

St Peter's C.E. Primary School

Handbook for parents 2024-2025

(Correct as at June 2024)



“Learn, *sparkle* & shine...”

The purpose of this handbook is to give you general information about the school, its organisation and philosophies. Parents are welcome and encouraged to visit the school by telephoning our Head Teacher to arrange a convenient date and time.

What kind of school is St. Peter's?



It is with great pleasure that we welcome you to the St. Peter's prospectus. We hope that you will find much to interest you. In here you will be able to discover what makes St. Peter's such a special place, why the pupils and staff love to be here and why it holds such a special place in the community.

St. Peter's is a warm caring place, filled with wonderful staff and happy children who are supported and encouraged to **“Learn, *sparkle* & shine...”** along every step of their learning journey with us.

Giving every child the chance to **learn** within a widely enriched curriculum is a high priority for us, and we strive for high academic standards; however, St. Peter's is about so much more than this. It is about giving every child the opportunity to **sparkle** and have their talents recognised and developed; it is about giving everyone the chance to **shine** and be proud of their achievements, no matter how great or small. It is about giving children the confidence to have a go and giving them the opportunity to try out new things. It is about tolerance and respect for beliefs of others and taking joy and pleasure from what others do well. Most importantly it is about making happy memories of school life that will be carried forward into adult life and indeed beyond.

We would encourage you to pay us a visit and sample something of the spirit of St. Peter's. You can be assured of a very warm welcome.

J. Scott
Head teacher

St.Peter's School is a **Church of England** Voluntary Aided school, whose foundation is based on **Christian values and beliefs**. Our aided status ensures children are educated in a school where the Christian faith is taught and its values and standards maintained. Governors and staff work together to ensure the school is the very best it can be, and is based on sound Christian principles. St.Peter's School is located in the Parish of Farnworth, Kearsley and Stoneclough.

This school provides education for pupils between the ages of four and eleven. The school was established well over 100 years ago and has become an important part of the community. Over recent years the building has undergone numerous alterations to improve the facilities for the children, and in 2013 underwent a significant expansion programme to become a bright, modern 2 form entry school with high quality facilities.

Our **daily act of worship** is an essential part of the school day and is based around the philosophies and beliefs of the Christian faith. Since the closure of St. Peter's Church we have held a service in school on the second or third Sunday of each month. People of the Parish and parents are encouraged to join the children during these services. Class assemblies, organised by the children, are held regularly. The content of the assemblies is made relevant to the experiences of the children and is sensitive to other cultures and religions.

St. Peter's C.E. Primary, Farnworth

Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us!

"Learn, Sparkle & Shine..."

www.st-peters-farnworth.bolton.sch.uk



Tes Schools Awards 2023

Shortlisted

Primary School of the Year



Tes Schools Awards 2024

Shortlisted

Primary School of the Year





**We are the Bolton News Primary
School of The Year 2022**



Annual Information

Attendance *(via website)*
 Ofsted Report *(via website)*
 KS2 SATS *(via website)*
 Anti Bullying Policy *(via website)*
 SIAMS Report *(via website)*
 School holiday list *(via website)*
 Sample School meals menu *(via website)*
 Good behaviour booklet *(via website)*

Meet the Staff and Governors *(correct at June 2024)*

Head teacher

Mrs J Scott

Deputy head teachers

Mrs D Buckley

Assistant head teacher

Mrs Simmons

Mrs Price

Mr Lane

School Business Manager

New in post September 2024

School Administrators

Mrs Y Pyle

Miss R Hayward

Site Manager

Mr G Wells

Designated Safeguarding lead

Mrs S Percival & Mrs J Scott

Inclusion/ SEN leader

Mrs K Smalley/Miss F Porteous

Chair of Governors

Mr P Masters

Governors representing PCC

Mrs S Buckley

Ms S Goodwin

Fr S Nolan

Mr J Aspinall

Mr P Masters

Ms L Hellings – Lamb

Mrs D Entwistle

Governors representing Local Authority

Gareth Mabon

Governors representing Parents

Mrs K Royle

Mrs A Fox

Governors representing staff

Mr P Lynch

Co-opted Governor

Mrs B Bale



Contact details

Chair of Governors: Mr P Masters

Head teacher: Mrs J Scott

Deputy Head teacher: Mrs D Buckley

Address: Alexandra Street
Farnworth
Bolton
BL4 9JT

Telephone: 01204 333090

Email address office@st-peters-farnworth.bolton.sch.uk
Website address www.st-peters-farnworth.bolton.sch.uk

Please note that the information in this document applies to the school year 2024/ 2025 and was correct at June 2024. Parents should not, however, assume that there will be no change to these arrangements before the start of or during the school year or in subsequent years

“Learn, sparkle & shine...”



St. Peter's CE Primary, Farnworth

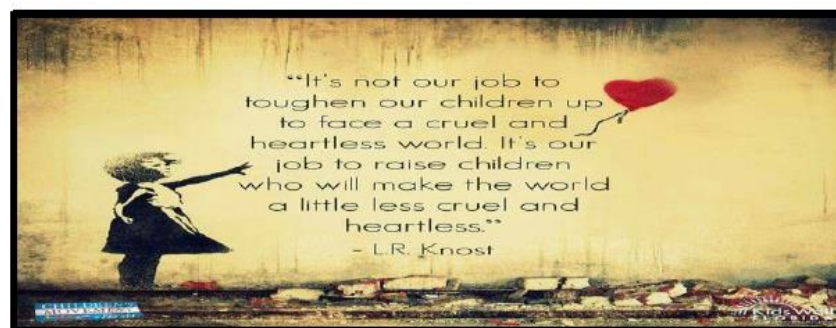


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will **"contribute to and prosper in society"** bringing God's plan for them to fruition.

Our school purpose is to signal a route to a life that many don't think possible!

We aim to maximise social mobility, with God's support & guidance!



**"For I know the plans I have for you", declares the Lord
"plans to prosper you and not to harm you, plans to give
you a hope and a future." Jeremiah 29:11**

"Learn, Sparkle & Shine..."



Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is knowing who I am, what I love and being proud to be me.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**), **Provide wisdom**
- encourages positive attitudes, resilience and strong mental health (**sparkle**) **Provide dignity and hope** and,
- develops positive citizens with strong community (Christian and British) values (**shine**). **Provide community spirit**

Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.
In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Hoim Ginott

F Forgiveness and Friendship
A Always respectful
I Inclusion – all welcome
T Trust
H Honesty and Hope

“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

We fully embrace the Church of England Vision for Education (2016) which can be found [here](#)

Here is our school prayer



St. Peter's School Prayer

Written by the Shine Team

Autumn 2021



Dear Lord,



We praise You for creating the universe and everything in it.



Thank You for making us unique and special.



Thank You that Jesus will be with us no matter what.



We are sorry for the bad things we have done.



Please forgive us and help us learn from our mistakes and follow You.



As we walk down Progress Avenue, help us to be inspired by St Peter and fish for the keys to success.



Please help us to be a rock like St Peter, to be bold and strong and never give up.



