

Accomplishing great things at JCA

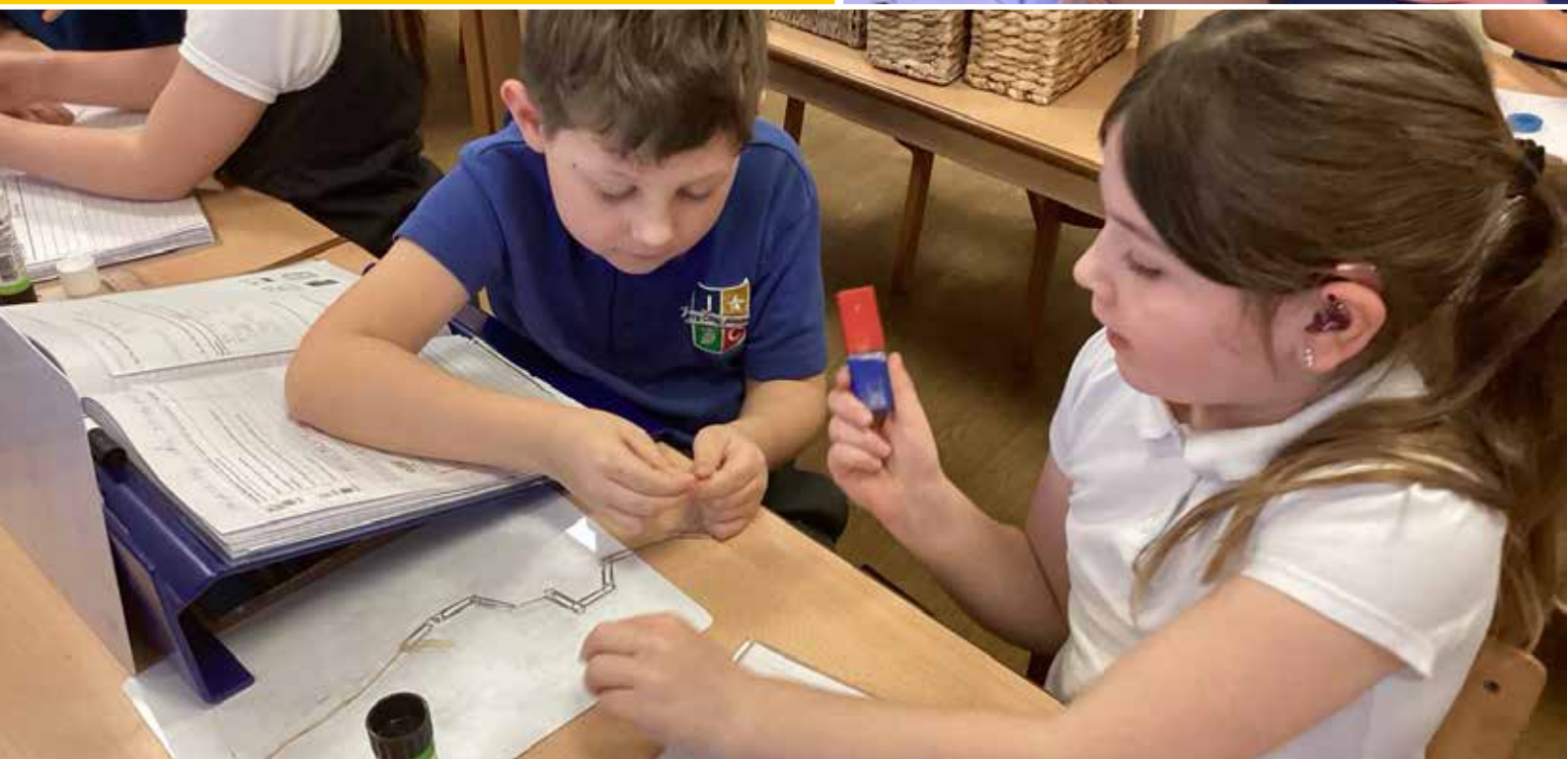


Doing the Basics Brilliantly!

At the end of January, our Accomplish INSET day focused on 'Doing the Basics Brilliantly' and the children have responded so well to this! Over the past two weeks, I have seen the children learning with such care and precision within their work.

This week, we had a wonderful Paddington Breakfast with our Year 1 parents – it was great to see such wonderful, purposeful interactions with families!

We look forward to continuing our learning after the half term holidays – have a lovely week off!



