

Wendover CE Junior School

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Through living our Christian values, everyone at WCEJS has the opportunity to flourish.

We nurture the curiosity to learn, the courage to lead and the compassion to care.

Building solid foundations (Matthew 7: 24-27)

Wendover Church of England Junior School is a large junior school set in delightful surroundings. We share a campus with John Hampden Infant School and John Colet Academy; we work closely with both organisations to provide smooth transition and progression between the phases of education.

We are a successful school with a purposeful atmosphere and a strong sense of community. Our vision and values are underpinned by Christian belief and practice; we want our children to build solid foundations. Our school values – Respect, Responsibility, Reflection and Resilience – are the tools we use to achieve our vision and we expect all members of our school community to live the values. The school provides an excellent environment for learning, where expectations are high for both achievement and behaviour. We want all members of our community to flourish, working together to improve. We want our children to develop into lifelong learners who lead by example and care for each other.

I consider it a real privilege to be a member of this school family and part of a team that continually improves the life chances of our young people.

Gareth Kynaston

Headteacher

Message from our Chair of Governors

We are very pleased, on behalf of the Governing Body, to welcome you to Wendover CE Junior School. Our aim is to be a school where every child matters and has the ability to learn and achieve well, in a stimulating, creative environment. The Governing Body works as a single team with the Headteacher and the rest of the staff to realise this vision.

While we appreciate the value of academic success, we encourage children to strive for excellence in whatever direction their talents lie. Your child will have many opportunities to develop their skills in a variety of areas, both within the classroom and in the exciting range of extra-curricular activities that we offer. Every year we are amazed by the development of maturity and skills demonstrated by all our children. As you will be aware, we are a church school and our Christian ethos is supported by strong links with St Mary's Church.

The governors are involved in the life of the school in many ways. We are represented at all school and PTA events and are also available at consultation evenings should you wish to speak to us or find out more about our work. We look forward to meeting you on one of these occasions.

Priya Govekar & Sam Walker

Co-Chairs of Governors

Respect

Reflection

Responsibility

Resilience

General Information about the School

School Classification: Church of England Voluntary Controlled School

Age Range: 7 to 11 years

Our ~~Mission Statement~~ School Vision

*Through living our Christian values, everyone at WCEJS has the opportunity to flourish.
We nurture the curiosity to learn, the courage to lead and the compassion to care.*
Building solid foundations (Matthew 7: 24-27)

Rooted in the parable of the Wise and Foolish Builders (Matthew 7:24-27), we want our children to build solid foundations for life, not just their next phase of education. We want children to flourish as a result of:

- being curious about themselves and others, about the world they live in and the 'bigger questions'
- being courageous in sharing their viewpoints and taking positive action to improve the human condition
- being compassionate, showing love for those within and beyond the school community

Our Values

Our school values are the tools we use to help us realise our vision. We have four simple Christian values: Respect, Reflection, Responsibility and Resilience. We call these the 4Rs and we learn about these values through collective worship and our curriculum. The values are clearly displayed throughout the school; ~~and we use religious teaching and modern day stories to illustrate how these values apply to our lives. reinforce them through reference to religious teachings~~ We ~~aim to live our lives in a way that is true to our values~~ expect our school community to model our values in all that they do.-

Our Strategic Goals

We have three broad strategic goals:

- **Children flourish:** Every child, regardless of background or starting point, improves, grows and flourishes
- **Staff thrive:** Governors, leaders and staff are highly ambitious; they support each other in professional development and in providing the best for our pupils
- **Partnerships develop:** Effective connections deepen our understanding, provide mutual support and give real world experiences

The History of the School

There has been a school in Wendover since 1524. The old school building near the Clock Tower served as the village school from 1869 until we moved to the present site in October 1974.

The building, which is all on one level, is made of traditional brick and slate and is sited with lovely views of the Chiltern Hills. We have the advantage of extensive playing fields surrounded by wildlife areas which have been developed over the past few years.

The school has a North End and South End which are joined by our hall. Each end ~~will have~~ has eight classrooms and a shared resource area, collectively accommodating up to 240 children. We also have a well-stocked library, and ready access to IT equipment.

Safeguarding Statement

At this school, the health, safety and well-being of every child are our paramount concerns. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school.

We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies, even before we contact you. The procedures we follow have been laid down by the Buckinghamshire Area Child Protection Committee and the school has adopted a child protection policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to our Designated Safeguarding Lead, Mrs Bartlett.

Our designated safeguarding leads are Mrs Bartlett and Mrs Cook.