As St Peter built the Church, may we build a community of peace, hope, love and joy.



Please help us to respect our differences and stick together even in the hardest times.



As Your Holy Spirit gave St Peter courage, may we have the courage to **"Learn, Sparkle & Shine..."**



Amen

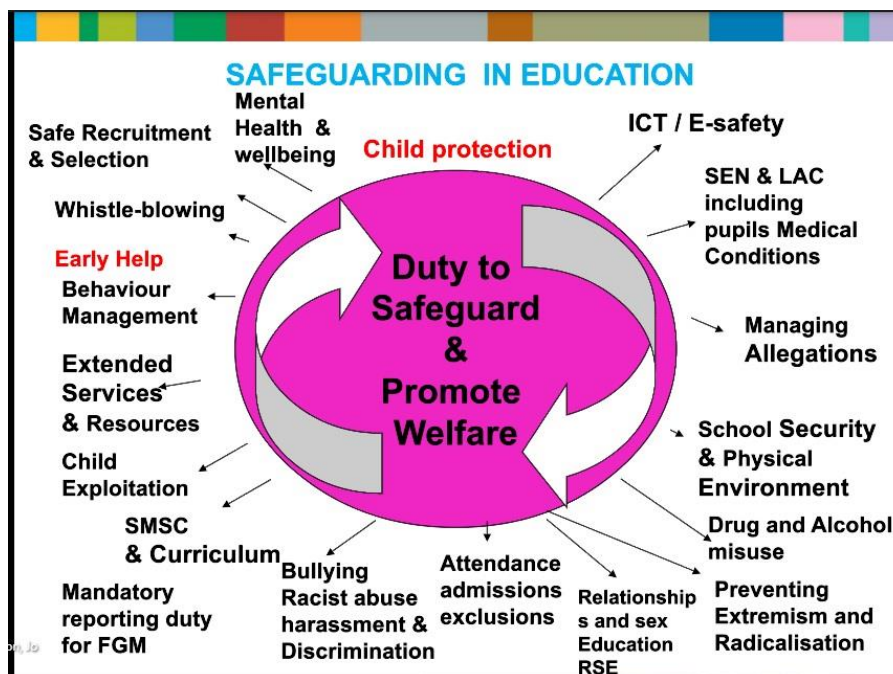
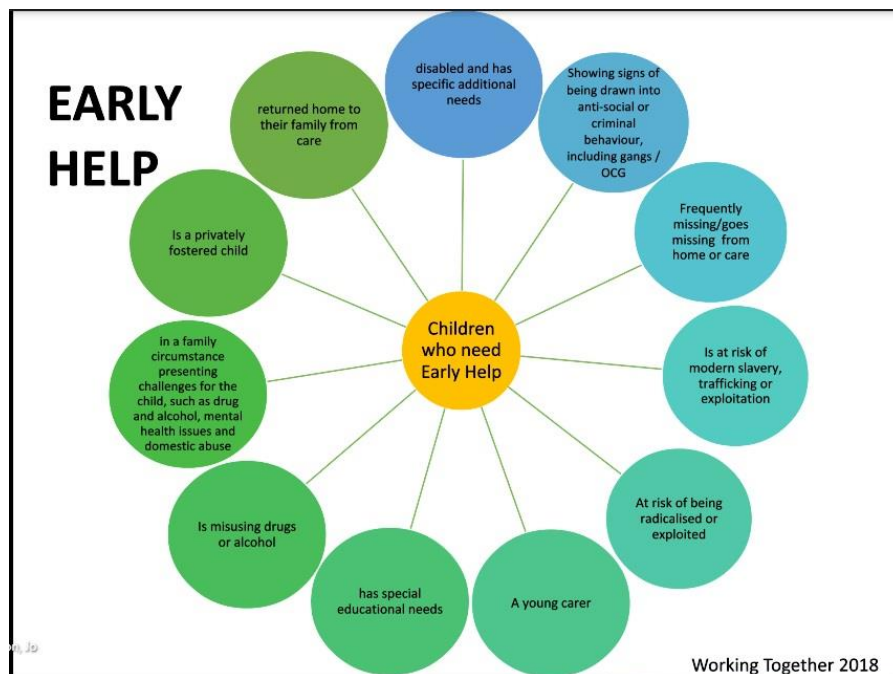


Working together with other agencies in Bolton

Keeping children safe in Bolton

What is our role in safeguarding and child protection? Because of the day to day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. Parents should be aware, therefore, that where it appears to a member of staff that a child may have been abused, the member of staff is required, as part of the local Child Protection procedure, to report their concern to Social Care immediately, where advice and support will be sought.

The following situations are identified as those where additional support may be needed or requested.



“In Bolton, all agencies work together with families, to promote the well being of children and keep them safe.”

If you have a safeguarding concern please ring Mrs Percival, our Designated Safeguarding Leader.

Our aim at St. Peter's is to ensure our children are able to

“Learn, Sparkle & Shine...”

We therefore seek to provide help and support as early as possible, to remove any possible barriers, preventing this aim from being achieved.

The full policy for safeguarding children at St. Peter's can be found on our school website.

A summary of our policy can be found below.

Child Protection and Safeguarding Children Policy for Parents and Carers

St. Peter's C.E. Primary School will strive to ensure that all pupils remain safe and free from harm, and the school is committed to playing a full and active part in the multi-agency approach to child protection concerns. Additionally, the school has a legal duty to safeguard and promote the welfare of children, and to have a child protection policy and procedures in place, which should be shared with parents, to address concerns about the safety and protection of children.

Through their day to day contact with pupils, and direct work with families, staff who work in schools have a crucial role to play in noticing indicators of possible abuse or neglect. Parents should be aware therefore, that where it appears to a member of staff that a child may have been abused, the school is required, as part of the local child protection procedures to report their concern to Children's Social Care immediately. To avoid any misunderstandings therefore, parents of children who sustain accidental injuries outside school, which result in cuts/bruises/fractures should inform the school **without delay** and explain the cause.

Principles

- Children have a right to be safe.
- Parents have a right to be informed.
- Children are best protected when parents and school can work together.

Partnership

- School will inform parents of any concerns about their children (providing it does not compromise the child's safety) and will help and support them as necessary.

Prevention

- School will take positive action to prevent children suffering abuse and neglect through the development of an open culture that informs children of their rights,

and encourages them to speak about any concerns. The school will also address the issue of children's safety through the curriculum.

Responding to concerns

- School will refer all allegations or concerns that a child has been, or is likely to be, abused or neglected to Children's Social Care within the Children's Services Department.
- School will consult with other agencies when it has concerns that a child may have been abused or neglected.
- School will discuss with parents/carers any concerns they have about their children.
- Parents/carers will be kept informed about what has happened.

Child/Child Abuse

- Physical and emotional abuse of children by other children will be dealt with, initially, through the school's anti-bullying policy. Parents/carers will be kept informed. All concerns about possible sexual abuse will be referred immediately to Children's Social Care.

