



**Sandy Hill Academy**

*Aspiring to achieve, determined to succeed.*



# Curriculum Newsletter Spring Term 2023-2024



**Sandy Hill  
Academy**



## **Forthcoming events:**

### **February:**

9th - INSET Day. School & Nursery closed to pupils  
12th - 16th Half term holiday  
19th - Return to school

### **March:**

5th - St Piran's Day. Cornish celebration & themed lunch  
7th - World Book Day. Themed lunch & dress as your favourite book character.  
15th - Red Nose Day. Non-uniform day (Wear red)  
20th - Songfest 2024, Bodmin (Choir club)  
25th - Final week of after school clubs  
27th - Rocksteady Concert (9am)  
28th - Last day of Spring Term. 2pm finish  
29th - Good Friday Bank Holiday. School & nursery closed

### **April:**

1st - 12th Easter Holiday  
15th - Summer Term starts. Children return to school

We would welcome any feedback you may have on our half termly newsletters. Please contact the school office using the following email address to share your comments. Thank you.

Email: [hello@sandyhill.org.uk](mailto:hello@sandyhill.org.uk)

# Head of School Welcome



Another half-term has absolutely flown by. I am filled with immense pride to see how our children continue to flourish as learners and as people, driven by an extremely talented and dedicated staff team. Together, as a school community, we continue to lay the foundations for our children's futures.

It is amazing to see the youngest children in the nursery becoming increasingly independent and inquisitive. In reception, the children continue to forge strong foundations for their learning journey, from learning how to read and communicate with a widening vocabulary to collaborating effectively with others. Across the school the children have continued to develop a range of skills and knowledge across the curriculum - from developing fundamental movement skills in PE and creating superb constructions within Design Technology, to perfecting grammatical knowledge and striving to beat personal bests within times tables and arithmetic.

As the days get brighter and longer, we look forward to seeing our children experience even more with trips and exciting activities being planned.

Thank you for your continued support

Jack Walker – Head of School



As a whole school children have been learning about painting this term and focusing on mixing various colours. They have been learning about primary and secondary colours to creating and using warm and cool colours. The children have enjoyed working on various techniques and have created their final pieces in painting from the techniques they have been taught.

The children will be learning about printing techniques next half term and are looking forward to testing different ways to print.







YEAR 3- CREATING SCENIC  
PICTURES USING THE TECHNIQUE  
OF POINTILLISM BASED ON  
GEORGES SUERAT STUDY



PAINTING USING  
COLOUR WHEELS



NURSERY  
EXPLORING  
COLOURS



RECEPTION HAVE  
BEEN ILLUSTRATING

YEAR 1 PIET MONDRIAN INSPIRED  
PICTURES



YEAR 5 USING COOL AND  
WARM COLOURS

YEAR 4 BRIDGET RILEY  
INSPIRED WORK





It has been fantastic to see such a variety of computing work across the school since September. We started the year with a focus on Digital Literacy which has included internet safety and operational core skills (using a computer). The children's confidence has grown in talking about online safety and practically when using the Chromebooks/iPads.

This term, each class have started their new topics of Knowledge and Understanding in which they have been learning how computers and the internet actually work. We have also celebrated Safer Internet Day with this years theme being: *Inspiring change? Making a difference, managing influence and navigating change online*'.

Some of our Year 5 and 6 pupils have been working towards the Lego League competition each week and others have been learning how to use the Micro:bits, ready to share with the rest of the school very soon!





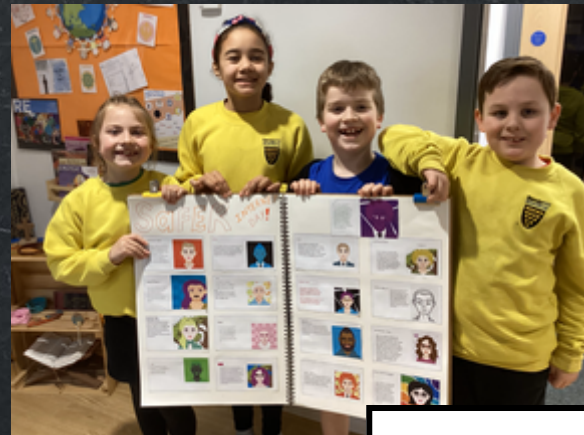
# Computing



USING APPS FOR THEIR  
MULTIMEDIA AND  
SOUND PROJECTS IN  
YEAR 1



MICRO:BIT NAME TAGS



SAFER INTERNET DAY



During the Spring term, pupils at Sandy Hill Academy enjoyed their second two DT days of the year. Construction was our key area of learning for this term. The children became immersed in practical, hands-on learning. They effectively used skills learnt to understand how to design, make and evaluate products made for a purpose.

