

*Growing together,
Learning forever*

Woodstone Community Primary School



PROSPECTUS 2020 – 21

Headteacher: Mr Patrick Mullins
Deputy Headteacher: Miss Grace Clement
Chair of Governors: Mr Scott Young

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A WELCOME FROM OUR CHAIR OF GOVERNORS

On behalf of the governing body I thank you for taking an interest in Woodstone Community Primary School.

I am a parent governor and my son thoroughly enjoyed his time at Woodstone. I am proud to be part of the school and respect all the work that goes into the school by the staff ensuring all the children achieve their potential.

We are committed to safeguarding and promoting the wellbeing of all children. We work in union with parents and carers to support children in their learning through a safe and caring environment. Good discipline, kindness and hard work are rewarded. We have created an interesting and stimulating environment where children learn through a creative curriculum.

We believe never to be satisfied with what we achieve. Our aim is to continually raise standards and strive to be the best. Some of my observations about the quality of education your children will receive here at Woodstone are

- *good teaching*
- *'Inspiration Days', where pupils go on exciting visits or welcome visitors into school, are excellent..*
- *pupils' awareness and adoption of healthy lifestyles are excellent*
- *Preparation for the future is good*
- *a good range of clubs enrich pupils' educational opportunities*
- *parents and carers were overwhelmingly supportive of the work of the school*

As a governing body our role is to be a “critical” friend to the school. We listen, ask questions and make decisions to enrich all the children and staff in the school.

I am sure that once you have seen what we do you will be excited and want to join us.

Scott Young
Chair of Governors

A Warm Welcome to Woodstone

Dear Parent/Carer,

Your child's years at primary school are an extremely important time in their educational life and it is therefore essential that you are thoroughly involved and informed from the very beginning. The aim of this booklet, together with any visits you may arrange, is to begin providing that necessary information.

Everyone here at Woodstone is concerned first and foremost with children. The staff and governors are committed to providing the very best education for all our pupils. We care passionately about the quality and nature of the education we provide. Our facilities and approach may be modern but traditional values and attitudes are at the core of everything we do.

We aim to provide individual, caring attention for each child and create a stimulating environment in order for effective learning and teaching to take place. We have high expectations of all children both academically and socially.

We not only strive for high quality teaching and learning but also for well behaved, articulate pupils. In order to achieve this we rely heavily on the partnership between home and school. Throughout your time as a Woodstone parent you are welcome to contact us at any time, to get involved and to be an active partner in your child's education.

We look forward to developing this relationship and to ensuring your child receives the very best possible start to their academic life.

Patrick Mullins
Headteacher

MISSION STATEMENT

*"Growing together,
Learning forever"*

TO ACHIEVE OUR MISSION STATEMENT OUR AIMS are as follows;

We aim to promote high achievement where children work independently and collaboratively

Offer broad and challenging opportunities which enable ALL children to achieve their full potential in an ever changing world by promoting equality of opportunity for ALL including between disabled and other people

Operate as a team - where Staff, Governors, Parents and members of the community recognises the importance of partnership in education

Develop high self-esteem and sense of worth alongside high standards of behaviour which will allow effective learning to take place

Strive to develop independent thinkers and highly motivated lifelong learners

Teach children an understanding of and respect for their own and other beliefs and cultures and an awareness of the wider world and the important role they have to play

Offer staff development and training – recognising the impact high quality training has upon raising standards within school

Nurture all aspects of a child's development, emotionally, academically and socially

Ensure a bright, stimulating, challenging and happy learning environment where everyone feels valued, safe and secure