Equal Opportunities

We strive to provide equality of opportunity for everyone; we work with children and parents to help remove barriers in order that everyone may flourish. We celebrate difference, recognising that everyone has much to offer and that everyone is a valued member of our school community. This conviction applies to every area of school life. With due regard for the Public Sector Equalities Duty (2010), we take proactive steps to tackle discrimination, promote equality of opportunity and foster good relations (further information can be found in our Equalities and Cohesion Policy).

Organisation of the School

Our school week exceeds the minimum requirement of 32.5 hours. Maths and English is taught mainly during the morning session. The foundation subjects are taught during the afternoon session and we meet daily to share in a short act of worship.

We are a three-form entry school and each class typically has 30 children of mixed ability. Children are taught in their class most of the time. Each year team is led by a year leader.

Each child is allocated a house on joining the school. These are named after local hills: Bacombe (Red), Boddington (Green), Coombe (Blue) and Haddington (Purple). House points are awarded for effort, achievement and living the school vision and values.

The Curriculum

We recognise that children often have individual needs and that these may change over time. A variety of approaches will be used in order that children make good progress and learn ~~may~~ strategies that will help them throughout their lives. ~~in the manner appropriate to them~~ Learning may take place in a whole class, in smaller groups or on an individual basis. Learners are challenged at their level and supported through the use of appropriate strategies and resources. Vulnerable children and those identified as having specific learning needs are supported in line with national policy and our local agreement. We work with outside agencies to ensure that individuals are supported to the best of our ability.

In order to build solid foundations, we aim to base learning on first-hand experience. In maths, this may mean using tangible resources and manipulatives before moving on to more abstract methods. In other subject areas we use the local environment, educational visits and current events to bring relevance to learning.

The National Curriculum sets out the statutory requirements for what must be taught by the end of each key stage (Year 4 for Lower Key Stage 2 and Year 6 for Upper Key Stage 2). The school builds on these requirements in order that pupils have access to a wide curriculum with opportunities to develop their talents and discover new ones. Curriculum overviews are shared with parents each term and are available for download on our website. Further information about curriculum progression can be found on our website (curriculum).

Subjects are divided into three areas:

STEM	The Arts	Well Being
Science, Technology, Maths & Computing	English, Humanities, Art, Music & Spanish	Religious Educating, Physical Education, Relationships Health & Sex Education

Each subject is led by a teacher and each area is overseen by a number of governors.

Tracking Progress

The monitoring of progress is ongoing. We use a 'What I Need to Know' sheet for each unit of work. This helps children to better understand what they are learning about in lessons. Children and teachers use this resource to help reflect on how much has been learnt and to identify any misconceptions. These documents are available on our school website (curriculum)

In the autumn and spring term, there is an opportunity to meet the teacher followed by a written update later in the term. In the summer, we provide a more comprehensive written report. Parents are encouraged to meet with their child's class teacher if they are concerned about progress or emerging needs.

Children's progress through school is tracked from entry to the school: a baseline assessment helps to inform teacher assessment of a child's attainment level. Our assessment system enables us to quickly identify pupils who are not likely to make expected progress by the end of the academic year. We work with parents to ensure that appropriate support is in place so that each child makes good progress.

At the end of Year 6, children are assessed in English and mathematics by standard assessment tests (SATs) and results are reported to parents. Teacher assessment is used to judge the level of attainment in writing and science. The school supports the local authority in administering the secondary transfer tests (aptitude tests for grammar schools) and these are completed in early September.

English

English has a unique importance in our school curriculum. Not only is it recognised as a subject in its own right but it also provides crucial skill and knowledge that is required to access the rest of the curriculum. It is divided into three broad components: spoken language, reading and writing.

Spoken language underpins the development of reading and writing. Confident, competent talk grows in a climate where children's contributions are listened to and valued and where they feel able to offer their opinions and make mistakes. Children who are able to express themselves clearly find it easier to organise their thoughts in writing and explain their understanding of books and other reading materials. Pupils are also taught to understand and use spoken language for discussion, debate and drama.

Reading is an essential skill that goes well beyond a mere understanding of information. The school provides an environment where a love and enjoyment of books is fostered. Daily guided reading sessions help to develop pupils' competence in reading and comprehension. Children are encouraged to read a range of literature and to use a variety of sources for reference. We have extended our reading scheme and have a growing library that gives our children ready access to a wide range of reading material. Additionally, we have an online reading platform to provide greater challenge for readers of all abilities.

The children are introduced to a wide range of writing experiences: imaginative, descriptive, explanatory, persuasive, recording information and letter writing. The emphasis is on writing for a purpose, with a focus on writing for a specific audience. Good spelling and grammar are always encouraged. Distinct lessons are taught to develop the use of grammar and punctuation, the skills of writing and the organisation of texts. In addition to writing, learners are encouraged-expected to plan, evaluate and redraft their work.

