publish images of children unless we have written consent from parents.

Policies

We have separate information about:

1. Anti-bullying Policy
2. Attendance Policy
3. Behaviour Policy
4. Complaints Procedure
5. Child Protection & Safeguarding Policy
6. Equal and Diversity Policy
7. Homework Policy
8. Golden Rules
9. Health and Safety Policy
10. Home-School-Student Agreement
11. Registration Form
12. Risk Assessments

Contact Details

CEF & LYNCX

B7, Eurolink Business Centre,

49 Effra Road, Brixton, London SW6 7PH


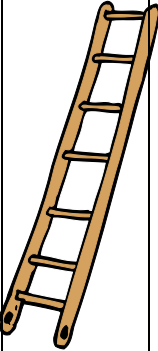
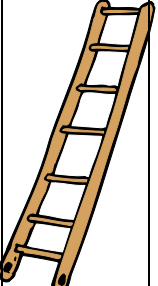
Tele: 0207 737 4274

Email: community7@cefi.org.uk Website: www.cefi.org.uk

KEY STAGE Attainment Levels Indicators

My Reading Targets – Level 1/2


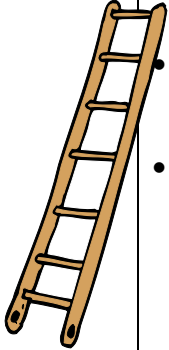
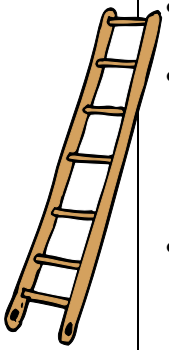
Name _____

	AF1 Use a range of strategies to read for meaning	AF 2 Understanding and selecting information; Quotation use	AF3 Infer, deduce and interpret from texts	AF4 Structure and organisation of a text	AF5 Use of language – word & sentence level	AF6 Writers' purposes and viewpoint – overall effect on the reader	AF7 Social, cultural and historical links
<p>Level 2</p> 	<p><i>In some of my reading</i></p> <ul style="list-style-type: none"> • I know and can read my key words. • When I get stuck on a word I work it out, for example, by reading on, reading back, blending sounds. • I can read aloud in an interesting and lively way taking note of punctuation. 	<p>In some of my reading</p> <ul style="list-style-type: none"> • I can find the information to answer a simple question about what I have read. • I know where to look for information, for example, about topics 	<p>In some of my reading</p> <ul style="list-style-type: none"> • I can work out what the writer is trying to tell me about some events, information and characters in a text • I sometimes use clues when I talk about a text. 	<p>In some of my reading</p> <ul style="list-style-type: none"> • I am beginning to know how some texts are organised, for example, beginnings and endings 	<p>In some of my reading</p> <ul style="list-style-type: none"> • I can pick out interesting words used by the writer. • I can pick out the special words and phrases for the texts I am reading, for example, Once upon a time; First...,Next... 	<p>In some of my reading</p> <ul style="list-style-type: none"> • I am starting to know that writers want to tell the reader something, e.g. tell you how to do something • I can talk about what I like and dislike and sometimes say why. 	<p>In some of my reading</p> <ul style="list-style-type: none"> • I am able to tell the difference between some different types of texts. • I am starting to understand that texts are set in different times and places.
<p>Level 1</p> 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> • I can read high frequency words without help. • I can read words I don't know by sounding out. • I breath at full stops when reading. 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> • I can tell an adult what has happened in a story I read by myself. • I can find pages to tell an adult about things. 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> • I can tell an adult who is talking in a story. • I can talk about the meaning of parts of the text. 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> • I can tell an adult why fonts, labels and titles are used. 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> • I can find rhymes. • I can find word patterns. • I can say why a word has been used. 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> • I can say what I like about a story. • I can say what I don't like about a story. 	<p>In some reading, usually with support</p> <ul style="list-style-type: none"> • I know about what can happen in a traditional story. • I know what non-fiction text has in it.

KEY STAGE Attainment Levels Indicators

My Reading Targets – Level 2/3


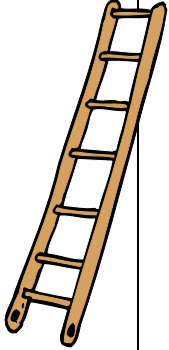
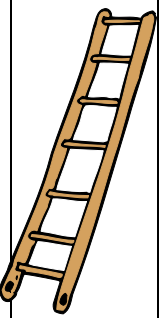
Name _____

	AF1 Use a range of strategies to read for meaning	AF 2 Understanding and selecting information; Quotation use	AF3 Infer, deduce and interpret from texts	AF4 Structure and organisation of a text	AF5 Use of language – word & sentence level	AF6 Writers' purposes and viewpoint – overall effect on the reader	AF7 Social, cultural and historical links
<p>Level 3</p> 	<p><i>In most of my reading</i></p> <ul style="list-style-type: none"> I can use a range of strategies to read new texts. I can read with fluency, understanding and expression. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some simple points in a text. I can use quotations or evidence from a text, which sometimes back up my ideas. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can infer (work out) the basic meaning of a text and show the part of the text that gave me the clues. I can show I understand the text, using some evidence and my own ideas. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some ways in which a text is organised, for example, beginnings, endings and content of paragraphs. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some basic ways that a writer uses language and words 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out the main purpose of some texts. I can say what I think about a text. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some links between texts, for example, similar plots, settings or authors. I can pick out some features of the setting or background of texts, for example, the time it is set in.
<p>Level 2</p> 	<p><i>In some of my reading</i></p> <ul style="list-style-type: none"> I know and can read my key words. When I get stuck on a word I work it out, for example, by reading on, reading back, blending sounds. I can read aloud in an interesting and lively way taking note of punctuation. 	<p>In some of my reading</p> <ul style="list-style-type: none"> I can find the information to answer a simple question about what I have read. I know where to look for information, for example, about topics 	<p>In some of my reading</p> <ul style="list-style-type: none"> I can work out what the writer is trying to tell me about some events, information and characters in a text I sometimes use clues when I talk about a text. 	<p>In some of my reading</p> <ul style="list-style-type: none"> I am beginning to know how some texts are organised, for example, beginnings and endings 	<p>In some of my reading</p> <ul style="list-style-type: none"> I can pick out interesting words used by the writer. I can pick out the special words and phrases for the texts I am reading, for example, Once upon a time; First...,Next... 	<p>In some of my reading</p> <ul style="list-style-type: none"> I am starting to know that writers want to tell the reader something, e.g. tell you how to do something I can talk about what I like and dislike and sometimes say why. 	<p>In some of my reading</p> <ul style="list-style-type: none"> I am able to tell the difference between some different types of texts. I am starting to understand that texts are set in different times and places.