STAFFING LIST

	KEY STAGE	YEAR	
Mr Patrick Mullins			Headteacher Safeguarding Lead History Lead
Miss Becky Pickering	FS	Reception	English Lead EYFS Lead
Miss Grace Clement	1	1 (Mon, Tues, Thurs, Fri)	Deputy Headteacher Maths Lead Outdoor Education Lead Computing Lead Deputy Safeguarding Lead
Mrs Christina Leaney	1	Year 1 (Wed) Year 2 (Thurs am)	Music Lead
Miss Kelly Barnes	1	2	SENDCo PSHE/Mental Health Lead
Mr Jerram Brewin	2	3	
Mrs Lynne Kennedy	2	4	Science Lead KS2 Phase Leader
Miss Susie Williams	2	5	P.E. & Sport Lead Geography Lead Healthy Schools Coordinator
Miss Beckie Daley	Currently taking maternity leave		
Mr Chris Martin	2	6	Art/ Design Technology Lead

SUPPORT STAFF

Mrs Sharon Capstack	Reception	Senior Teaching Assistant
Miss Steph Sollars	Reception	Teaching Assistant
Mrs Lisa Emery-Hall	Y2	Teaching Assistant
Mrs Wenda Hickin	Y4, Y5 Whole School Cooking	Teaching Assistant
Miss Jane Pears	Y1, SEND	Senior Teaching Assistant
Mrs Emma O' Neill	Y1 & Y3, SEND	Teaching Assistant
Mrs Debbie Broster	Y2, Y3	Learning Support Assistant
Mrs Denise Shepherd	Y5	Teaching Assistant
Mrs Celia Hooton	Y6 & SEND	Senior Teaching Assistant
Miss Amanda Pullinger	Y4	Teaching Assistant
Mrs Jenny Sainsbury	Y3	Teaching Assistant
Mrs Elaine Edwards	YR, Y1, Y2, Y3, Y4, Y5, Y6, ICT, Green Team, Library	Teaching Assistant
Mrs Geraldine Clark		Business Manager
Mrs Gillian White		Admin Officer
Mr Tony Medlycott		Premises Officer
Mrs Helen Barker		Cleaner Midday Supervisor
Mrs Julie Sleath		Midday Manager
Miss Donna Hughes		Midday Supervisor Cleaner
Mrs Barbara Richards Miss Chloe Davies Mrs Helen Barker Mrs June Louca Mrs Emma Platts Miss Donna Hughes		Midday Supervisors

GOVERNING BODY

Community Governor

Mr Scott Young

Chair of Governors

Parent Governors

Mr Matthew Pickering
Mrs Emma Pollard
Mr Marek Dobrovolski
Mrs Rebecca Walker
Mrs Melissa Wallbank

Staff Governors

Mr Patrick Mullins
Miss Grace Clement
Miss Kelly Barnes

Headteacher
Deputy Headteacher
Staff Representative

LA Governors

Co-opted Governors

Mr Paul Oliver
Mrs Sharon Capstack

Clerk to Governors

Mrs Tracey McLean

Any contact with the Governing Body should be made through
the school office or through Mr Mullins or Miss Clement

Child Protection: Safeguarding children – Information for Parents

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a Child Protection Policy: parents may request a copy of this.

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional, neglect.
- In some cases the school is obliged to refer children to Children's Social Care staff, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to Children's Social Care if it is thought that this might put the child at risk.
- Children's Social Care tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally they can be open with parents about the steps being taken.
- If you think your child may have been abused you can contact the Children's Social Care office or the Local Authority's Access & Welfare Service direct. If you think the abuse may have happened in school, contact the Headteacher or the Designated Senior Person for Safeguarding Children, who is **Mr Mullins – Headteacher or Miss Clement in his absence**. If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.
- If school staff need to express concerns about a child or refer a child to Children's Social Care, it is understood that this can cause distress or anger for the child's parents. It is important that all parties – parents and school staff – try to discuss these matters as calmly and sensibly as possible.
- **PICKING UP CHILDREN AT THE END OF THE DAY** – Please note that children in classes Reception, Year 1 and Year 2 will be dismissed only to the person collecting them i.e. we do not allow children in these years to walk home or to the car-park alone. Please ensure you let the school know exactly who will be collecting your child each day. If this changes it is your responsibility to let the school know. If a "completely new person" is collecting, then please introduce them to the class teacher. Children in Classes 3 and 4 will also need written permission to be able to not be collected directly by an adult. We actively encourage you to collect children of this age in the same way as those in the Reception, Yr1 and 2 classes.