Pupils have enjoyed learning how to use a variety of tools to produce creative and innovative products. Across the school there have been many creative ways to test product prototypes. Year 5 pupils tested their wooden building prototypes on jelly to check their effectiveness of being earthquake proof!

Exciting times ahead next half term! Year 5 and Year 6 children will have the opportunity to meet a Dyson engineer during a virtual workshop all about the James Dyson foundation.

We look forward to our final two DT days of the year, focusing on creating and making delicious food products.

THE  
JAMES  
DYSON  
FOUNDATION  
INSPIRING THE  
NEXT GENERATION  
OF ENGINEERS



BUILDING BRIDGES IN YEAR 6



JUNK MODELLING IN YEAR 1



CREATION STATION  
CREATIONS IN RECEPTION!

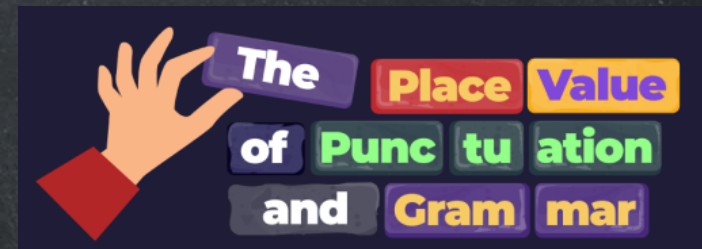


SAFARI VEHICLES IN YEAR 2



Across the school, Years 1-6 have thoroughly enjoyed getting back to basics within English lessons. Do you know the difference between an action verb and a being verb? Or are you confident in your knowledge of different irregular verbs? Each class in Key Stage 1 and 2 have been really enjoying using a new resource, known as the Place Value of Punctuation and Grammar, which focusses on the basics of writing and the English language. Each year group have been learning about different types of nouns, verbs, what subjects are and how to combine all of this within writing. The children's growing understanding of grammar and punctuation has been a joy to see and we are really looking forward to seeing the children put this into practice!

Across Nursery and Reception, the children have continued to develop their name writing and letter formation. Writing has been woven carefully into every aspect in the early years and the children have enjoyed writing instructions and labels for some of their excellent creations. The children are now moving into sentence writing and thinking about capital letters and full stops.



Grammarsaurus



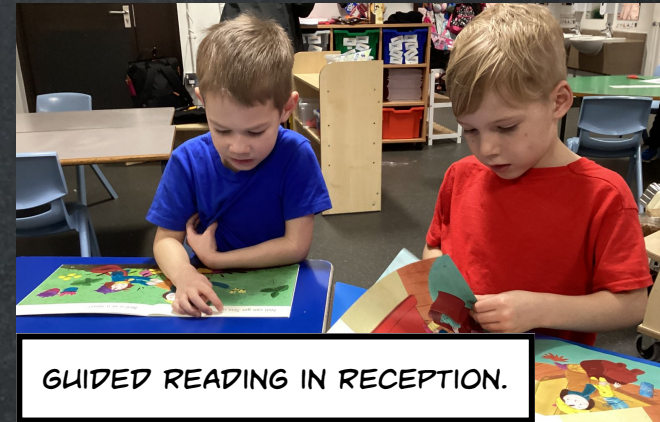




**BUSY  
LEARNING  
SPELLING  
PATTERNS  
IN YEAR 3**



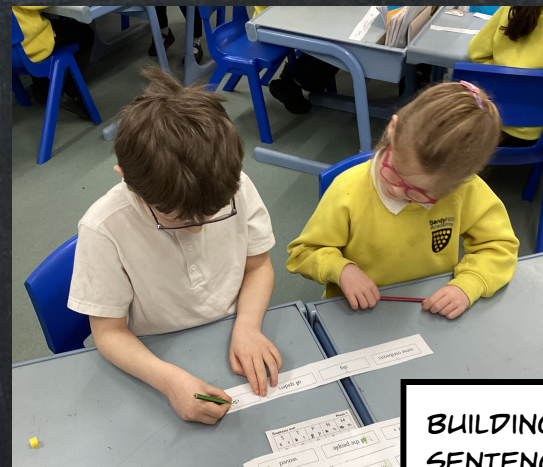
**SHARING WHAT WE WOULD LIKE  
TO BE WHEN WE GROW UP**



**GUIDED READING IN RECEPTION.**



**EXCELLENT HANDWRITING IN YEAR 5.**



**BUILDING SINGLE CLAUSE  
SENTENCES AND CHECKING FOR  
ACCURATE PUNCTUATION IN YEAR 2**



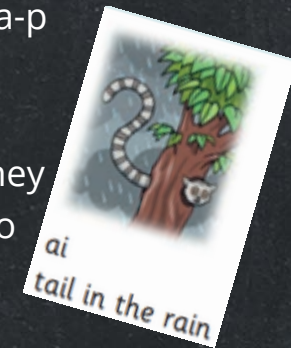
There has been so much fantastic Phonics happening across the school.