Attendance winners

As you know as a school we continue to focus on excellent attendance as this is essential for children to make the best progress. As a whole school we have set a target for the year of **97.4%**

| Class | This week | Year to date from the start of September |
|-----------|---------------|--|
| RECEPTION | 97.80% | 95.80% |
| YEAR 1 | 98.90% | 97.10% |
| YEAR 2 | 97.80% | 97.60% |
| YEAR 3 | 94.80% | 96.10% |
| YEAR 4 | 97.80% | 96.40% |
| YEAR 5 | 93.50% | 94.60% |
| YEAR 6 | 97.00% | 96.20% |

| | |
|---------------|---------------------|
| 97.40% | WHOLE SCHOOL TARGET |
| 96.30% | ACTUAL |

| |
|---|
| 97% + AT OR ABOVE SCHOOL TARGET |
| BELOW 95% CAUSING CONCERN & LESS CHANCE OF PROGRESS |
| 90% & BELOW PERSISTENT ABSENCE - SERIOUS ATTENDANCE CONCERN |



Curriculum over the last 2 weeks at JCA

RECEPTION



We have enjoyed completing our theme of "Frozen Planet", and we have been reading the story of "Lost and Found" this fortnight. Alongside this, our lines of enquiry have led us to discussing and celebrating the Winter Olympics in Italy. We have enjoyed celebrating ourselves as a team and discussing the power of teamwork – and sportsmanship - within the Olympics.

Learning journey

We have been busy creating penguin games and developing our understanding of the story in the Lost and Found office with our box of lost things. We have explored frozen penguins, sliding in the ice down ski slopes, and we have loved exploring different Olympic sports such as skiing, curling and bobsleighbing!

Curriculum over the last 2 weeks at JCA

RECEPTION

Phonics

We are continuing to embed our set 1 sounds, including special friends. Our "Fred in our head" is developing as we become more confident in securing all of the sounds.

All of us are now reading "Ditties" or "Red storybooks" and beginning to read sentences with our partners during our phonics lessons.

Once your child is confident with their fred talk, remember to challenge them to try "fred in your head" the next time!

Literacy

In Literacy, we have been writing simple captions and phrases about penguins. We have started to write our own penguin non-fiction books alongside writing about the story.

Maths

We have been learning about 6, 7 and 8 using story and song.

We have enjoyed singing "8 in the bed" and reading "1,2,3 to the zoo". In our provision, we have been inventing our own penguin games using careful counting and numbers.



Curriculum over the last 2 weeks at JCA

YEAR 1



Year 1 have had a rewarding and productive fortnight! Our **Paddington workshop** was a wonderful success yesterday; thank you so much for attending and celebrating our learning with us! We have been striving high to write and publish letters about Paddington, which we are looking forward to sending home through the post! Please do read these with your child when you receive them and celebrate their dazzling progress and achievements.

In **maths**, we have been getting even speedier at our recall of number bonds to 10; we have also been applying our knowledge of teen numbers to represent, compare and order them carefully.

In **history**, we have been intrigued to learn about significant people in society including Florence Nightingale and discuss the past using different sources and the JCA timeline.

We have been diligent in **Art** completing our sketches of Paddington's face, inspired by our artist R W Alley. In this unit, we have been experimenting with using hatching using sketching pencils, chalky pastels and charcoal to create light and dark and build knowledge of line and form.

In **PSHE**, we have been learning about relationships, specifically focussing on friendship and how to keep safe in our community.

In **Science**, the children created weather symbols for all seasons and to track the weather over time. They learnt how to read a thermometer and made accurate predictions about the weather.

On Wednesday, the children created specific instructions to make a marmalade sandwich! What a tasty treat to end a fantastic day!

Curriculum over the last 2 weeks at JCA

YEAR 2



A brilliant end to our half term in Year 2!

The children have worked incredibly hard as a class and individually on developing their perseverance. We are more confident that we can challenge ourselves to try again and again!

On Monday afternoon, we started our week with a visit to the beautiful **Wakefield Cathedral**. While exploring the features of the Cathedral, we took part in a workshop to explore the Christian beliefs, signs and symbols to reflect on our Christianity unit in **RE**. The workshop leaders were really impressed by our knowledge of Christianity and our inquisitiveness to find out even more!

In **Maths**, we have completed our learning on Money. To retrieve all our learning, applied our skills so far to solve two step money problems and strived to used mathematical vocabulary in our reasoning and explaining! Now we are beginning to explore multiplication and division!