KEY STAGE Attainment Levels Indicators

My Reading Targets – Level 3/4


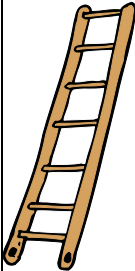
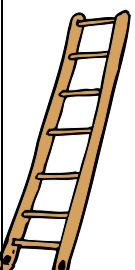
Name _____

	AF1 Use a range of strategies to read for meaning	AF 2 Understanding and selecting information; Quotation use	AF3 Infer, deduce and interpret from texts	AF4 Structure and organisation of a text	AF5 Use of language – word & sentence level	AF6 Writers' purposes and viewpoint – overall effect on the reader	AF7 Social, cultural and historical links
<p style="text-align: center;">Level 4</p> 		<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some relevant points from texts. I can support some points with quotations or references. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can infer meanings using evidence from different parts of a text, for example, saying why a character did something from the situation or actions. Often I can infer meaning and I try to use evidence from the text. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can make some comments about the choices writers make in structuring a text. I can identify basic features of whole text organisation. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some ways that the writer uses language for effect, for example, questions used to make you want to know what happens next. I can make simple comments on the effect of writers' choices of language/words. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can identify the main purpose of texts. I can make comments about writers' viewpoints. I can make comments about the overall effect on the reader. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can identify similar features in different texts, and begin to comment on them, for example, characters, settings, presentational features in texts. I can make some comments on the effect that the writer's / reader's situation has on the meaning, e.g. the time or setting of the texts.
<p style="text-align: center;">Level 3</p> 	<p><i>In most of my reading</i></p> <ul style="list-style-type: none"> I can use a range of strategies to read new texts. I can read with fluency, understanding and expression. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some simple points in a text. I can use quotations or evidence from a text, which sometimes back up my ideas. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can infer (work out) the basic meaning of a text and show the part of the text that gave me the clues. I can show I understand the text, using some evidence and my own ideas. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some ways in which a text is organised, for example, beginnings, endings and content of paragraphs. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some basic ways that a writer uses language and words 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out the main purpose of some texts. I can say what I think about a text. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some links between texts, for example, similar plots, settings or authors. I can pick out some features of the setting or background of texts, for example, the time it is set in.

KEY STAGE Attainment Levels Indicators

My Reading Targets – Level 4/5

Name _____

	AF 2 Understanding and selecting information; Quotation use	AF3 Infer, deduce and interpret from texts	AF4 Structure and organisation of a text	AF5 Use of language – word & sentence level	AF6 Writers' purposes and viewpoint – overall effect on the reader	AF7 Social, cultural and historical links
<p style="text-align: center;">Level 5</p> 	<p>In a range of reading</p> <ul style="list-style-type: none"> I can identify clearly most relevant points, from different places in a text. I usually support my comments about texts with references and quotations. 	<p>In a range of reading</p> <ul style="list-style-type: none"> I can explain inferred meanings, using evidence from different parts of the text. I can make inferences and deductions based on evidence from the text, for example, knowing a character's feelings based on their speech or actions. 	<p>In a range of reading</p> <ul style="list-style-type: none"> I can comment on how writers choose to structure their writing to suit the purpose of the text. I can identify and give some explanation about different ways texts are organised. 	<p>In a range of reading</p> <ul style="list-style-type: none"> I can identify, and give some explanation of, various features of language used by writers. I can make some comments on the effects of writers' language/word choices. 	<p>In a range of reading</p> <ul style="list-style-type: none"> I can clearly identify the main purposes of a text, often by making a general comment about what is written. I can clearly identify the writers' viewpoints, giving some explanation. I show a general awareness of the effect on the reader and can give some explanation. 	<p>In a range of reading</p> <ul style="list-style-type: none"> I can identify, and give some explanation of, similarities and differences between texts or versions of texts. I can give some explanation of how the context in which a text is written or read can influence its meaning.
<p style="text-align: center;">Level 4</p> 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some relevant points from texts. I can support some points with quotations or references. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can infer meanings using evidence from different parts of a text, for example, saying why a character did something from the situation or actions. Often I can infer meaning and I try to use evidence from the text. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can make some comments about the choices writers make in structuring a text. I can identify basic features of whole text organisation. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can pick out some ways that the writer uses language for effect, for example, questions used to make you want to know what happens next. I can make simple comments on the effect of writers' choices of language/words. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can identify the main purpose of texts. I can make comments about writers' viewpoints. I can make comments about the overall effect on the reader. 	<p>In most of my reading</p> <ul style="list-style-type: none"> I can identify similar features in different texts, and begin to comment on them, for example, characters, settings, presentational features in texts. I can make some comments on the effect that the writer's / reader's situation has on the meaning, e.g. the time or setting of the texts.

KEY STAGE Attainment Levels Indicators