For parents' enquiries please contact: **Mr Mullins – Headteacher or Miss Clement – Deputy Headteacher**



THE SCHOOL DAY

Children should enter the classroom directly between 8:45am & 8:55am

The register is taken at 8.55am

Morning break 10.40am – 10.55am

Lunch 12:15pm – 1:15pm

The school day finishes at 3:10pm for children in the Reception Class and 3.15pm for all other children.

**IT IS ESSENTIAL THAT YOU ARE ON TIME
BOTH IN THE MORNING AND AFTERNOON. THANK YOU**

Transport to School

We have a limited number of car parking spaces in the school car-park but obviously at the beginning and end of the school day it becomes extremely busy and we ask anyone picking up children to be sensible, considerate and patient because the last thing we want is an accident.

Could we also please ask everyone parking on local streets to have consideration for our neighbours. We encourage parents and children to walk to school whenever possible. The Plough Public House in the village kindly allows our Parents/Carers to use their car-park at "drop-off" and "pick-up" times or you may be able to arrange lift sharing to minimise the number of cars at the school at times of peak congestion.

Snowfalls and Emergency School Closure

It may be necessary in bad weather, or in the case of an emergency, to close the school. Details will be broadcast on

Radio Leicester 104.9 F.M.

We ask parents and carers to listen to the radio at such times and not ring school as this blocks our phone line.

If it is necessary to close the school during the school day we will, where possible, contact parents and carers through the Teachers2Parents text service, the Teachers2Parents app or by phone so please ensure we always have up to date contact information. We will also update our website so that you have the most up to date information.



Teachers2Parents
Effortless Communication



'Working together to achieve great results'

School Uniform

At Woodstone we believe that wearing a uniform contributes to the identity and ethos of the school and so it is strongly encouraged. These are the items of school uniform which are obtainable from the office. (We do keep a number of items in stock).

White shirt/blouse or navy blue or white polo shirt

Navy sweatshirt or cardigan with school logo

Black or grey trousers/Black or grey skirt, pinafore

Blue & White gingham checked or striped dresses if preferred in summer.



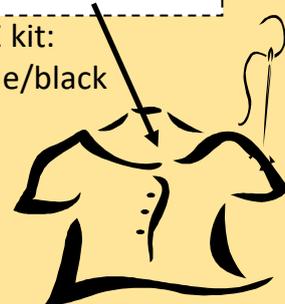
Ann Clarke

Children will also require a suitable PE kit:
Navy blue school T-shirt (with logo), navy blue/black shorts, plimsolls for indoor sessions.

Sweatshirt or tracksuit, shorts and trainers for outdoor sessions.

Optional extras (with school logo) include:

Polo shirt, College jacket, Mistral reversible jacket, Cap, Book bag, PE bag.



**BAGS AND ALL ITEMS OF CLOTHES
MUST BE CLEARLY NAMED.**

In the interests of health & safety, the school reserves the right to require pupils to change any items of clothing or footwear, which are considered unsuitable for school wear.



Children should wear black shoes for school. They should not wear heeled shoes, boots or trainers.



Jewellery

We do not allow the wearing of any jewellery (except stud earrings). Children must remove all studs for PE and we therefore request no jewellery is worn on swimming or PE days. Nail varnish should also NOT be worn at school.

Children should not have fake tattoos on show at school.

Admissions to School

We recommend that you make an appointment with the Headteacher to view our school. We take great pride in showing people round!

During this meeting you may see part of the school day in progress. You will have the opportunity to discuss issues of particular concern to you or gather general information about the school. If you wish you will be given an application form. This form needs to be completed and returned to the Allocations Section at County Hall. (Telephone: 0116 305 6684). Alternatively, and perhaps the best way to apply is online at www.leics.gov.uk/admissions



The planned admission number each year is 30 children.