In Nursery our children have been thoroughly enjoying tuning into sounds as they play 'What's in the Box?' They are doing so well identifying the initial sounds of words and names of objects. Our Nursery children are now beginning to blend a wider range of CVC words using oral blending and love playing the oral blending game 'Can you ...?' e.g. Can you t-a-p your foot?

In Reception our children are enjoying learning new digraphs and their catchphrases. They are really impressing their teachers with how well they are applying these new sounds to orally blend words and read new words.

Year One children are wowing us with their application of taught sounds to read and write words. This half term our Year One children have continued to 'Grow the Code' as they have been introduced to alternative ways of spelling phonemes e.g. /ie/ making the sound /ee/ in the word 'shield.'

Year Two are enjoying exploring spelling patterns in their 'Bridge to Spelling' lessons. This half term the children have focused on rules for adding suffix endings to root words and have shown great enthusiasm.







WHAT'S IN THE BOX?



APPLYING OUR KNOWLEDGE  
OF TAUGHT SOUNDS



Phase 3 sounds taught in  
Reception Spring 1

[CLICK HERE TO VISIT THE PARENT PAGE  
ON LITTLE WANDLE LETTERS AND  
SOUNDS](#)

This term the children from Year 1 to Year 6 have started to investigate their 'big geographical questions'. Year 3's are investigating 'What is the Sunshine State really like?' Year 4 are finding out 'Why are jungles so wet and deserts so dry?' In Year 5, children are researching the importance of mountains, whilst Year 6 are looking at the effects of 'Climate Change'.

Locational knowledge is an ongoing focus in geography across the school. Place knowledge is an area of study in the Spring term and human and physical geography in the Summer Term. Engagement and investigation using geographical skills and fieldwork have been active across all year groups.

EYFS have had fun exploring their surroundings by going on a welly walk around the grounds of the school. Reception have been building places in their local area and have made some great structures. Year 2 have enjoyed their fieldwork study where they analysed their local surroundings.





NURSERY - HAVING FUN  
EXPLORING THEIR  
SURROUNDINGS ON A  
WELLY WALK.



YEAR 2 -  
GEOGRAPHY  
FIELD WORK.



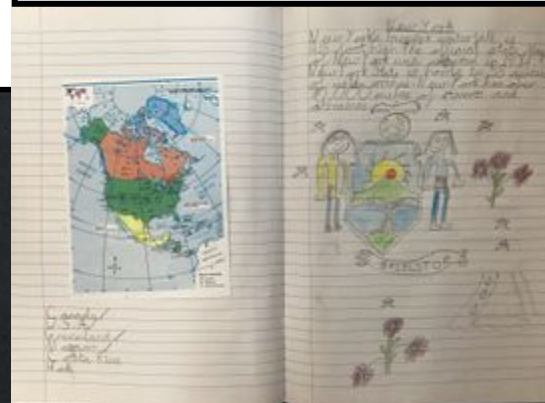
RECEPTION - BUILDING PLACES IN  
OUR LOCAL AREA.



SOME GREAT WORK BASED  
ON STATES IN AMERICA IN  
YEAR 3!



Y3 - LEARNING ABOUT NORTH  
AMERICA



GREAT MAP WORK IN  
YEAR 3 AND CREATING A  
CHOROPLETH MAP.



YEAR 2 - MAPPING SKILLS.



During the Spring term, children are learning about local history. Each year group are looking at a different locality in the area, celebrating achievements made and analysing changes in time. EYFS and Year 1 are focusing on Sandy Hill and the surrounding area. Year 2 and 3 are studying the coastal regions of Charlestown and Carylton Bay, whereas Year 4, are looking at the history of the Eden Project.

EYFS children have enjoyed completing a study of China; comparing and contrasting images from China and England. Children have tasted a variety of Chinese food as part of their snack time and created Chinese lanterns. They have taken part in Chinese inspired dances and have learned how to sign Chinese New Year in Makaton.

Year 5 have enjoyed learning about their new topic Benin. They have written a travel guide about Benin and learned about the roles of the Benin leaders and have analysed a range of artefacts. Year 6 have used their debating skills to answer a range of questions about WW2 and have worked in teams to explore the experiences of evacuees. Super pieces of extended writing created to answer the question, 'Should children have been evacuated during WW2?'