Child Protection Strategy Meeting and Conferences

- Members of school staff will attend strategy meetings and conferences when required and will provide information about children and families. This information will be shared with parents beforehand if possible. School will keep confidential child protection records separately from a pupil's academic and other school records.

Confidentiality

- Information from any source, including parents, about possible child abuse cannot be kept confidential.
- Information and records about children who are the subject of a Child Protection Plan will be given only to those people who need it, and will be kept strictly confidential by them.

If parents have concerns about the safety or wellbeing of their child, they should contact:

Mrs Scott or Mrs S Percival OR in their absence Mrs Buckley or Mrs Hearsey

Operation Encompass



Our school works in partnership with Bolton Safeguarding Board and Greater Manchester Police on a project entitled "Encompass."

The principles and procedures associated with this project can be found by clicking here; [Bolton Encompass Protocol](#)



Encompass Parents Awareness Letter

Dear Parent/Carer,

Re: Bolton Encompass

Our school has been given the opportunity to take part in a new project that will run in partnership with Bolton Safeguarding Board and Greater Manchester Police.

The project, Bolton Encompass, has been designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school but which might have an impact on a child attending school the following day. This information will be shared on school days during the school term. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff, known as a Key Adult, will be trained to liaise with the police. At St. Peter's C E Primary, Farnworth our Key Adults are Mrs.S Percival and Mrs L Williams. They will be able to use information that has been shared with them, in confidence, to ensure that the school is able to support children and their families. Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident.

We always endeavour to offer the best support possible to our pupils and believe that Bolton Encompass is going to be beneficial and supportive for all concerned children and families

Some information about Encompass is included in this letter but if you would like more information about this new initiative you can contact our Key Adult at school.

Thank you for your continued support

Mr P. Masters
Chair of Governors

Mrs Scott
Head Teacher



Extended Services

The school links with many different services in Bolton who work with young children and their families. Our Outreach Worker is a point of contact who is able to signpost and link families up to the appropriate services. Parents are encouraged to ask members of staff if there are any issues which they feel might be a barrier to the children's learning, safety and well-being, so that we can offer support which will be of help.

Our staff are dedicated to improving the lives of our young people and their families.

We ensure they are provided with every opportunity to

“Learn, Sparkle & Shine...”

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

Sparkle



Sparkling is **knowing who I am,**
what I love and **being proud to be me.**

Allow for the development of individuality; character development; hope, aspiration, courageous advocacy.

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



St. Peter's CE Primary, Farnworth

Early Help Offer

*"We can change the world
and make it a better
place. It is in our hands
to make a difference."
- Nelson Mandela*

Link with Aspire
Support
Service – Triple
P parenting
classes

Wellcomm and
NELI
communication
interventions in
EYFS & KS1

Targeted SALT
assessments

Dedicated
attendance support
officer – every
morning from 8am,
every day 5 days a
week

Link with Bright Young
Leaders – supporting
pupil self-esteem and
personal self
awareness .

DSL dedicated parent
listening service –
daily drop ins or
weekly scheduled
appointments

Sparkle room
ASD/nurture
provision

Peapods weekly parent
and toddler group
Thursday 9.30-11am in
community room.

Friday morning
parent book swap
and chat club –
warm space.

Café Church on Saturday
morning in community
room, once a month. Warm
space, chat and fellowship.

Reception class
parent 'stay and
learn' sessions

Café Church on Saturday morning in community room, once a month. Warm space, chat and fellowship.

Staff trained in Mental Health First Aid

Year 5 and 6 healthy relationships programme delivered by Fort Alice

Learning mentor provides pastoral intervention to pupils who need it.

Year 3 and Year 5 Crime prevention and crime awareness programme – Project Chameleon

Sunflower after school club.

Affordable pre loved on line uniform shop

Specialist transition programme for some Y6 pupils provided by Ladywood outreach.

Transport provided for parents to attend courses, (e.g. breaking free, Triple P) if they are struggling to access due to transport issues.

“Homely remedy” medication service to support with attendance.

Free breakfast for all pulls from 8.30am onwards.

Strong HRSE curriculum

Free intervention breakfast service for families who need it.

Support to access free school meals - help to complete forms, contact with Council.

Access to local food banks.

Key adult meet and greet in the morning - for children with school reluctance

Liaison with agencies to support with housing or living conditions.

Referral to the school nursing team

IQM centre of excellence and flagship status in recognition of exemplary inclusive practise.

Team Around School (TAS) access to specialist services – CAMHS, Fort Alice, social care.

How is the school day organised?

To ensure we are compliant with the DFE guidance of school being open for 32.5 hours per week these are the start and finish times, since September 2022.

EYFS to Y4 school starts at 8.45am and ends at 3.15pm.

Y5-Y6 school starts at 8.55am and ends at 3.25pm.

Morning break varies between 10.30 and 11.15.

Lunch break Children receive one hour between 11.45 to 1.25

Afternoon break optional for Y1 and Y2

Break Time Arrangements

Healthy Eating Snacks Healthy Eating snacks are available at breaktime and are paid for in advance on via parent pay

Milk / Juice / Fruit Milk or water are freely available in school, along with a selection of fruit.

Water bottles – children are encouraged to bring their own water bottles from home on a daily basis. **Please ensure this contains water, not juice.**

We do encourage the children to eat well and drink plenty, as we know this is essential to their well-being and their learning.

Lunch Arrangements

School Meals The school has its own kitchen which provides well balanced, nutritional meals. Dinner money is paid in advance through the app Parent Pay. Details of how to log onto this will be sent to you separately. For administrative reasons changes in your child's lunchtime arrangements are made on a half-termly basis. Please inform the school office if your child will be in school late or will not be in for dinner.



Free Meals

Under certain circumstances parents are entitled to claim for free school meals. Application may be made to The One Stop Shop at Farnworth or Bolton Town Hall. All Ks1 children receive a free school meal.

If you are concerned or need any help/advice please ask contact our School Office.

Packed Lunches – Some children bring a packed lunch to school. We ask that this includes a sandwich, fruit, drink and yoghurt. Crisps, chocolate and fizzy drinks are not encouraged as the school has the Healthy Schools Award and promotes healthy eating. The lunch should be in a sealed container, rather than a carrier bag, with the child's name on it. Please do not send glass bottles or cans in a packed lunch.

Allergies We are an egg and nut free school. There may be occasions when we remove certain food items from the menu, such as cheese, if there are children with allergies. You will be informed by school should this impact your child.

Morning arrangements

Walking Bus



To help reduce traffic around school during morning drop off we offer a walking bus service. Children are met by school staff on the Tesco car park before school and are then walked to school. More details can be provided for you from our office staff should you be interested.

SHOW YOU CARE, PARK ELSEWHERE!



At St. Peter's we ask that all of our community members commit to our pledge to ensure children are safe on the roads around our school. This means parking in a safe and legal manner when visiting our school and dropping off or collecting your child at the beginning and end of the day.

Thank you.

EVEN IF LATE, DON'T PARK AT OUR GATE!