Children are admitted to school as Rising 5's, which means all children will start school in September. Our induction arrangements for our new starters include:

- A preliminary meeting and tour of the school for parents
- 4 afternoon sessions in the Summer term to get to know staff/classmates/routines
- Visits to the pre-school setting by the Reception class teacher or Senior Teaching Assistant
- A part time phased start to the year (children will only attend in either the morning or afternoon for their first week)

Woodstone Community Primary School strictly follows Leicestershire County Council's Admissions Policy.

Transfer and Transition

At the end of Year 6, the majority of our children transfer to Ibstock Community College, as this is their catchment school.

Contact details are: 01530 260705

We do however have some children who live out of our catchment area who could attend one of the following: -

Ivanhoe College, Ashby-de-la-Zouch	01530 412756
Newbridge High School, Coalville	01530 831561
Castle Rock High School, Coalville	01530 834368
The Market Bosworth School, Market Bosworth	01455 290251
De Lisle Catholic School, Loughborough	01509 268739

Every effort is made to make the transition as smooth as possible. High school teachers visit our school, talk to the pupils and records are sent on. During July induction days are organised to familiarise the pupils so that they get to spend time at their new school prior to starting in the Autumn Term.

Information concerning these schools is available from the individual establishments.



***'We like to support
local, national and
international
charities'***

School Organisation

At present we arrange children in single year group classes according to their age. Class sizes are generally limited to 30 unless there are extraordinary reasons why it should go above this number.

We have classes from Foundation Stage to Year 6. Each class teacher is responsible for his or her class and all classes have some help from a Teaching Assistant. Children in the Foundation Stage have two assistants who work alongside the teacher. Children with special educational needs are taught, on occasions, individually, or in small groups.

Teachers meet regularly as a whole staff to discuss and review the curriculum, monitor standards of learning and receive professional development.

Inclusion

At Woodstone we work to remove barriers to learning and to create an environment where all pupils can contribute fully and feel valued. ***Pupils are treated equally and feel valued and respected. They say that the school encourages them to treat others with respect and this is evident in their behaviour around school and in the playground. All are fully accepted and included and there is no discrimination (Ofsted 2016).*** Staff and governors are committed to giving all our children every opportunity to achieve the highest of standards and to recognising and valuing all forms of achievement. Equality of opportunity must be a reality for our pupils. When planning work, teachers take into account the abilities of all their pupils, and strive not merely to fit our children into what we offer but to ensure the needs of the child are being met. As recognised by OFSTED ***'The school has a highly inclusive approach to all pupils in the broadest sense. This is supported admirably by links with other agencies, by the teachers' knowledge and understanding of the children, by planning to meet needs and the effective support, advice and guidance given to particular individuals both within and outside of the classroom.'***

Statement on Racism

Woodstone Community Primary School does NOT tolerate any form of racism. 'Discrimination is tackled rigorously on the rare occasion when it occurs.' We value children and adults as individuals and as members of differing cultural, racial and religious groups. We work to develop attitudes and conduct appropriate to living in a multicultural society that respects others regardless of their race, belief or colour. The Governors and Staff of this school declare they are opposed to racism and to any discrimination. We believe teachers and parents must do everything possible to challenge racist behaviour whenever it occurs. All incidents of a racist nature are reported directly to County Hall.



Special Needs

The school follows the Code of Practice outlined by the Department for Education (DfE) on the identification and assessment of Special Educational Needs (SEN). The class teacher in consultation with the parents and the SEN Co-ordinator (SENCO) makes early identification of children with special needs. Advice may be sought from outside agencies such as Social Services, the Educational Psychology Service or Specialist Teaching Service. Parents are always consulted prior to such contact being made and they are part of every process.

It is estimated that one child in five needs additional help at some stage during their time in school. This help may be of a temporary nature or be prolonged and may include extra support from our Special Needs Teacher. The degree of help offered to a child is described as being in one of three stages and is recorded on a SEN Record in compliance with the Code of Practice.

The SEN Policy is updated annually and a copy is available on request. We are proud of the provision offered to our children with special needs.

Our school SENCO is Miss Kelly Barnes – feel free to contact her through the school office.