Mathematics

~~Maths is taught in class groups in Lower Key Stage 2 and ability groups in Upper Key Stage 2. We believe that developing a good knowledge and understanding of maths is crucial for our children. to ensure quality learning of important mathematical ideas based on the new national curriculum. Furthermore, m~~ Maths is taught through units of work / domains which are regularly revisited. We ~~build~~ and build on children's early number knowledge in order to give them a deeper understanding of concepts. A whole school calculation policy is used to provide a common format across the school. Children are encouraged to show and explain their reasoning in order to consolidate their understanding and this 'talk for maths' is an important part of every lesson – the emphasis being on thinking more deeply. A range of resources are used, along with practical experiences, to provide appropriate differentiation and challenge. ~~In addition, w~~ Children are expected to apply their mathematical knowledge across the curriculum, often in less familiar contexts.

Good use is made of digital resources to support learning in maths. Children are able to use the doodle maths platform in and out of school to embed their learning and challenge themselves further. We have the aspiration that a high percentage will make more than expected progress and attain higher than the national age-related expectation in maths.

Science

~~Our aim is to develop young scientists who are excited about the subject and able to think scientifically. Our programme of study is based on Key Stage 2 of the national curriculum; we have a strong focus on practical science. Children in all years follow a programme of study based on Key Stage 2 of the national curriculum~~ During each year children learn to communicate and interpret information in a variety of forms. Observation skills and scientific techniques are introduced and developed. Children design and carry out investigations and are encouraged to seek explanations for their observations. Our science curriculum links with the wider curriculum, educating children about green issues and how we can better take care of the planet for future generations.

Computing

Computing is an important subject in the national curriculum. Children are taught computer skills discretely and ICT is used across the curriculum. Coding is taught throughout the school and we make good use of technology, such as iPads, laptops and interactive whiteboards. Our digital leaders play an important role in promoting ICT across the school and engaging children in competitions, such as designing a computer game for the future. Children are taught to use the devices and the internet safely and respectfully, developing an awareness of how this can impact their well-being.

Religious Education

Religious education follows the Buckinghamshire agreed syllabus and is taught as a discrete weekly lesson. ~~Many~~ Each unit of work is based around a key question and many of the religious themes ~~form part of~~ are supported by class and whole school daily collective worship. Our curriculum is predominantly Christian and we also learn about other major world faiths. The syllabus promotes the spiritual, moral, cultural, mental and physical development of children and therefore, by necessity, includes a multicultural dimension as well as elements of personal, social and health education. Parents have a statutory right to withdraw their children from RE; children will be provided with alternative work from other curriculum areas.

Humanities

~~Many of the foundation subjects are taught through a theme based approach. This often has one of the humanities as a core thread: history, geography or RE. We want our children to have a good understanding of our physical world and the people who live on it. Our curriculum is based on the KS2 national curriculum and we aim to link teaching in history and geography with other subject areas where relevant; this~~ Other subje ~~help to~~ enriches ~~the~~ study and provides opportunities for children to ~~develop a deeper understanding. understand that subjects are linked and often impact on each other~~ Educational visits, field work and the use of artefacts all extend the children's knowledge and enjoyment of these subjects.

Music

Music is an integral part of school life and children are taught how to play and compose music and how to appreciate musical composition. Children will have the opportunity to play a variety of instruments. Music is taught as a discrete subject and is supported across the curriculum and through singing in daily worship. Opportunities exist Children have the opportunity to learn an instrument with a peripatetic teacher (this is a chargeable activity). There are a number of opportunities each year for children to participate in musical activities that are shared with parents and the local community.

Art, ~~Design & Technology~~ & Design Technology

We encourage children to express themselves and learn about the world around them. The children have access to a wide range of tools and materials to give them the opportunity to work in a whole range of media. They are encouraged to create visual patterns and pictures as well as work in 3D forms. The children are asked to respond practically and imaginatively to the work of artists, craft workers and designers and to explore art, craft and design in a wide historical and cultural context.

Design Technology is a curriculum area which places great emphasis on the creative process from idea to finished product. Projects are devised which will provide children with the opportunity to experience planning, designing, making and evaluating in a variety of contexts and using many different materials and techniques.

Modern Foreign Languages

Spanish is currently taught in all year groups. The Buckinghamshire programme of study is followed, with the main emphasis on the spoken word, rather than written Spanish. We use a number of online platforms to support the delivery of Spanish and have enriched the subject in recent year through a link with a Spanish school and themed days.