YEAR 5 - LEARNING ABOUT THEIR NEW TOPIC BENIN.



YEAR 2 - LEARNING ABOUT THE GREAT FIRE.



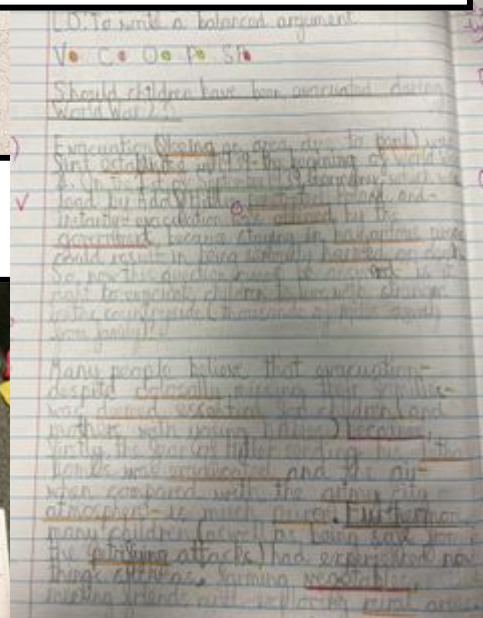
TEAMWORK TO EXPLORE THE EXPERIENCES OF EVACUEES.



YEAR 6 - CLASS DEBATE ON WW2



GREAT EXTENDING WRITING IN YEAR 6.





This term has witnessed a remarkable surge in mathematical prowess throughout the school, showcasing an enthusiasm and determination to succeed!

Children in the Early Years are engaging with numbers up to 10 using different hands-on tools. They're learning to position numbers on a number line and grasp the concept of cardinality, which refers to understanding the quantity represented by a number.

Year One have honed their number skills, solidifying their grasp of place value, allowing them to confidently manipulate numbers up to 20 through addition and subtraction. Year Two learners have immersed themselves in real-world money skills. They've also been learning multiplication and division, employing hands-on manipulatives and visual aids to tackle equations.

Lower Key Stage Two has seen a focus on multiplication, division, and word problem-solving, harnessing the students' fluency skills. They're now transitioning to exploring length and perimeter, which will lend itself to a recap on shape properties.

Upper Key Stage Two students have delved into the world of fractions, navigating through complex problems using all four operations. Additionally, Year 6 has conquered geometry skills such as coordinate plotting, reflection, and translation.

Beyond the classroom, the school has witnessed an inspiring commitment to enhancing mathematical fluency with the enthusiastic engagement with Numbots and TT Rockstars. Pupils have embraced healthy competition, both with themselves and their peers, as they strive to progress through levels and rankings. Notably, the school recently participated in the NSPCC Rocks competition, showcasing their dedication and skill on a national stage. Congratulations to all participants for their commendable efforts!



THE TT ROCKSTARS WINNING CLASS - SYCAMORE



MVP!



COLUMN MULTIPLICATION



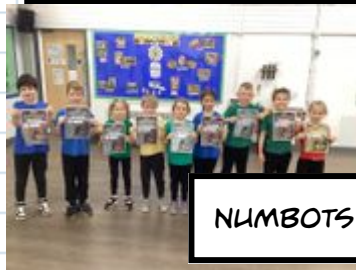
RECOGNISING NUMBERS IN DIFFERENT WAYS



ELM 8X TABLE SONG!



YEAR 4 ROCKERS



NUMBOTS CERTIFICATES



CO-ORDINATES TO MAKE BART



The children have been covering lots of exciting topics so far this year. They are really enjoying learning about different festivals, songs and significant people in Spain.

During their lessons the children have learnt about 'our bodies' and 'time to eat' where they honed in on their skills about learning different types of food in 1st year Spanish. In 2nd year Spanish they have covered the topics of 'let's go' learning about travel and types of transport and 'shopping'. Throughout 3rd year Spanish the children have been learning about 'the way we look' and 'eating out' developing their oracy skills in asking for different types of foods.

As a whole school the children have continued to develop and use Cornish throughout the school day from using 'Go Cornish'. They have been practicing their greetings and how they are feeling. Year 5 had the opportunity to work with the Cornish Caretakers and used some of the Cornish language during the workshop. They were very impressed! Year 4 have listened to some Cornish stories.

Makaton club have been continue to learn their new signs and songs. Children in EYFS have also been learning Makaton signs in their daily routines, have a look at the attached video from Nursery on the next page.



# Languages



YEAR 3 SPANISH  
WORK LEARNING  
ABOUT FOOD!