In **English** we are continuing to produce our own narrative inspired by 'Pretty Salma.' We have been striving to include exciting vocabulary and speech as we write our resolution and endings.

In **Art** we created moodboards inspired by Labaina Himid as well as design our own African style masks. We are really looking forward to creating these from cardboard and layering on extra details.

Curriculum over the last 2 weeks at JCA

YEAR 3

A brilliant end to our half term for Year 3! The children have showcased incredible resilience and teamwork and have been determined to be 1% better every day!

In **English**, we have loved writing Haiku poems based on our text "Arthur and the Golden Rope". The imagery and detail in the book were the perfect inspiration. We have enjoyed exploring how syllables and rhythm can create flow to these Japanese poems.

For **Maths**, we have begun our new topic on Fractions and have retrieved some of our key vocabulary and sentence stems from Year 2 to support our understanding. We have focused on unit and non-unit fractions, representing these in bar models as well as comparing and ordering them.

In **Science**, we have continued our unit on magnets and forces. We investigated the strength of different types of magnets using a paperclip chain. We explored poles on a magnet as well as contact and non-contact forces.

We reached our final outcomes in **Art!** These were clay amulets inspired by Celtic artwork and the artist Michael Carroll. We completed our evaluations where we reflected on similarities and differences in our final pieces in comparison to our focus artist. We also discussed what we would change or improve if we were to create our piece again.



KEY DATES

Parent Workshop
Wednesday 25th February

Curriculum over the last 2 weeks at JCA

YEAR 4



Year 4 have been striving to improve their times tables knowledge for the **multiplication** check in June. Many children have made fantastic progress in their Diamond Dash, and as a team we have set ourselves a shared goal: for every pupil to reach or exceed gold by the end of the year! We will also continue to complete the silver diamond dash every week as all of the skills for the multiplication check are on this test.

In **English**, we have been using *The Explorer* by Katherine Rundell to inspire our next piece of suspense writing. We have been studying how Rundell uses tension, atmosphere and carefully chosen vocabulary to make readers feel the danger of the Amazon rainforest. We have even compared our own writing techniques with hers, experimenting with sentence structure, sensory description and cliff-hanger endings to hook our readers into the events. We also compared ourselves to each character to share who we feel we are most like!

In **maths**, we have been focusing on dividing using the bus stop method. This was a challenge at first as we realised we needed all of our mathematical operations to successfully complete each question. The children have been working hard to apply their times tables knowledge to help them divide confidently and accurately, and they have been tackling increasingly challenging calculations with enthusiasm.

In **history**, we have been researching explorers of the Indus Valley civilization. We have had some very detailed discussions about the excavations and key discoveries. We really enjoyed learning about this topic and how it impacts our understanding of the rest of history. We hope everyone has a fantastic half-term and well-deserved break. Thank you for your continued support.

KEY DATES

Trip to The Royal Armouries Museum
26.2.26

Curriculum over the last 2 weeks at JCA

YEAR 5

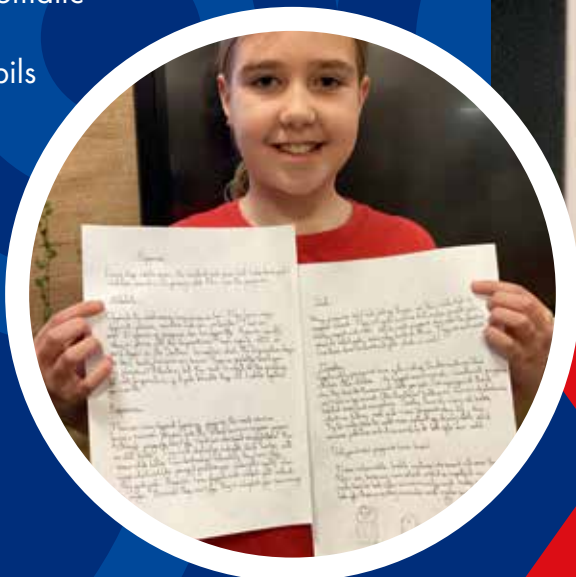
Year 5 have had a fantastic end to the half term and we have been incredibly impressed with their enthusiasm and dedication to learning!

In **English**, the children have planned, written and carefully edited their brilliant non-chronological reports all about polar animals and their habitats. Inspired by our core text, *The Girl Who Speaks Bear*, pupils worked hard to include ambitious vocabulary, detailed facts and beautifully presented handwriting.