Children Working at Greater Depth



All children have their gifts and talents and at Woodstone Primary School we aim to develop them as fully as possible. We seek to identify children working at greater depth in whatever subject at the earliest opportunity and provide stimulating activities suitable for their needs. The school carefully monitor the progress of such pupils.

THE CURRICULUM

In September 2014 we launched our exciting curriculum based on a commercial scheme called Cornerstones. It is a creative thematic approach to the curriculum which simply means we bring subjects together to help children make links and see the purpose of what they are learning. We try to make learning as practical as possible and immerse the children in what they are doing. Each theme begins with an inspiration day, which could be a trip, a visitor coming into school or a research day. Each theme also must have a purpose so that there is always an end product. The creative curriculum offers an exciting variety of choice but it is all carefully mapped to National Curriculum requirements.

All schools teach the National Curriculum which was revised in September 2014. The education of primary school children is divided into Key Stages. Reception children entering school continue their **Foundation Stage** of learning.



Children in Years 1 and 2, from the age of 5 until 7 are in **Key Stage 1**. Children in Years 3 to 6 are in **Key Stage 2** of their education. Standard Assessment Tasks (SATs) are currently taken at the end of each Key Stage 2. At the end of Year 2 an English and Maths level is awarded to children based on Teacher Assessment.

The National Curriculum covers the following subjects;

English

Mathematics

Science

Information Communication Technology (ICT)

Religious Education

The above subjects are known as 'core subjects'.



The subjects below are known as the foundation subjects:

Design Technology

Citizenship/PSHE

Geography

History

Music

Physical Education (P.E.)

Art

French



English

All children take part in a daily English session.

We aim to help children to:

- develop a confident and positive attitude towards all aspects of English
- use English as a powerful tool across all areas of the curriculum
- communicate effectively in speech and writing
- listen with understanding
- become enthusiastic, responsive and knowledgeable readers
- read and write for enjoyment

The school has a wide range of reading materials to draw on; our core reading scheme is Oxford Reading Tree supported by other schemes such as Rigby Rocket and Sunshine. We now have a well-stocked school library which the children use on a regular basis.

We have a Book Fair at least once a year and other events during the year which motivate children to have a real passion and love for English.

Mathematics

All children take part in a daily Maths session, based on the White Rose scheme of learning.

Through mathematical work we hope to encourage children to:

- use Mathematics as a tool across a wide range of activities
- develop a confident and positive attitude towards Mathematics
- develop understanding skills
- develop enquiring minds and the ability to think logically
- develop the ability to record their work in an appropriate form

Science

We aim to develop the children's sense of enquiry and extend their knowledge and understanding of scientific concepts. Through the teaching of science we hope to:

- arouse children's curiosity in the material world
- encourage them to develop an enquiring mind
- develop skills such as observation, prediction, measurement, and drawing conclusions

Computing



We aim to equip the children with the skills and knowledge necessary for today's technological world. All classes have computers linked to the network as well as an interactive whiteboard and some lessons take place within the ICT suite. We also have a set of laptops (internet linked) and digital cameras, which are used for whole class and group work.

We aim to provide as much "hands on" experience of ICT as possible. This includes word processing, graphics, using databases and spreadsheets monitoring and controlling events and using digital photography. We also encourage the use of ICT in other curriculum areas.

Religious Education

Lessons in Religious Education take place each week. These lessons are in accordance with Leicestershire Education Authority's agreed syllabus and reflect the fact that the religious traditions of Britain are mainly Christian, but give the children knowledge and understanding of other faiths.

Parents may withdraw their child from lessons in Religious Education and from our school assemblies by sending a written request to school. The school encourages visitors to lead assemblies. The local vicar is a regular contributor to our assemblies.

History

Children in our school are taught about the important episodes and characters in British History as well as studying local history and the history of ancient civilisations.

As part of their studies they have chance to use historical artefacts and documents and their work is supported by educational visits, library books, videos and computer research.