PICASSO INSPIRED  
ARTWORK IN YEAR 2



CORNISH IN YEAR 4



NURSERY MAKATON



YEAR 4 'LET'S GO  
SHOPPING'



FOOD ORDERING IN  
YEAR 5



Throughout music within the Spring term, all the children have been creating some fantastic pieces of music whilst learning about pulse, rhythm, pitch, and scales on instruments such as the glockenspiels. During our music lessons, Sandy Hill pupils have shown great resilience and team work by working together as a class or in groups to compose a brilliant song!

In year 1, children have been learning the song 'In the groove' which is a song that was specially written for classroom use to teach children about different styles of music. This song has allowed all the children within year 1 to experience a variety of musical styles such as; Blues, Baroque, Latin, Bhangra, Folk and Fun. Good job year 1!

In year 3, children have been learning the music style of reggae! The song year 3 have been learning is 'Three little birds by Bob Marley.' The material within these lessons have presented an integrated approach to music where games, elements of music, (pulse, rhythm, and pitch), singing and playing instruments are all linked together. Well done year 3, you have performed and composed this song superbly as a team!

Finally, in year 4, children have been very lucky to participate in a ten week period of lessons in learning how to play a variety of songs on the ukuleles. All the children in year 4 have loved engaging with these sessions and what musical talent they have showed with this!





YEAR 3 LEARNING 'THREE LITTLE BIRDS' ON THE GLOCKENSPIELS.



YEAR 1- LEARNING HOW TO CREATE A RHYTHM AND PATTERN USING MUSICAL NOTES AND SYMBOLS



EARLY YEARS- CREATING AND LEARNING RHYTHMS AND PATTERNS



YEAR 4 LEARNING HOW TO PLAY THE UKULELE IN THEIR WEEKLY FIRST ACCESS COURSE!



During their PE lessons this half term, the children have covered lots of sports.

In Early Years, the children have been learning about dance - specifically dancing to nursery rhymes. The children have looked at: moving within a sequence, creating their own movements, responding in movement to words and music and exploring tempos.

Within Key Stage One, as well as dance, the children have also been practising their ball skills, focussing on ball skills involving their hands. Year One have been looking at rolling and Year Two have been exploring throwing underarm. Both year groups applied these skills in a game based situations.

Similarly to the rest of the school, Key Stage Two have also been learning about dance but they have also had the opportunity to learn about rugby. They have played tag rugby over the half term which has led well into the Six Nations. Throughout the year groups, the children have looked at passing, creating space and scoring points. At the end of the module, they put it all together in a game based situation.

Not only have the children had all of these opportunities in PE, they have also had the chance to represent the school at different sporting events. Year Five and Six have had sporting fixtures in football and netball, with some also going to Poltair to play dodgeball. Year Three children have played sports hall athletics against other schools from the local area and Year One went to a dance festival. Finally, our girls football team are through to the quarter-final of the Chloe Williams Memorial Cup which is a massive achievement!



# PESSPA



NURSERY  
BALANCING



NEW  
FOOTBALL  
KIT WITH  
THE  
SPONSOR



RECEPTION  
DANCE



WHOLE SCHOOL  
EXTRA FOOTBALL  
SESSION



YEAR 6 TAG RUGBY



YEAR 5  
DANCE





PSHE scheme plays a crucial role in shaping the holistic development of children. Throughout the Spring Term all children have covered the topics Valuing Differences and Keeping Safe (online safety - Safer Internet Day) which are both a fundamental component focusing on strategies and knowledge to maintain personal safety and well being.

In **Valuing Differences** this includes identifying differences and similarities between a diverse range of people, understanding the terms negotiation and compromise and recognise the potential consequences of aggressive behaviour.

In **Keeping Safe** this incorporates the differences between danger, risk and a hazard, understanding of potential risk in various environments such as online safety, personal boundaries and road safety. Throughout, all children will learn about the importance of sleep in maintaining a healthy, balanced lifestyle. By incorporating these elements all children can prepare themselves ensuring values and promote empathy, tolerance and respecting others.

All children will consolidate their learning through a range of activities:

**EYFS** have been learning through outdoor learning and creative play.

**Key Stage 1** through class or group discussion and listening to stories. Encouraging all children to express their ideas.

**Key Stage 2** the children take part in small group discussion promoting oracy and importance of respect and listening to others.

Throughout the school day children are encouraged to use their skills learnt to understand how to support peers within the school environment promoting individuality and independence.