In **Maths**, we have completed our unit on fractions and have now moved on to decimals. The class has shown great confidence when converting fractions into decimals. It has been wonderful to see them applying their prior knowledge so successfully and tackling new challenges with determination.

In **Geography**, we have been exploring the fascinating characteristics of the Arctic tundra. The children have also examined the impact of global warming on this fragile environment and evaluated the potential consequences for Arctic animals. They have demonstrated thoughtful discussion and a growing awareness of climate change.

In **Art**, we have begun creating our final pieces. Using a monochromatic palette for our backgrounds, pupils have carefully sketched detailed trees over the top. Year 5 are extremely proud of their creations, and we cannot wait to share them with you.



KEY DATES

Hindu Temple Trip
18.03.26

London
16-17.04.26

Curriculum over the last 2 weeks at JCA

YEAR 6



Year 6 has had a brilliant end to the term, persevering and working hard to be the best they can be in every subject! We have worked hard on resilience and how to overcome obstacles that we can control.

In **Maths**, we have been introduced to ratios this week. The children have used counters and sentence stems to understand how to compare the values of the numbers. We have loved this unit with many of the children eager to see what question will come up in tests about ratios!

In **English**, we have been writing our own diary based on our core text 'Wonder'. The children are enthused by the text and are eagerly writing from August's perspective. We are striving to include a variety of punctuation, parenthesis and exciting vocabulary.

In **Music**, we have been so excited by our new glockenspiels. The children have loved having their own glockenspiel set each and learning to play a variety of songs.

As part of Children's Mental Health Week, the children have created their own maps of where they belong. They focused on the people they trust and where they feel safe.

Highlights of the Week from X

Jerry Clay Academy @JCAWakefield · 13h
 Wonderful to welcome you into our Year 1 class @AuckleySchool
 #SharingExpertise #GrowingTogetherForAllChildren 🌟🌟🌟

Auckley Primary Academy @AuckleySchool · 14h
 It was an absolute privilege to visit @JCAWakefield yesterday and to spend time in Year One. We were blown away by the incredible standard of teaching and learning. 🌟🌟🌟



Jerry Clay Academy @JCAWakefield · 14h
 Thank you to our wonderful #community for joining us at our year 1 'Paddington Breakfast' workshop today. What an incredible morning celebrating together!



4 13 462

Jerry Clay Academy @JCAWakefield · 18h
 After critiquing an example, Year 5 have used their non-chronological reports to create their own documentary. We thought carefully to decide when to use emphasis and pauses.



Jerry Clay Academy @JCAWakefield · Feb 9
 Year 2 had a wonderful trip to @WakeCathedral today as part of our RE learning on Christianity. We were toured around by Gillian gaining lots of new knowledge and we even completed three different activities! We cannot wait to reflect tomorrow @re_jca



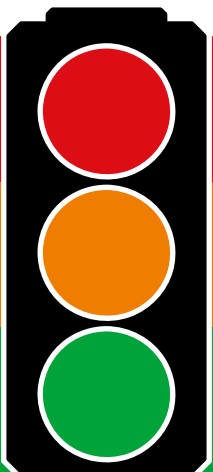
2 23 440

Jerry Clay Academy @JCAWakefield · Feb 10
 Year 4 have been researching drawing techniques for their final design. We learnt that artists use photos to sketch and add details. We looked at the work of author Eric Carle and William Morris to finalise our rainforest leaf and animal designs.



Dates for Your Diary 2025-26

| | |
|------------------------------|---|
| INSET DAYS | Monday 1st September 2025 |
| | Monday 24th November 2025 |
| | Friday 30th January 2026 |
| | Friday 22nd May 2026 |
| | Monday 20th July 2026 |
| Parents Evenings | Monday 1st December and Wednesday 3rd December 2025 |
| | Monday 23rd March and Tuesday 24th March 2026 |
| Coffee Mornings | Monday 1st December and Wednesday 3rd December 2025 |
| Reports | Friday 28th November 2025 – Interim Reports |
| | Friday 20th March 2026 – Interim Reports |
| | Friday 10th July 2026 – End of Year Reports |
| Theme Days/ Weeks | Thursday 5th March 2026- World Book Day |
| | wc 23rd March 2026 – Theme Week – TBC |
| | wc -18th May 2026 Creative Arts week |
| Performances | Friday 5th December 2025 – Reception Christmas Activity Morning |
| | Tuesday 9th December 2025 (9.30am) and Wednesday 10th 9.30am – Reception nativity |
| | Monday 15th December 2025 – Christmas carols around the tree (ASC) |
| | Tuesday 16th December 2025 (2pm) and Wednesday 17th (9.30 am) – Year 1 and 2 Nativity |
| | Wednesday 10th June 2026 Art gallery evening |
| | w/c Monday 13th July 2026 – Celebration week |
| Sports Day | Friday 12th June 2026 |
| | Friday 26th June Reserve Sports Day |
| Summer Fair | (TBC) |