SCHOOL — KEEP — CLEAR

Breakfast club

To help families who may be working or have a child at another school, we offer a breakfast club. This is a service which you pay for and runs from 8am in the morning. More details can be provided to you from our office staff should you be interested. Advance booking needs to be made through our on line parent pay system.

magic breakfast
fuel for learning





St Peter's C of E Primary School

An introduction to our online payment service

www.parentpay.com

What does ParentPay do?

- enables you to pay for school meals, snacks, trips and other items such as after school clubs
- offers a highly secure payment site
- gives you a history of all the payments you have made
- allows you to create a single account login across all your children that attend a ParentPay school
- shows you all items available for payment relevant to each of your children
- emails a receipt of your payment to the email address you register
- offers you the ability to set automated email/SMS payment reminders.

How does ParentPay help you?

- gives you the freedom to make payments to school whenever and wherever you like
- stops you having to write cheques or search for cash to send to school
- gives you peace of mind that your payment has been made safely and securely
- helps with budgeting; payments are immediate, there is no waiting for cheques to clear
- payments for many of the larger trips can be made by instalments up to the due date
- you will never need miss a payment, or have insufficient credit, with automated email/SMS alerts
- ParentPay is quick and easy to use.

How does ParentPay help your school?

- reduces the administrative time spent on banking procedures
- keeps accurate records of payments made to every service for every student
- payments do not bounce
- reduces paper 'waste'
- allows for easy and quick refunds to be made back to the payment card
- improves communication between the school and parents concerning payments
- offers a more efficient payment collection process, reducing the amount of money held on school premises
- helps us improve school-home communication with its integrated email/SMS messaging centre.

How do you get started?

We will send you an activation letter containing your activation details to enable you to set up your ParentPay account.

If you have more than one child at a ParentPay school/s you can add them to a single account, providing one login for all children at ParentPay schools.

More information

More information can be found on the ParentPay website, alternatively contact the school office by emailing office@st-peters-farnwoth.bolton.sch.uk.



ParentPay

What should my child wear?

We are very proud of the appearance of the children at St. Peter's and promote our high expectations at all times.



Our uniform is a symbol of belonging to our school and underlines the sense of community we seek to develop. The children should take pride in their appearance and present a positive image for our school. We ask for your support in this matter. On rare occasions we may need to talk to children and parents of our expectations with regard to dress.

School Wear

Sweatshirt – Bottle green with optional school logo
Polo Shirt – Sky blue with optional school logo
Trousers – Dark grey or black Skirt or pinafore – Dark grey
Summer Dress – Blue and white check or green and white check

Footwear

Sensible black shoes. We do not encourage children wearing trainers to school and any child wearing trainers will be expected to explain this to school staff. In most cases a pair of black plimsols will be provided as a temporary measure, until school shoes are provided.

Jewellery

Children whose ears are pierced may wear plain studs if necessary but we cannot accept responsibility for the loss or damage of jewellery brought to school. All other forms of jewellery are not allowed for reasons of safety. We do not support children wearing make-up or nail varnish to school.

Hair styles

Hair should always be smart in appearance and long hair should always be tied back. Hair adornments may be used if they support the uniform policy of smart appearance at all times. Hair adornments should be in line with uniform colours; black, white, blue or green.

PE Kit

The PE kit is as follows:
White T shirt, black (dark) shorts, plimsolls (optional for indoors)
In winter children may bring a warm tracksuit, preferably dark in colour.

PE Safety Note

Long hair must be tied back. The children are not allowed to wear rings or necklaces. Stud earrings must be taped.

All items of clothing should be clearly labelled with the child's name. The school cannot accept responsibility for loss or damage to personal property in school.

Where can I buy school uniform?

Our standard uniform can be purchased at most uniform stockists (without the logo).

Logo branded uniform can be purchased at a variety of suppliers. Ask school for more details.

Our pre-loved second hand uniform is always well stocked.

Please click on the link below to place your order.



School Attendance

At St.Peter's School we know that good progress in learning depends on excellent school attendance. Children should attend school every day unless too unwell to do so. The school regularly monitors every child's attendance and regular feedback is given to both children and parents. We follow through all absences in our drive to ensure the attendance of all pupils is outstanding.

The school also has an Pastoral Manager who is able to support to families and give advice on school attendance issues.

Sickness - If your child is unwell and unable to attend school it is very important that you contact the school with a clear explanation - a phone call, text message, email or a letter will do. If the child has a medical appointment please send a letter in advance to the class teacher indicating the arrangements for pick up from school.

Holidays in term time

Attendance today = success tomorrow!



Holidays must not be taken during term time as this has an extremely detrimental effect on your child's education.

The long term cost to your child's education of going on holiday in term time, far outweighs the short term gain of the holiday at the time. The £60 fixed penalty notice is the least of the costs; it is the impact on your child's future educational success that presents the greatest cost. Children miss vital learning that cannot be repeated. It is widely acknowledged that mental health and personal well-being flourish when children have good routines and engage with their learning. Holidays in term time are disruptive on both counts.

I urge you to prioritise the long term benefits of regular school attendance, over the short term impact of a holiday in term time.

Absence for other reasons - Please come into school and discuss with your child's class teacher or the head teacher if your child is absent from school for any other reason.

How are the classes organised?

The school has a reception unit, four **Keystage 1** classes and eight **Keystage 2** classes. The classes are organised as follows.

Year R	4 to 5 years
Year 1	5 to 6 years
Year 2	6 to 7 years

Year 3	7 to 8 years
Year 4	8 to 9 years
Year 5	9 to 10 years
Year 6	10 to 11 years

For most of the school day the children in key stage 2 are taught by their class teacher, but on occasions are taught by other teachers who have expertise and skills to offer. There are many other adults who work in school with the class teachers.



What are the school's curriculum aims?

The children enjoy a curriculum which gives them access to a full range of carefully planned and structured learning experiences which will promote their all round development and enable them to achieve their potential as learners.

We offer a broad and balanced curriculum which encompasses the Early Learning Goals and the wide variety of the National Curriculum subjects, extending into the area of spiritual, moral and social and health and relationship including sex education. Our curriculum policies are available on our website should you wish to read them in detail.



Curriculum Booklets for Parents

We always keep parents informed (on a termly basis) of the work your child will be doing in class. The booklets are very user friendly and give valuable information to help you help your child as he/she moves up through the school. Should you wish to talk about this and feel you need further advice on helping your child please do not hesitate to contact your child's teacher to arrange an appropriate time to discuss this. These booklets are also available on the school website.



How can parents help their children at home?



Support from parents is essential to the child's progress in school. Children are given homework each week - this includes reading, learning spellings and practicing number bonds or times tables. In addition each half term there may be a project or a range of additional activities to be chosen from such as: a "finding out" activity, a game, a worksheet, a project or making something. The time spent on homework varies according to the age, the needs and the interests of the child. At these times parental support is of great value, the teachers are more than willing to help parents who might find it difficult to offer this support.

Reading at Home

Throughout school children are expected to read at home and forming good routines from the start is essential. Your child will make good progress in school if they are a secure reader.