Geography

A progressive programme of study is followed throughout the school. Children study a variety of places locally, within the UK and worldwide. They also learn about their own physical and human environments in studies of rivers, weather, settlements and transport. Children are helped to develop a concern for the environment and a sense of responsibility for the care of the earth and its people.

Music

In Music all children are given the opportunity to make and enjoy a wide range of music and sing together. Children in Year 4 all get the opportunity to learn a musical instrument through the Leicestershire Music Service. There are also opportunities for children to learn to play the recorder, clarinet, flute, violin and guitar through peripatetic teaching. More details can be provided if you ask in the school office.

Design Technology

Skills are taught using a progression of activities throughout the curriculum. Problem solving skills and mechanical understanding are taught through a variety of assignments using a range of materials. Children are encouraged to design, construct, evaluate and record their work.

Art

Children enjoy many opportunities to experiment with different techniques of drawing, sketching and painting using various mediums. They make textiles, sculpture, architecture and ceramics. They also study art from different periods of history, traditions and cultures. Artwork is also linked to other areas of the curriculum.

PE

Children are taught the following six areas of activity: games, gymnastics, dance, swimming, athletics and outdoor adventure activities. We see PE as an opportunity to develop co-operation and competition, learning and improving skills of co-ordination, raising self-esteem and giving enjoyment. We employ, through the North West Leicestershire School Sports Partnership a coach who comes into school once per week to do specific tuition with classes on a rota basis. All year groups also get the opportunity to swim for a 5, 6 or 7 week block at Hood Park, Ashby.



**Our children
receiving their
Gold Sportsmark
Award**

Personal Social Health Education (PSHE)/Citizenship

Many aspects of citizenship are taught through other subjects.

Children in school are recognised as being citizens in the community and taught about the responsibilities they have. The school has a school council, which takes an active day-to-day interest in the running of the school.

Collective Worship

The school has a daily collective act of worship for all children as required by the Education Act of 1988. On most occasions worship is broadly Christian.

Any parent has the right to withdraw their child from collective worship should they wish. Please talk to the Headteacher or Deputy Headteacher for more information.

Sex Education

The School's Policy on Sex Education & Relationships follows the framework of the LA's policy. This states 'the importance of sexual relationships in all our lives is such that sex education is a crucial part of preparing children for their lives now and in the future as adults and parents'. In sex education, factual information about the physical aspects of sex, though important, is not more important than a consideration of the qualities of relationships in family life and of values, standards and the exercise of personal responsibility as they affect individuals and the community at large.

Matters are dealt with sensitively as they arise within classroom situations but in Year 6 there is a specific Sex Education Programme. Parents of children in this year group are always invited to an evening meeting prior to this programme taking place. Parents do have the right to withdraw children from these lessons if they wish.

A full copy of the school's Sex & Relationship Education Policy is available for inspection at school from the Headteacher.



THE FOUNDATION STAGE

Areas Of Learning And Development

The **Areas of Learning and Development** consists of three prime areas and four specific areas. The prime areas cover the knowledge and skills which are the foundations for the children's school readiness and future progress, and which are applied and reinforced by specific areas.

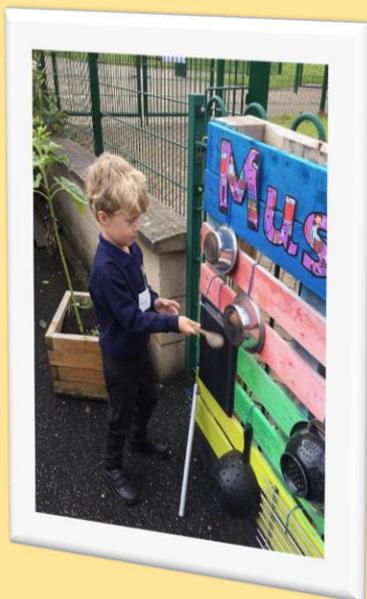
Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
Physical Development	Moving and handling Health and self-care
Communication and Language	Listening and attention Understanding Speaking

Specific Areas	
Literacy	Reading Writing
Mathematics	Numbers Shape, space and measure
Understanding the World	People and communities The world Technology
Expressive Arts and Design	Exploring and using media and materials Being imaginative

The exciting learning opportunities we provide both indoors and out, cover all of these areas. Links between areas are made wherever possible as the whole school moves towards a cross curricular approach.