Physical Education

Children are helped to develop and extend their range of movement, agility and co-ordination through the PE curriculum. Children are involved in the continuous process of planning, performing and evaluating physical activity. Skills and rules of team games are taught in small groups and the children have the opportunity to gain experience and competence in team games and individual sports. We teach swimming across the school and believe that all children should be confident in the water whilst still young. We aim for every child to be able to swim 25 metres by the end of Year 6. A range of extra-curricular activities are available, at lunch times and after school.

Relationship, Health & Sex Education

Our programme offers many opportunities for children to understand issues that they are likely to experience throughout their life, and to acquire skills and attitudes that keep them safe and healthy. We have a strong emphasis on improving the mental health and well-being of all children.

Relationship & Sex Education is taught in all years as part of a developmental programme – we ensure that lessons are age and stage appropriate. Lessons help children understand their own bodies and the physical changes that are beginning to take place. The idea of reproduction is introduced by examining ways in which plants reproduce and then comparing this to reproduction in animals and humans. Discussions are held with the children regarding their feelings, stories or myths they may have heard and as part of answering their questions. The teachers' work is supported by a range of audio-visual aids which parents are invited to view each summer term.

Extended Learning

All children are expected to complete a certain amount of learning each week outside the normal school day. The purpose of extended learning is for children to develop key skills and good attitudes to independent study, as well as consolidating their in-school learning. Building solid foundations through securing basic information knowledge, such as times tables and spellings, is incredibly important to children making good progress. Further to this, there are regular competitions that allow children to explore different areas of the curriculum - presenting their learning in a variety of formats. We encourage all parents to engage with their child to support independent learning and

we provide a variety of materials for this. Expectations for extended learning are clearly set out in the policy available on the school website.

Special Educational Needs (SEN) Policy

We expect all children to make good progress from their starting points. Our policy and practice are inclusive, all children with SEN learn together with all other children to the greatest practical extent. Additional support is provided for children with special needs, following the Department for Education's Code of Practice, local authority guidelines and our local agreement.

Many children have special needs at one time or another and these needs can often be met by the class teacher. Teachers' have high expectations for all children and staff receive regular training and updates in order that they are able to meet the needs of individual children. At other times, specialist support through outside agencies will be used.

Our SENDCo, Mrs Bartlett, works closely with the teaching team and parents to ensure that progress is closely tracked and that appropriate provision is in place. We give parents regular opportunities to engage with the school. Our SEN policy is available on the school website, together with the 'Local Offer' which outlines what we can offer (this has been produced in collaboration with other local schools).

Collective Worship

Collective worship is held daily and we value these moments when we gather as a community. Worship provides a time for us to gain a deeper understanding of our Christian vision and provides opportunities for us to develop spiritually. ~~for consideration of the individual and their place in th~~ Everyone, irrespective of belief or non-belief, is invited to participate through a greeting, listening, singing and reflecting on the message, considering how this is relevant in our modern world. Our school values are explored through reference to the bible, other religious teachings, moral stories and real-life examples. Everyone is encouraged to live the school values. ~~in their quiet reflection. It often takes place in assembly, but can exist in other parts of the curriculum. The sense of awe and wonder, which is often experienced in developing spirituality, can occur in many ways.~~

Once a week, collective worship is led by a member of the Wendover Churches Together team, thus fostering good links between the school and local places of worship. We welcome visitors to lead collective worship so that we can celebrate and learn from different faiths and cultures. We encourage ~~each child~~ children to be involved in the planning, delivery and evaluation of worship (we have worship leaders in each class). All children are encouraged to participate in assemblies for parents. Our weekly celebration assembly is used to share our progress and to give thanks.

Policy statement for collective worship

This policy was drawn up by the Foundation Governors in consultation with the headteacher and staff. It should be read in conjunction with the school's policy for religious education.

- Wendover CE Junior School is a Church of England voluntary controlled school and our worship is based on Anglican principles, whilst offering a wider perspective of the Christian faith
- The school worships collectively, in order to support and promote the vision, values and school ethos, which is firmly rooted in biblical teaching.
- The organisation and planning which underpins whole school worship or small group acts of worship reflects the broad traditions of Anglicanism.
- Opportunities are given to children to reflect on spiritual issues through a wide range of styles and presentations and they are encouraged to reflect on these both during and after worship.
- The school invites all to be present in the acts of worship and respects the integrity of each individual's faith journey.
- The school recognises the legal right of withdrawal by parents of children for acts of worship and that children should be allowed to remain physically present during the collective worship but not take part in it, if parents so wish. The school also recognises the right of staff to withdraw from collective worship
- Information about our collective worship is shared with parents through the weekly newsletter and is on our school website.