YEAR ONE LEARNING HOW TO KEEP SAFE



RECEPTION HAVE ENJOYED LEARNING ABOUT HOW TO KEEP HEALTHY



YEAR 4 KEEPING OURSELVES SAFE



YEAR 3 "I COULDN'T LIVE WITHOUT"

CHILDREN'S MENTAL HEALTH WEEK

YEAR TWO LEARNING HOW TO EXPRESS THEMSELVES



YEAR 4 EXPRESSING THEIR VOICES

[HTTPS://WWW.CHILDRENSMENTALHEALTHWEEK.ORG.UK/](https://www.childrensmentalhealthweek.org.uk/)

*'Aspiring to achieve, determined to succeed'*

**In RE we aim to:**

Provide every child with a greater understanding of themselves, the world and the people within it by:

- Learning about religions and beliefs in local, national and global contexts.
- Encouraging reflection, discussion and debate alongside rich, inspiring and varied activity that encourage SMSC (Social, Moral, Spiritual, Cultural) development.
- Preparing pupils for their futures through explicit reference and connections to the British Values, combating prejudice and inspiring respect.

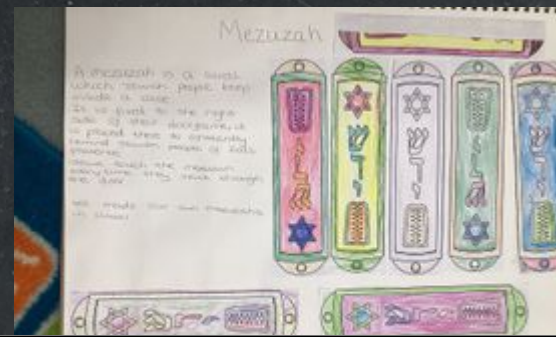
This half term the children in Year One have been exploring all about Jewish traditions and important symbols. This children designed their own mezuzahs and learnt about what a Shema is, and have started to explore different Jewish celebrations.

Year Two have been learning about our own cultural surroundings in Cornwall with their big question 'What makes people and places in Cornwall sacred?'.

In Year Three the children have learnt about ways that Christians show their beliefs about Jesus in worship in different ways and to also offer informed suggestions what what the events of Holy Week means to Christians.



# RE - Religious Education



DESIGNING OUR OWN MEZUZAHS IN YEAR ONE



YEAR 3 HAVE BEEN MAKING LINKS BETWEEN BELIEFS ABOUT GOD AND IBADAH.



SHARING STORIES FROM THE BIBLE



Throughout Spring Term, children from across the school have been thoroughly enjoying their science learning and making exciting discoveries about the world.

It has been so rewarding to watch our youngest children evolve into curious, engaged super scientists! They are provided with the opportunity to work scientifically throughout their day in their learning environment. You can find engineers in the construction area, materials scientists, botanists, doctors, vets, chemists, colour scientists and much much more! All engaged in their work and making meaningful discoveries about the world around them.

As children progress through the school, it is fabulous to see children enthusiastically applying their understanding of the world throughout the the science curriculum. Learning about animals, identifying different animal/plant habitats, understanding forces/magnets and exploring electrical circuits are just a few of the areas of science that children have been exploring this term.

In the wider science curriculum, our Lego League club have been busy applying their STEM skills in preparation for the annual competition and as a school we are making preparations for an exciting Science Week 2024 which we are looking forward to in March.



# Science

EXPLORING  
MAGNETS IN  
YEAR 3

MAKING  
OBSERVATIONS  
OVER TIME IN



We conducted an experiment to see what magnets attract and what they repel!



IDENTIFY...  
AND  
CLASSIFY...  
IN YEAR 4



WE HAVE BEEN  
EXPLORING THE  
HUMAN BODY IN  
YEAR 1



# Cultural Capital



CORNISH  
CARETAKERS



UNIVERSITY TRIP Y6



LOCAL INVOLVEMENT IN  
OUR SCHOOL FOOTBALL  
TEAMS



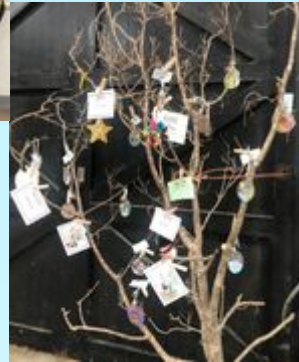
OPEN AFTERNOON



AN EX PUPIL SHARING HIS  
FANTASTIC SPORTING  
ACHIEVEMENTS WITH US!



Our School Parliament and Eco Warriors took part in the Winter Fair recently and received some fantastic comments about their Christmas hanging decorations, miniature gardens, sweetie jewellery and vegetable animals! What a bryntin (brilliant) way to represent Sandy Hill Academy!