THE OUTDOOR AREA:

The activities offered outdoors are complimentary to those offered indoors. The Outdoor Learning Area offers your child an outside play area where he/she can enjoy physical, social and intellectual activities using a variety of equipment.



ASSESSMENT

Children are assessed both formally and informally throughout their life in school.

We are required to make formal assessment of children's learning and development at the end of the Foundation Stage of learning before entering Year 1, Key Stage 1 Teacher Assessment at the end of Year 2 and Key Stage 2 SATs at the end of Year 6. We also make assessments of children using optional testing material in Years 3, 4 and 5 and reading and spelling tests.

Other formal assessments (i.e. national tests) Children in Year 1 are tested for their phonic knowledge in a screening taken in June, whilst Year 4 children sit a times table test at the same time.

The results of tests/teacher assessments such as these will be contained in your child's annual written report in June. These tests take place in May and are important so we ask parents not to take children on holiday at this time.

All teachers and teaching assistants make informal, ongoing assessments of children's learning. This is an important part of our monitoring and informs the next stage of children's learning. Any parent who is concerned about their child's progress should contact the class teacher who will be able to give up to date information and give suggestions about how you as a parent can work in the learning partnership between home and school.

Assessment at the End of Key Stage 2

During one week in May the children at the end of Key Stage 2 (i.e. Year 6) sit timed tests in Reading, Grammar & Punctuation and Maths. Writing is assessed internally and externally moderated.

These tests are marked externally and the results are sent to parents as soon as they are made available to the school. We are required to submit our results for local and national publication.

Revision aids are sent out in January/February for parents of children due to take these tests. Further information can always be sought from Mr Martin, in Year 6.

Homework

The school's Homework Policy follows the DFE recommended guidelines for the length and nature of homework for primary age children. A copy of the policy is available on the school website or from the school office on request.



Welfare in School

We ask all parents to provide us with an emergency contact number when their child is admitted to school. Please keep this information updated as there may be times when we need to make an emergency contact with parents and carers.

To help us keep children healthy we do ask all parents to keep all children at home when they have sickness or diarrhoea or any other infectious condition. We do ask that children remain at home for at least 48 hours from their last bout of sickness or until fully recovered to avoid spreading the illness to others.

PARENTAL INVOLVEMENT

We strongly believe in the value of a good home school partnership. The basis of this is regular contact and good communication to make this work.

Parents are encouraged to take an active part in school life. Several parents volunteer to help with swimming, educational trips, after school clubs and to support work in the classroom. All parents who do so **must** have an up-to-date Disclosure & Barring Service (DBS) check.

We appreciate the need to work closely with parents and our home/school reading diaries offer a good channel for communication. However if a longer meeting is required to discuss a matter of concern we urge parents to make an after school appointment with the teacher.

We have an active and supportive PTA which everyone is most welcome to join. It organises fundraising events throughout the year and seeks to recruit as much support as it possible. (Clare O'Neill is chair of the PTA and can be contacted through the school office).

Parents are also represented on the Governing Body. This is an elected position. The parental contribution to this Body is highly valued and further strengthens the links between home and school.



Newsletter

We like to keep you well informed of everything that is happening in school. A newsletter will regularly be sent to parents/carers. This newsletter has information about the coming weeks, past events and future dates for your diary. There is also a parents' notice board at each end of the school building. Newsletters and letters will be emailed and published on the school website, where there is also lots of other valuable information - www.woodstoneprimary.co.uk.

BEHAVIOUR

At Woodstone Primary School we believe everyone has the right to feel safe, valued and happy. This statement sums up our code of conduct for children.

“Behave towards other people as you would like them to behave towards you”.