We spend much of our school day teaching children to read through 1 to 1 reading sessions, reading in small groups, reading to the children and reading for knowledge in all curriculum areas. Continue this learning at home will ensure that your child makes progress.

We use questions which link to Vocabulary, Inference, Predictions, Explain, Retrieve and Summarise (VIPERS). Your child will become familiar with these as we use them in school.

Here are the words explained further, so that you can use these at home when listening to your child read.

What are Reading Vipers?

These are the key reading skills for children to be able read and comprehend a wide range of literary texts.



VOCABULARY

Looking at the choice of words that an author uses in a text.



INFERENCE

Information that is suggested but not said in the text. The 'hidden' meaning.



PREDICT

Explaining what might happen next based on what has happened in the text.



EXPLAIN

Explain an aspect of the text. This may include why the author includes it or how the meaning is enhanced through choice of language.



RETRIEVE

Locate and retrieve information from the text to answer questions.



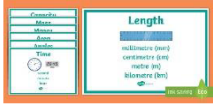
SUMMARISE

Sum up key points in the text or sequence events as a summary., make sure you keep it brief

Homework Policy

St. Peter's CE Primary, Farnworth Helping your child to learn at home (Years 1 -6)

- Homework is an important part of building positive habits towards learning, as well as consolidating and extending learning.
- You have an important role in supporting and encouraging your child to engage in homework that will allow them to flourish.
- Our blogs are regularly updated to showcase all the wonderful learning opportunities that your child engages in at school. Please take a few moments each week to look at the class blogs – if you could leave a comment that would be great.

Frequency	Type	Notes	Check
Daily	Reading 	Reading is the most important homework activity that a child can do. There are three types of reading activity; • You reading to your child • Your child reading to you • Your child reading independently Over the course of the week you and your child may engage in any, or all, of the three types of reading for enjoyment. Just ten minutes reading each day adds up to 60 hours reading over the year.	You (Y1-5) or your child (Y6) should record the page numbers and write a comment in the reading record book. This should be checked and signed by a parent/carer each day.
Daily	Number bonds and Times tables 	Rapid recall of times tables makes maths activity much easier for children, as all of their brain power can focus on the maths problem, since recall of number facts will be automated. The government also requires all children to know their times tables by the end of Year 4. This is checked by an online test. Fast recall of number bonds to 10 and 20 is a prerequisite to the times table challenge. Please help your child to recall these facts regularly.	Times table Rockstars Your child should use TTRS to practise for at least 10 minutes each day. TT rock star champions will be celebrated each week in school.
Weekly	Spellings 	Pupils will be given a spelling list each week. They will bring home the word list and should practise them using look, say, cover, write check or one of the other strategies for learning taught in class.	Weekly spelling test Children will be tested each week. Please ask your child for their weekly test score.
Weekly	Measures facts 	Pupils are given a list of facts related to measures in maths. These facts were sent home in the curriculum booklet at the beginning of the year. The facts will be continually tested across the year. They should be embedded knowledge by the end of the year.	Children will be tested each term. Please ask for your child's score.
Termly	Enrichment activity 	Learning outside of school is important too. We strongly encourage children to participate in the Children's University scheme. By going swimming, attending cubs, brownies or rainbows, participating in martial arts lessons, going along to dance classes, or joining a football team (plus many more out of school activities), your child can accumulate hours towards a fantastic graduation ceremony held at Bolton University each year.	Children's University passports can be purchased from Miss Brown. All the additional activity that your child participates in can be added to their passport – leading to a cumulative total of hours over the year. These hours also carry forward year on year and add cumulatively.

“Learn, sparkle & shine...”

Every bit of practise will help. These tasks are not compulsory, but if your child does choose to complete them, we will celebrate with them.

Challenge reading list

Can your child read them all?

“Learn, Sparkle & Shine...”

St. Peter's CE Primary School, Farnworth

Year 3 reading challenge











"Learn, Sparkle & Shine..."

St. Peter's CE Primary School, Farnworth

Year 5 Reading Challenge www.stpeters-ct.org.uk

Illustration of two children sitting on a red oval base, with the text "Reading is Fun" written below them.

"Learn, Sparkle & Shine..."

St. Peter's CE Primary School, Farnworth

Year 4 Reading Challenge Nov 2021-22



"Learn, Sparkle & Shine..."

Relationships, Health and Sex Education

Our aim is to enable the children to understand their own bodies, how to keep them healthy and to understand their own feelings and responses to situations. Relationships and Health education permeates all areas of the school curriculum.

We aim to encourage in all children; positive qualities and attitudes, knowledge and understanding, abilities and skills which will enable them to grow in confidence and feel able to play their part within the family, school and community. We are keen that children should be happy within themselves and with their own achievements. We aim to develop children's social and life skills to enable them to establish good personal relationships with others and to raise the children's awareness of the potential risks in society and to learn strategies for dealing with them should they arise.

Sex Education and Relationships this is a part of our wider teaching philosophy which emphasises the importance of family life and personal relationships. It is taught in Y4, Y5 and Y6 in greater depth. Our content does not extend beyond the KS2 science curriculum content. Parents are invited to be fully involved in this work.

Our full Health, Relationships and Sex Education policy is available on our website.

Religious Education

St Peter's school follows the Manchester Diocesan Board of Education syllabus for their R.E. policy. The syllabus provides a sound understanding of the beliefs and practices of Christianity and also recognises the importance of developing our understanding and appreciation of life in a multi-cultural society.

Our aim is to enable children to;

- Have a better understanding about themselves and their place in the world.
- Think about life and its meanings which will aid them on their spiritual journey.
- Understand the ways in which religious beliefs and practices affect the behaviour of individuals and groups.

(Parental Rights of Withdrawal - at St. Peter's school Religious Education and Worship are a vital part of the education we offer to children and are essential to the child's growth and development. As such, any parent wishing to exercise their rights of withdrawal from either R.E. or Worship are requested to discuss their position with the Head Teacher. Appropriate alternative provision will be decided following discussion with the child's parents)

How do we encourage good behaviour & positive attitudes to learning?

Good relationships are at the very heart of all our work here at St.Peter's. We will look after and care for your child whilst they are in school and you can trust that we will do our best for each one of them.

Throughout your child's time at school we expect & encourage the highest standards of behaviour and manners, where all the children are helped to work and play together, whilst showing respect, care and concern for all people (adults & children) and property. We promote and develop positive relationships with parents and with children. At St Peter's we work hard to ensure the children are happy in school and that they make good progress in their work.

- We praise and encourage, and love to say "well done."
- We listen to, talk to and involve the children in decision-making.
- We recognise and reward children's achievements in their academic work, personal qualities, behaviour and attitudes in school.
- We share the children's achievements with others.
- We give stickers, stars, badges, a smiley face or words of acknowledgment!
- We have a system of certificates "Super learners" which are given out at regular intervals.
- Every day is a new day, where we start afresh, forgive and forget any past incidents.