BELOW 90%
Serious concern
Persistent absence

90% - 95%
Cause for concern
Low attendance

AT LEAST 96%
Expected attendance

EVERY DAY COUNTS...

Learning is a progressive activity. Each lesson and each day builds on another. If your child is absent for lessons that include demonstrations, discussions, experiments and other participation activities as part of the daily learning activities, they are missing learning that cannot be made up.

BENEFITS OF GOOD ATTENDANCE

- Pupils with good attendance generally achieve higher grades.
- Pupils with good attendance generally enjoy school more.
- Having a good education will help to give your child the best possible start in life.
- Good school attendance helps to develop other responsible patterns of behaviour.

SOME RISKS OF POOR ATTENDANCE

- Pupils are likely to miss learning activities that their classmates have taken part in, which could mean they fall behind.
- They miss out on social interaction with friends/classmates - this can have a negative effect on the wellbeing and self-esteem.
- Low attendance is associated with anti-social behaviour and poor learning behaviours

THE LAW AND YOU

The Law states (Education Act 1996, Section 7) that all children of compulsory school age must receive an appropriate full-time education. As a parent/carer, you are legally responsible for making sure your child receives an effective education. Failure to ensure your child attends school regularly could lead to intervention from the Missing Education & Child Employment Service which has the power to implement:

Fixed Penalty Notices • Prosecutions • An Education Supervision Order

TERM TIME HOLIDAYS

It is not a parental right to take their child on holiday during term time.

Holidays in term time will not be authorised, unless there are exceptional circumstances and you have completed a holiday request form in advance.

If you choose to take your child out of school for an unauthorised holiday you could receive a penalty notice of £80, per parent, per child.

CAN I GET SUPPORT?

Absolutely! We appreciate the unavoidable events that affect our pupils and their families.

We believe that the most effective way to ensure your child remains on track is to work together to maximise support in their/your time of need.

Our caring and dedicated staff are committed to making sure your child is happy and getting the best out of their time at school. Talk to us.



You might be eligible to Pupil Premium. What is the Pupil Premium (PP)?



The Pupil Premium is extra government money which is paid to schools to support children's learning and development. We can support you in finding out if your child could receive the extra money. We can choose how to best spend the Pupil Premium money and will work with you to make sure your child benefits from the extra funding.

Who could benefit from this money?

Children from the reception year to year 6 may be eligible if they:

- are registered for Free School Meals (FSM)
- have been registered for FSM at any point in the last 6 years
- are or have been in care
- have parents in the armed forces *If your child could claim for FSM but takes a packed lunch to school, it's still important you tell us. This will let us know if your child is able to receive the Pupil Premium.

Your child could benefit from:

- exciting new learning activities and experiences
- one to one or small group sessions
- extra tools, materials and equipment to help with learning in school or at home
- before/after school clubs or activities

Why should I register my child for Free School Meals (FSM)?

Children who are registered for Free School Meals (FSM) are entitled to the Pupil Premium. Your child isn't automatically registered for FSM, even though all infant children are entitled to receive a free school meal.

How do I register my child for Free School Meals (FSM)?

Follow the link below to the Wakefield online portal for parents:

<https://parentportal.wakefield.gov.uk/web/portal/pages/home>

If you need any support with this, please don't hesitate to ask the school office or myself personally on the gate.

Child Protection & Safeguarding

The designated Child Protection Officers for this academy are:

Mrs T Swinburne

Trust Safeguarding Lead.

Tracy.swinburne@amat.org.uk



Mr T Palin

Safeguarding Lead

anthony.palin@jca.amat.org.uk



Holly Dyson

Deputy Safeguarding Lead

holly.dyson@jca.amat.org.uk



Helen Jones

Designated Safeguarding Governor

helen.jones@jca.amat.org.uk