# Fundamental British Values



Democracy



Rule  
of Law



Individual  
Liberty



Respect &  
Tolerance

**Democracy:** Eco & School  
Parliament

**Individual Liberty:** Safer Internet  
Day, Children's Mental Health Week

**Tolerance:** Chinese New Year

**Mutual Respect:** Playground  
Leaders



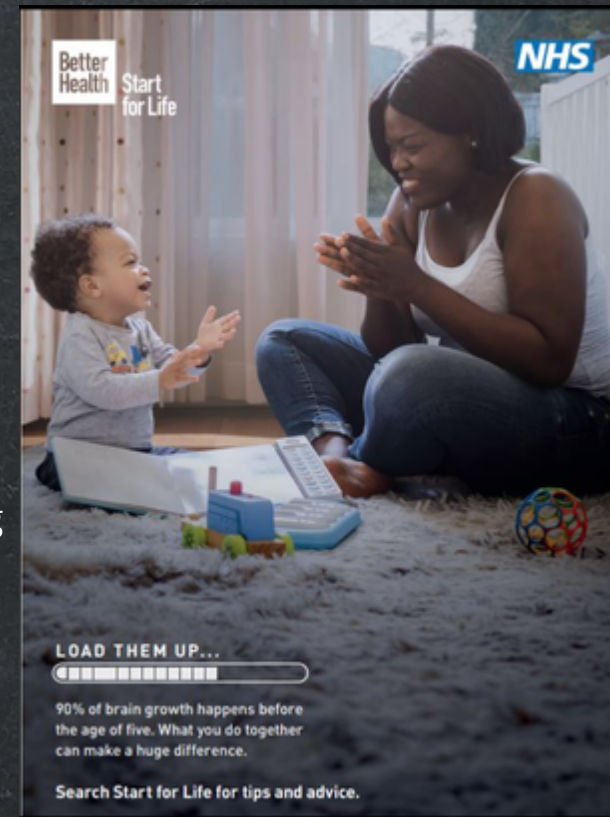


90% of your child's brain growth happens before the age of 5. Right from the start, all those little moments you spend together with your child are building their brain.

Why not take a look at the NHS Better Health: Start for Life [website](#) for ideas, tips and activities you can do together with your child.

What is oracy and why is it important?

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a vital tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Conversation with our children is vital.



If you think you may be eligible for free school meals, please follow the link:

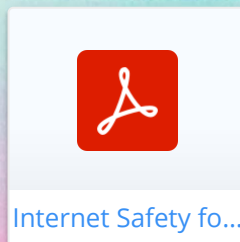
[Further information about free school meals - Cornwall Council](#)

## Keeping Children Safe Online

On 31 January we held an open workshop for parents with a focus on 'Internet Safety for Parents & Carers'. The workshop was presented by Giles Hill, Digital Strategy & Computing Lead for Aspire Academy Trust.

For those of you unable to attend the session, we are pleased to be able to share with you the slides from the presentation. The slides contain many links to various resources and plenty of information with tips on how to keep your child safe online.

Click the icon below to view the Powerpoint presentation slides.



National Online Safety have produced many free guides and resources for parents and carers, helping to keep children safe in the online world. Click [here](#) to explore the available resources.





Neurodiversity is the concept that there are a variety of ways that people's brains process information, function, and present behaviourally. Rather than thinking there is something wrong or problematic when some people don't operate similarly to others, neurodiversity embraces all differences. The concept of neurodiversity recognises that both brain function and behavioural traits are simply indicators of how diverse the human population is.

Neurotypical is a descriptor that refers to someone who has the brain functions, behaviours, and processing considered standard or typical. Neurotypical people may have no idea they are because the subject has likely never come up for them before. These people usually hit developmental and behavioural milestones at the same times and ages that are considered standard for most people. Once grown, they generally move through life without having to wonder if their brains function in the same way as others do.

Neurodivergence is the term for people whose brains function differently in one or more ways than is considered standard or typical. There are many different ways that neurodivergence manifests, ranging from very mild ways that most people would never notice to more obvious ways that lead to a person behaving differently than is standard in our society.

If you are interested in finding out more about Neurodiversity, here are some useful websites with information, advice and support:

[UNDERSTANDING YOUR CHILD WITH ADDITIONAL NEEDS](#)

(SOLIHULL APPROACH - ONLINE COURSE FOR PARENTS. USE ACCESS CODE: TAMAR TO COMPLETE THE COURSE FOR FREE.

THE [NEURODIVERSITY HUB](#) PROVIDES FAMILIES, YOUNG PEOPLE AND PRACTITIONERS WITH ACCESS TO A RANGE OF RESOURCES AND TOOLS, UP TO DATE INFORMATION, AND INTERACTIVE FUNCTIONS WHICH OFFER SUPPORT.

[SENDIASS](#) - SEND INFORMATION, ADVICE AND SUPPORT SERVICE.