We have few written rules and those we have exist for the safety, welfare and well-being of all the children in our care. Parents are always kept informed when serious problems do occur and it is particularly at these times when we ask for your support and co-operation so that we can all work together to sort out any issues arising. Formal and informal meetings may be called to discuss these matters as they arise.

(The school has a detailed policy on Behaviour and Discipline which is available in school or on the website for parents to read.)

How do we provide for children with Special Educational Needs?

Please see our website for our full SEN local offer.

Every child is special, is valued and encouraged to contribute to the life of the school in their own way. Our aim is to provide a stimulating and structured learning environment for all our children. Special educational needs can arise at any time during the child's school life. They may be related to learning difficulties, health problems, emotional or behavioural problems. At St.Peters, some children have moderate needs and others have more severe needs. It is important that parents and teachers work together to ensure the needs of the child are identified and provided for, through the LA / school partnership. All teachers are involved in the provision of work suitable to each child's own level. Often children are supported by Special Needs Assistants and teaching assistants.

We have a member of staff who takes responsibility for children with special educational needs. The local education authority is able to provide support for some pupils through the Educational Psychology Service.



Sparkle Room

Some children arrive at St. Peter's school with needs that prevent them from accessing the curriculum within a busy, mainstream classroom. To allow these children full access to their education we have an inclusive nurture provision, which we have named the Sparkle Room. The provision is run by qualified teachers and allows children in small groups to receive an outstanding education.

Pupils with Disability

Pupils with disability learn alongside their peers with additional resources such as a hearing aid or equipment to aid vision. Teachers plan to ensure these pupils are enabled to participate as fully and effectively as possible within the National Curriculum. The Governors recognise the requirements of this act and consider all aspects of disability when planning for school improvements and building works. They continue to explore ways in which the building can be adapted to provide access to all parts of the school's curriculum and buildings.

Parents are encouraged to ask for the schools Accessibility Plan and the Disability Equality Scheme as this will give more details of the schools provision and the plans for the future. The school has an up to date Special Needs Policy which is updated annually and is available at the school office.



How do we care for the children in school ?



Pastoral Care It is important that your child is happy in school - happy children learn more easily. We see the education and care of a child as a partnership between home and school and to this end we encourage parents to discuss with us any problems which might arise at home and could affect your child. Similarly if a problem arises in school the teacher will discuss the matter with you.

Sickness -If a child falls ill or is injured at school every attempt will be made will be made to contact the parent or guardian and return the child home. Parents are asked to ensure their emergency numbers are updated in school on a regular basis. A member of staff is qualified to give first aid advice when necessary.

Medication in school If your child is receiving regular prescribed medication and needs to be administered in school hours the medicine should be left by arrangement with the Head Teacher. Other medication can also be given by the school staff, upon completion of a 'homely remedies' request form. Please see the office staff for more details.

Asthma The school supports children who have asthma. Parents are asked to inform the school and will be asked to give specific details so that we can provide for each child's specific needs. If your child is asthmatic, medication must be provided for school use. This is stored in the child's classroom so that it is easily accessible as required.

Road Safety _Parents who bring their children to school by car are asked not to park on the zig-zag lines immediately outside school. It causes a hazard for all parents and children crossing the road. The safety of all our children is very important. Parents are asked to read all child safety letters carefully. Your co-operation and assistance is appreciated.

Supervision of children before and after the school day-parents of Ks1 children are asked to supervise their children until the bell rings in the morning and are asked to collect the child from the classroom door at the end of the school day. It is important that the teacher is notified if a family member or friend will be collecting the child on any particular day. Ks2 children are permitted (although for year 3 children it is not recommended) to walk alone.

Privacy Notice (How we use pupil information)

We need to hold personal information about your child on our computers systems and in paper records to help us with their educational needs.

Your Headteacher is responsible for their accuracy and safe keeping. Please help to keep your child's records up to date by informing us of any change of circumstances.

School staff have access to your child's records to enable them to do their jobs. From time to time information may be shared with others involved in your child's care, if it is necessary. Anyone with access to your child's record is properly trained in confidentiality issues and is governed by a legal duty to keep their details secure, accurate and up to date. All information about your child is held securely and appropriate safeguards are in place to prevent loss.

In some circumstances we may be required by law to release your child's details to statutory or other official bodies, for example if a court order is present, or in the case of public educational matters. In other circumstances you may be required to give written consent before information is released.

To ensure your child's privacy, we will not disclose information over the telephone, fax or email unless we are sure that we are talking to you – the parent /carer. Information will not be disclosed to family and friends unless we have prior consent and we do not leave messages with others.

Why do we collect and use pupil information?

We collect and use pupil information under section 537A of the Education Act 1996, and section 83 of the Children Act 1989. We also ensure we have a lawful basis for processing the data.

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to support you to decide what to do after you leave school

Categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and contact details)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- National curriculum assessment results
- Special educational needs information
- Relevant medical information

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil information

The school stores information on several computer and paper-based systems and have set periods for each system for the information to be retained. Should you require further information about which systems, please contact our Data Protection Officer. The longest period that we can hold your child's information is until the child reaches the age of 25, at which point all data will be removed from our systems.

Sharing Information

There are strict controls on who can see your information. We will not share your data if you have advised us that you do not want it shared unless it is the only way we can make sure you stay safe and healthy or we are legally required to do so. We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We routinely share pupil information with:

- schools or colleges that the pupils attend after leaving us
- our local authority and their commissioned providers of local authority services
- the Department for Education (DfE)
- Our information is held on a number of systems that have third party access, we have checked with each supplier to ensure they are compliant with General Data Protection Regulations, and that they will not access or use any child data without prior and specific permission from you.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

To find out more about the data collection requirements placed on us by the DfE (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

We are required to share information about our pupils with the DfE under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013. The length of time for which we hold pupil data varies according to the type of data. More information can be found in our Information Management Policy, which can be found on our website at www.st-peters-farnworth.bolton.sch.uk

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under General Data Protection Regulations, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, please contact our data protection officers directly, who will arrange for this to happen within the required time.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

Parent / Carer information

The School will also store basic information such as name, relationship and contact details for all parents / carers on our system so that we can contact you, and to help maintain the safety of our children. We will retain this information for the period that your child is at the school. This data will also be subject to the conditions as outlined in this notice.

Data Protection Officer

The school has an independent data protection officer service supplied by Global Policing Limited. Global Policing is an organisation run by ex-senior police officers who specialise in working with schools and have vast experience of data protection matters. If you have any questions or comments, or wish to make any requests under the Regulations, you should contact them directly:

- Telephone (answerphone) 0161 212 1682
- Email data@globalpolicing.co.uk
- Website www.globalpolicing.co.uk/data

Please note that should you instigate any of your rights under this act, your basic information will be shared with the data protection office who will make contact with you to support you through the processes and procedures.

If you have a concern about the way we are collecting or using personal data, we ask that you raise your concern with us in the first instance.

Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns>

How does the school keep parents informed of their child's progress?

Dear Parents/Carers,

Following the assessment that your child sat in the curriculum form we are pleased to send you this overview of your child's achievements from last term. I hope that you find it informative, and that you enjoy the opportunity to celebrate the progress made.