We ask the children to follow three simple rules:

1. Show good manners at all times
2. Follow instructions straight away
3. Care for everything and everyone

Bullying and Harassment

Woodstone Community Primary School aims to take a positive approach to bullying, trying to both prevent it and deal with the problems arising from it. We believe that our pupils are entitled to receive their education in a safe and caring environment, free from fear and intimidation.

All governors, staff, pupils and parents will be encouraged to share these values and turn them into action. If you believe your child is a victim or a perpetrator of bullying then it is best to speak to the class teacher as soon as possible. They may then refer it on to the Headteacher, Mr. Mullins.

Prevention of Bullying

All staff at Woodstone Community Primary School have an important role to play in demonstrating a positive model for children in showing ourselves to be fair and balanced in the way we deal with children, especially those most frequently in need of our care and support. We must not prejudge a situation.

A Definition of Bullying

Persistent, offensive, abusive, intimidating, malicious or insulting behaviour, which amounts to an abuse or misuse of power and makes the recipient feel upset, threatened, humiliated or vulnerable. Bullying undermines a target's self-confidence and may cause them to suffer stress.

IF YOUR CHILD IS ABSENT...

It is essential that you contact the School whenever children are absent or will be late. This can be done in various forms such as a letter, completing a school absence form located in the foyer, telephone contact or email. All Schools now have to keep and publish all information about 'unauthorised absences'. If we have not heard why your child is absent by 10:30 then we will give you a call to find out the reason.

We are able to authorise absences for the following reasons only;

- sickness – medical or dental
- participation in public performances
- absence following the death of a close relative
- religious observance
- educational visits run by the school

Please note that we no longer routinely authorise 'holidays in term time'. In extremely exceptional circumstances holidays may be agreed but you need to speak to Mr Mullins or Miss Clement.

Regular attendance is essential for our children to make good progress at school. It is important they do not miss any aspects of the curriculum.

Registers close at 9.00am and children arriving after this time will be recorded as late. If children arrive after 9.00am, without good reason, they must be recorded as absent for the morning session. Unexplained absences and holidays taken during term time are recorded as unauthorised.



A statement of attendance will be issued annually along with your child's report.

Security

Governors and staff provide a secure environment for children to enable them to work and play in safety.

We have controlled access on outside doors to buildings, fences and gates around the school site. The building has fire and intruder alarm systems, external security lighting and a telephone link between classrooms and the office.

All visitors to school must report to reception where they will be asked to sign on to and off the school premises. While on site they will be asked to wear a 'visitor' badge for easy identification. In addition all staff are informed prior to visits taking place and a member of staff accompanies all visitors.

All adults who work in school have been police checked and have had their certificate checked by Mrs Clark or Mr Mullins.

It is important we work together to keep our children safe.

Health

We work closely with health care professionals to take care of the physical development of our children. With parental consent children will have medical, hearing and dental checks during their time with us. Parents are always notified of these visits by the local health service and there is opportunity for parents to attend.

The school nurse is available to discuss any concerns you may have regarding your child's health and may be contacted by telephone on 01530 468570.

Charging Policy

It is necessary on occasions to make a voluntary contribution for school activities to cover costs. It is possible to pay this money in small weekly instalments when necessary.

Trips and visits are usually linked to areas being studied within the classroom. Parents are generally asked for a voluntary contribution. Although parents have the right to withdraw children from these events or not to contribute, they should be aware that the trip may have to be cancelled if not enough payment is received. It is our policy to consider the cost of such visits and try to incur as low and reasonable cost at all times.

Complaints

It is hoped that wherever possible the relationship between parents/carers and the school will be such that the class teacher or Headteacher/Deputy Headteacher can resolve any problems. Should any matter need to go further then the Governors have adopted the Local Authority's recommended procedures. Mr. Mullins will be pleased to advise parents/carers about the process and their rights. The Complaints Policy can also be found on our website.



'Children get a chance to shine both academically and physically'

A few useful contact numbers:

Woodstone Community Primary School: 01530 519473

Ravenstone Pre-School: 07470 193651

Ibstock Community College: 01530 260705

School Nurse: 01530 468570