[WELLBEING AND AUTISM WHEEL](#)

## Illness related absence

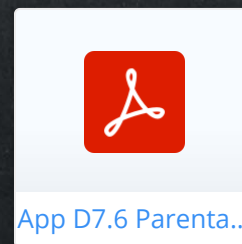
Being in school is important to your child's achievement, wellbeing, and wider development.



At this time of year we have seen a decrease in attendance, mainly due to seasonal illnesses. We appreciate that it can be tricky deciding whether or not your child is too ill to attend school.

You may find the following NHS guidance helpful when deciding if your child needs to remain at home when unwell: [Is my child too ill for school?](#)

If your child has been prescribed medication and are well enough to attend, we can give medicines in your absence provided we hold the relevant completed form which can be found below.





## **School Policies**

### School Uniform Reminder: Hairstyles & Jewellery

Hairstyles should be neat and tidy. We ask that long hair is to be kept tied back, with no dyes or colours added. Hair accessories should be functional and discreet.

Tramlines and extreme hair designs are not acceptable and we request that a Grade 2 is the shortest cut length.

A watch may be worn and one single pair of small, plain stud earrings.

Full details of our school uniform policy can be found on our school [website](#).

### School Premises

Please may we remind all parents, carers and visitors to Sandy Hill Academy that smoking and vaping are not permitted on site.

Dogs are also not permitted on school premises, unless they are a known therapy dog or assistance dog.

## "Working together, inspiring excellence"

As a member of the [Aspire Academy Trust](#) we have a centralised approach to policies. We have an extensive list of policies that cover the nursery, school and Kids Club.

All Ofsted statutory policies are located under the '[Statutory Information](#)' page on our school website.

In addition to these statutory policies, a selection of additional useful policies can be found on our '[Parents/Useful Links & Downloads](#)' page.

Please also read our '[Aspire Social Media Policy](#)' and '[Aspire Parent Code of Conduct](#)' .

If you are unable to find a particular policy, please contact the school office.

Thank you.





## Events & Activities



**GO ACTIVE**  
February Half Term @ Penrice School



Go Active Cornwall run holiday clubs with a difference for children aged 5 - 12 years old. We have the biggest range of sports and activities in the UK – activities may include Nerf Guns, Bubble Football, Archery & Laser Tag + many more! As parents/Guardians you are entitled to an EXCLUSIVE access to this affordable childcare provision.

Location & Timings	Penrice Community College 9.00am – 3pm
Dates & Prices	<u>Tuesday 13<sup>th</sup> February</u> <u>£23 per person</u>
What to Bring	<ul style="list-style-type: none"> <li>• Suitable clothing for sports, trainers, spare clothes.</li> <li>• Packed Lunch, Morning Snack, Plenty of water.</li> </ul>



To book please follow the below [link](https://www.goactivecornwall.co.uk/holiday-clubs/):

<https://www.goactivecornwall.co.uk/holiday-clubs/>



Contact Details; Email – [neil@goactivecornwall.co.uk](mailto:neil@goactivecornwall.co.uk)  
Phone – 01726 212708

The latest edition of Cornwall Primary Times is available to read online. Please click the image below.



## **Information & Support**

**Crisis Care Award** (Cornwall County Council) - 0300 1234 121

**Housing (Cornwall County Council)** - 0300 1234 161

**First Light (Domestic Violence Support)** - 0300 777 4777

**Citizens Advice Cornwall** 0800 144 8848 (Mon to Fri 10am and 4pm)

**Remake Cornwall** - 07480 135818

Email: [remakecornwall@gmail.com](mailto:remakecornwall@gmail.com)

**St Austell Foodbank** - 01726 65313

Email: [info@staustell.foodbank.org.uk](mailto:info@staustell.foodbank.org.uk)

### **Change in circumstance**

Please let us know if any of your circumstances change (address, contact telephone number, email, relationship status details), to ensure your records are current.

Equally, we would ask parents to inform us if there are circumstances outside of school that may be affecting your child's emotional wellbeing, eg parents separating, bereavement, moving home, change in family circumstances etc. We can ensure that your child receives the relevant support to help them through a difficult time.





**Sandy Hill Academy**

*Aspiring to achieve, determined to succeed.*



## Staying in Touch

**Address:** Sandy Hill Academy, Sandy Hill, St Austell, PL25 3AT

**Email:** [hello@sandyhill.org.uk](mailto:hello@sandyhill.org.uk)

**Phone:** 01726 75858

**Website:** [www.sandyhill.org.uk](http://www.sandyhill.org.uk)



Arbor



CLICK ICONS  
FOR MORE INFO