If you have any questions about the information, please do not hesitate to contact the school to make an appointment to discuss it further.

Yours at the school

Headteacher

	Level of achievement			Progress this year			Effort (ABC or D)
	Below age related expectations	Average age related expectations	Above age related expectations	Below	Expected	Good	
Reading	✓				✓		A
Writing	✓				✓		A
Reading & Spelling	✓				✓		A
Science	✓				✓		A
RE		✓			✓		A
Computing		✓			✓		A
Physical Education	✓				✓		A
Art & Design		✓			✓		A
Music		✓			✓		A
PE & Games		✓			✓		A
PSHE		✓			✓		A

	Attendance	Behaviour	Effort
Exceptional	Attendance is 99% or higher. Always in school on time.	A role model for other pupils due to their excellent behaviour.	Goes beyond expectations in lessons and with homework.
Good	Attendance is 96% or higher. Very rarely late to school.	Always meets the school expectations for behaviour.	Consistently good effort with all work set.
Room for Improvement	Attendance falls below 96% or occasionally late to school.	Occasionally misses learning opportunities due to behaviour.	Effort is sometimes good, but not always consistently applied.
Cause for Concern	Attendance is below 90% or frequently late to school.	Incidents of poor behaviour cause disruption for other pupils.	Shows a poor attitude in lessons or to homework.

The school has high expectations of all its pupils. It works to ensure every child achieves the very best in all areas of learning. This is at the heart of all we do.

As very careful and detailed records are kept, which track your child's progress, we are able to give parents information at any time in the school year as to how well they are doing. Reading, writing and mathematics are still at the heart of the work we do. Reinforcement at home makes a difference to how well your child achieves. The school is always grateful for your support. Reports are sent out at the end of the school year and grade checks termly.

Reporting to Parents.

Parents are welcome to come in to school **at any time** during the school year to discuss the child's progress. Two formal parents evenings are held where parents discuss their child's progress with the class teacher. At the end of every academic year a written report will be sent home on which you will be invited to make a comment. If you wish to see a member of staff please contact the school to make an appointment. Teachers are available for consultation with parents at the end of the school day.

Attendance, Behaviour and Effort Record

Parents are regularly informed of their child's attendance record
See example below, which is included as part of the grade check and end of year report.

	Attendance	Behaviour	Effort
Exceptional	Attendance is 99% or higher. Always in school on time.	A role model for other pupils due to their excellent behaviour.	Goes beyond expectations in lessons and with homework.
Good	Attendance is 96% or higher. Very rarely late to school.	Always meets the school expectations for behaviour.	Consistently good effort with all work set.
Room for Improvement	Attendance falls below 96% or occasionally late to school.	Occasionally misses learning opportunities due to behaviour.	Effort is sometimes good, but not always consistently applied.
Cause for Concern	Attendance is below 90% or frequently late to school.	Incidents of poor behaviour cause disruption for other pupils.	Shows a poor attitude in lessons or to homework.

How can parents be more involved in the life of the school?



Read our regular Parent newsletters & magazines and other correspondence.

Access the school's blogs and website to find out more about our school and what the children are doing.

Follow us on twitter

Volunteer to help us when we have special events in school.

Come to our school's events & functions.

Talk to us about anything and everything

Share your ideas and thoughts about the school – respond to our questionnaires

Encourage your child to adopt good reading routines and habits both in Ks1 and Ks2.

Play games with your child and involve yourself in their ICT learning!



What else happens in school?

Extra Curricular Activities

Several extra curricular activities take place throughout the year in which the children are encouraged to participate. Over recent years these have included choir, chess, science, writing club, football, rounders, netball, cross country running and infant sports. There are many other activities that take place in and out of school, visits, theatre groups, musical events and book club.



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After school learning clubs

Our after school learning clubs vary accordingly to the needs of the children and the funding available to provide this additional facility. They are designed to support the children in literacy and numeracy.



Charges for School Trips.

For visits taken during school hours a voluntary contribution is asked for. Unfortunately if sufficient contributions are not received the visit may be cancelled. For excursions out of school hours a charge is made. However individual needs are discussed and assistance may be arranged in cases of hardship

Local Walks & community activities

Children often go on walks around the locality as part of the curriculum. We take part in very many community and church activities. A risk assessment is always carried out beforehand to ensure your children are safe. Parents are asked to sign a local walk permission slip and return it to school.



What will my child learn in school?

Please visit our school website curriculum pages for full and thorough information about the EYFS curriculum we provide.

www.st-peters-farnworth.bolton.sch.uk

Early Years Education in the reception class – The Early Years Foundation Stage (EYFS)

- Children develop quickly in their early years and in the EYFS. Practitioners aim to do all they can to help children have the best possible start to school life.
- The work in the EYFS builds on what children already know and can do. The curriculum is organised into 7 areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and are interconnected.

The 7 areas of learning are;

- **Prime Areas** these are key areas of learning. They are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

Communication and Language	Personal, Social and Emotional Development	Physical Development
Listening, Attention and understanding Speaking	Self-Regulation Managing Self Building Relationship	Gross motor skills Fine motor skills

- **Specific areas of learning**, provide children with a broad curriculum and opportunities to strengthen and apply the prime areas of learning. It is particularly important in developing language and extending vocabulary.

Literacy	Mathematics	Understanding of the World	Expressive Arts & Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past & Present People, culture and communities The natural world	Creating with Materials Being imaginative & expressive

- Children learn by leading their own play, and by taking part in play which is guided by adults. Play is essential for children's development, building their confidence as they learn to explore and solve problems. There is balance between self-directed play experiences & learning activities, and those guided or directed by adults.
- Quality interactions between the adult and the children, through play, also enhances learning and development as well as communication and language.
- Practitioners observe how children engage with others and their learning environment through the characteristics of effective learning,

Play and exploring – children investigate and experience things, and 'have a go'.

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These support the children to ensure they are an effective and motivational learner.

Our EYFS classroom



A Summary of the National Curriculum

English

Keystage 1

During KS1 pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

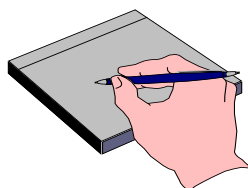
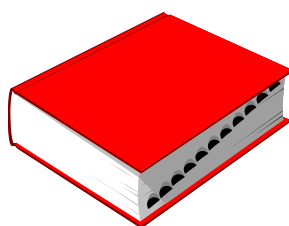
Speaking and Listening: Pupils learn to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. Our children also learn how to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.

Reading: pupil's interest and pleasure in reading is developed through class and individual books, as they learn to read confidently and independently, building on their knowledge of phonics to blend and read an increasing number of words. They focus on words and sentences and how they fit into whole texts. They work out the meaning of straightforward texts and say why they like or do not like them.

Writing: pupils start to enjoy writing and see the value of it. They learn to communicate meaning through sentences and then develop these into paragraphs for narrative and non-fiction texts.

Spelling, Punctuation and Grammar: Pupils start to understand how texts are constructed by studying a range of punctuation and learning how tenses affect a piece of writing.

