

Parent Helper Guidance Notes

General helping in the classroom

- Please ensure you always use a quiet voice, and if the teacher stops the children to re-focus and talk to them, please stop and listen too.
- Be generous with your praise and encouragement.
- Support the child, but **do not** complete the work for them.
- Do not hesitate to alert the teacher if a child is being uncooperative or misbehaving.
- If you are working with a group/pair /individual on an activity please try to ensure you know the learning intention and success criteria for that activity, to enable you to fully support the child.
- Obviously we really appreciate your help but if you are unable to come one day, please do not feel guilty! If you can, just ring to let us know that you will not be coming.

Fire Drill

If you are working outside the classroom please familiarise yourself with the nearest fire exit to where you are working

If the fire alarm bell rings:

- You and the children must stop work immediately
- Tell the children to stop what they are doing and listen carefully to your instructions
- You must walk the children out of the nearest fire exit. **Do not return to the classroom** (unless this is the nearest fire exit).
- You should make your way by the rear path (if helping in KS2) or, if helping in KS1, by either the path to the rear of the KS1 building or the path leaving the KS1 playground nearest to the pond, to the assembly point in the recreation ground at the rear of the school. If you are helping in the nursery you should accompany the nursery children under the guidance of the nursery staff.

First Aid

If an accident occurs or a child feels unwell:

- Draw the teacher's attention to the problem.
- Children with minor injuries or children who are feeling unwell should be sent to the main office.
- If a child has a serious accident they must not be moved but help should be sought from a school first aider from the list below:
Mrs S Broom, Mrs S Burgencey, Mrs S Blackwell, Mrs S Booth, Mrs L Davy, Mrs S Hamlin, Mrs P Matthews, Mrs N Meakle, Mrs S Mott and Mrs S Pursey.

- **Remember you must not move a child who is badly hurt or unconscious except to assist their breathing.**

Reading

When you hear a child read the aim is to increase the child's confidence and provide the opportunity for reading aloud for pleasure.

DO:

- Make yourself and the child as comfortable as possible. Relax, smile and chat with the child in order to put them at ease.
- Discuss briefly whether he/she enjoys reading books, finds it hard or difficult, etc.
- Say "let's have a go then" (meaning that you may join in sometimes).
- Always encourage the child to have a go at decoding new words, if they are unable to try asking the child to read on to ascertain if the context will help them to work out the unknown word. Decoding of words will be different with a reception child than an older child. In reception they will be relying on individual letter sounds and pictures, but for older children they should concentrate on the phonemes or breaking words down into recognizable syllables.
- If the hesitation is prolonged try to give 'hints' like individual sounds, blends or read the word to the child, asking them to repeat it afterwards.
- Keep the reading activity fairly short; it can be as little as a page or a lot more. (This will obviously vary according to the age of the child and the type of book.)
- Talk with the child about the passage that has been read and the illustrations, helping with the meaning of any unknown words.
- Show your delight with the child's efforts, and indicate that you will be looking forward to seeing how he/she has got on by the time you see him/her next.
- If the child finishes the book and you or the child are unsure which book is next please check with the teacher.
- Remember to write in the child's reading record book. Try to be as positive (yet constructive) and encouraging as possible when writing comments in the child's reading record book.

Examples of Comments

- Read fluently and clearly
- Lovely use of expression and pace
- Used pictures to help with understanding
- Was able to retell the story in own words and reflect on own experiences.
- Used a range of decoding strategies
- Was able to identify favourite parts of a story and give good reasons for choice.
- Showed a good understanding of the text
- Was able to ask and answer questions on the text
- Made a very good attempt at some 'tricky words'.

Educational visits

- Unless otherwise asked, please sit with your group of children on the coach, making sure they do not get out of or turn round in their seats and that they are wearing a seat belt at all times.
- If you do experience any problems with behaviour, please inform the class teacher immediately.
- Make sure you know where the toilets are and if you need to take a child to the toilet please inform the teacher or group leader.
- Please ensure you know if any of the children in your group have any medical conditions and require medication.
- Please ensure you know the first aid and emergency procedures.

General points

We would respectfully ask that parents are aware of their clothing! There is a lot of bending over and sitting down, so low cut tops or low waisted trousers (showing underwear) should, if at all possible, be avoided. Please ensure all mobile phones are turned off whilst in school, as the noise can be very distracting for young children.

If, during your time working with the children you feel you have any concerns about a child's welfare or they express a concern to you, please speak initially to the class teacher who will then take appropriate action, in accordance with the school's child protection procedures. Please do not question the child yourself or agree to keep a confidence.

Obviously confidentiality is of utmost importance and any information you hear or read about the children should not be discussed outside of school.

Thank you for taking the time to read this guidance and for any help you are giving in the classroom.