The Programmes of Study provide a detailed basis for implementing the statutory requirements of the curriculum and is closely followed in school in order to provide a broad and exciting curriculum.



Keystage 2

During KS2, pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.

Speaking and Listening: pupils learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Taking varied roles in groups gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used.

Reading: pupils enthusiastically read a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others. Each class studies a range of books as a basis for their English work.

Writing: pupils develop an understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They start to explore how the English language can be used to express meaning in different ways that engage and interest the reader. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.

Spelling, Punctuation and Grammar: Within this children learn the technical names for parts of the written language and study how changing these can affect the meaning of the text. They also explore a wider range of punctuation.

The Programmes of Study provide a detailed basis for implementing the statutory requirements of the curriculum and is closely followed in school in order to provide a broad and exciting curriculum.

Mathematics

Keystage 1

During keystage 1 pupils develop their knowledge and understanding of maths with a strong emphasis on practical activity, exploration and discussion. Pupils learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills, including 2, 3, 5 and 10 times tables, and use these confidently in different settings. They learn about shape and space through practical activity which build on their understanding of their immediate environment. The children begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

Keystage 2

During keystage 2 pupils use the number system more confidently reading and using numbers to a million. They move from counting reliably to calculating fluently with all four number operations. Children apply the knowledge they gained of number through a range of real life problem solving opportunities.

Practical work is still key as pupils explore features of shape and space such as recognising and sorting shapes and develop their measuring skills in a range of contexts.

Children also begin to explore concepts linked to fractions, decimals and percentages and further on through school they study algebra and ration problems.

They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

The maths programmes of study provides a detailed basis for implementing the statutory requirements of the programme of study in mathematics.



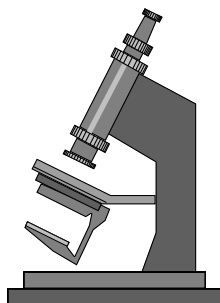
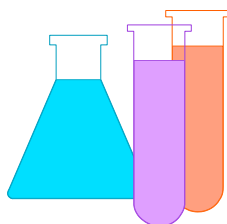
Science

Keystage 1

During keystage 1 pupils observe, explore and ask questions about living things, materials and phenomena around their everyday lives such as the seasons, light and sound.

Practical work is key as they begin to work together to collect evidence to help them answer questions and to link this to simple specific ideas. Pupils learn to evaluate evidence and consider whether tests or comparisons are fair.

They share their ideas and communicate them developing the use of specific scientific language, drawings, charts and tables. The children use a range of reference materials including books, and internet websites to research scientific ideas which they share within class.



Keystage 2

During keystage 2 pupils learn about a wider range of living things, including animals, plants and humans. They also study materials in more detail and begin to understand physical phenomena such as forces.

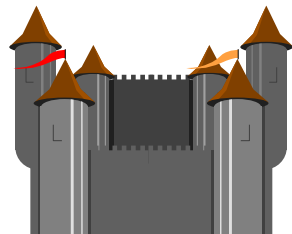
They develop the links between ideas and start to explain things using simple models and theories. The children apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. Pupils learn about scientific and technological developments and start to think about the positive and negative effects of these and how this will affect their lives in the future.

They carry out more systematic, independent investigations, working on their own and with others. Pupils learn to talk about their work using a wide range of scientific language, conventional diagrams, charts and graphs. Children are encouraged to use a range of sources including text books and specific websites to add to their practical knowledge on a subject.

Computing

<u>Keystage 1</u> During keystage 1 pupils explore information technology and learn to use it confidently and for different purposes. They start to use it to develop their ideas and record their creative work. Children become familiar with a range of hardware and software and begin to learn to use different programmes as well as learning how to create simple programs.		<u>Keystage 2</u> During keystage 2 pupils use a wider range of tools and information sources to support their work in a range of subjects. Pupils develop their research skills and decide what information is appropriate. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience. They also learn to use more detailed programming techniques.
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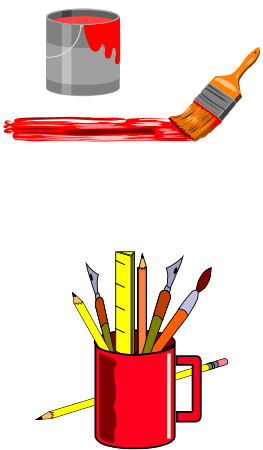
History

<u>Keystage 1</u> During keystage 1 pupils learn about people's lives and lifestyles. They find out about significant people, events and changes within living memory including those from the locality and the wider world. They also learn about some key events from the distant past. Pupils listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.	<u>Keystage 2</u> During keystage 2 pupils learn about significant events from the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economical, technological and scientific, social, religious, cultural or aesthetic perspectives. Students are encouraged to use different sources of information to help them investigate the past both in depth and as an overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways, and why this may have been.	
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Geography

<u>Keystage 1</u> During keystage 1 pupils investigate where key features, such as oceans and continents, are across the world. They also study an area of Britain and contrast this with an area from across the world. They also learn about weather patterns and understand seasonal variations. Children carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.		<u>Keystage 2</u> During keystage 2 pupils investigate a variety of people, places and environments in greater detail across the United Kingdom and contrast this with knowledge about Europe and the Americas. They learn about aspects of physical and human geography and how we affect our world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask increasingly complex geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.
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Art and Design

	<u>Keystage 1</u> During keystage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. Children begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.	<u>Keystage 2</u> During keystage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. Pupils become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.
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Music

<u>Keystage 1</u> During keystage 1 pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. Children explore and enjoy how sounds and silence can create different moods and effects.	<u>Keystage 2</u> During keystage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. Pupils explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.	
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Physical Education

<u>Keystage 1</u> During keystage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs, small groups and teams. By watching, listening and experimenting, children develop their skills in movement and co-ordination, and enjoy expressing and testing themselves in a variety of situations.		<u>Keystage 2</u> During keystage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. Pupils enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.
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Design and Technology

	<u>Keystage 1</u> During keystage 1 pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. By building on their early childhood experiences pupils investigate objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and could start to use ICT as part of their designing and making. Children also evaluate their work and begin to use technical vocabulary to explain it.	<u>Keystage 2</u> During keystage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of people who use them. They plan what has to be done and make items using a wider range of materials and tools. They then identify what works well and what could be improved in their own and other people's designs using specific technical language. Pupils draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways to support the design process.
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Modern Foreign Languages

	<u>Keystage 2</u> Children in key stage 2 learn a modern foreign language, currently this is French. The children learn through games, stories and interactive film clips that allow them to practise and refine skills orally and then begin to write key words and phrases. The children also begin to learn some basic grammar and recognise the differences between written language in English and French.	
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This information has been taken from the National Curriculum 2014 and is accurate at the time of writing.

Curriculum Queries

Parents who have queries about the school curriculum should first consult the Head Teacher who will discuss the matter with the teaching staff and the governors. If however concerns cannot be resolved, then a formal complaint may be referred to the Governing Body.