- The school policy on worship aims to reflect the Oxford Diocesan policy and it is reviewed regularly.

Extracurricular activities

We aim to provide a broad and balanced programme for our children, designed to increase physical and mental well-being. We offer a wide range of clubs throughout the year, either at lunchtimes or after school. Activities include: basketball, drama, dodgeball, football, netball, gymnastics, Spanish, arts & crafts and dance. Some of these activities are run by external providers and are chargeable.

Our house captains and sports leaders have the opportunity to organise and run inter-house competitions. Sports day is held each year in July involving all children in a competitive, inter-house athletics competition, with the house relay races being the culmination. We encourage all children to participate in sport for their own enjoyment and to learn how to play fairly. Whilst not participating, we encourage everyone to support each other.

Behaviour support

We seek to provide an education for life in a caring environment that is based upon Christian values; we work in partnership with parents to facilitate and encourage good behaviour. 'The prime responsibility for bringing up children belongs to their parents', but at school we have a privileged responsibility to 'work with and support parents in caring for their children'. *Learning Behaviour: Lessons Learned, Steer 2009.*

The school strives to create and maintain highly positive relationships, based on mutual respect and trust. We have high expectations of everyone and encourage the school community to live our values of respect, responsibility, reflection and resilience. We encourage everyone to take pride in their behaviour, caring for others and being responsive to other's need.

We aim to fulfil our responsibility through: consistent modelling of positive behaviour; dynamic and effective teaching; the effective use of behaviour support strategies; teaching children how to use self-regulation techniques; a fairly administered system of rewards; additional support for children who require it.

We do not have school rules as such, but we do have high expectations that are shared regularly through collective worship, the curriculum and visual displays around the school. This process encourages children to think ahead and to self-regulate. We make good use of the 'Zones of Regulation' which helps individuals identify links between their emotions and behaviour choices, being able to better self-manage in the future.

Our school promotes a restorative approach. Each member of our community is expected to take responsibility for their behaviour and to make a positive contribution towards restoring relationships. Everyone is expected to take part in restorative meetings as required.

We facilitate this by:

- Ensuring that relationships between pupils and teachers are mutually respectful and that communication between home and school is open and honest. We try our best to be approachable in every situation and put a great deal of time into fostering excellent home-school relationships.
- Encouraging all children to develop appropriate and relevant social skills.
- Creating an interesting and stimulating environment in which children want to belong and develop their learning.
- Promoting, rewarding and praising good behaviour.
- Encouraging pupils to take responsibility for their behaviour choices and to find positive resolutions.
- Rejecting all forms of inappropriate behaviour, especially bullying and discriminatory behaviour.
- Encouraging discussion and develop the development of emotional literacy.
- Regularly revisiting behaviour management strategies with teachers, parents and children.
- Maintaining standards of behaviour through a consistent approach.

Rewards

The reward a pupil may receive for good behaviour or effort may include:

- Reciprocity – someone behaves towards them in a similar manner
- Verbal or written praise
- House points
- Headteacher awards
- Class links and reward breaks
- Promotion to a position of responsibility, such as prefect, house captain or school councillor
- End of year awards

Attendance and Punctuality

High attendance and punctuality are vitally important to the development of your child – academically, socially and in developing and sustaining a positive disposition. We have a shared attendance policy with our local schools, based on the local authority model policy (a copy is given to parents on joining the school and is also available to download from the school website).

If your child is absent, parents are required to inform the school office on each and every day of the absence (apart from authorised leave of absence):

- by phone 01296 696822 (option 1)
- by email (admin@wendoverjunior.co.uk)
- by calling into the school office

An application for leave of absence form must be used for all absence other than illness. The form is available to download from the school website. The application must be received at least four weeks in advance. Leave during term time is strongly discouraged. Though each application will be carefully considered, leave is rarely authorised unless there are clear extenuating circumstances. Authorised leave is subject to continued high attendance. We make regular checks on attendance and punctuality and work closely with the County Attendance Team to support families in order that children develop good attendance habits.

Pupil Voice

Driven by our vision, we have a healthy pupil voice body which comprises a number of groups. Our School Council, made up of elected representatives from each class, meets on a weekly basis to discuss school issues and to organise charity / fundraising events. Worship leaders within each class help to shape daily worship and make regular contributions to it. Our Eco Warriors help us remember our duty of stewardship, sharing information with the whole school and organising events to promote positive change and the Junior Road Safety Officers help to keep our campus and local area safe whilst promoting healthy ways of travelling to and from school. Our well-being ambassadors help to share the message that we should treat everyone as they need to be treated and that bullying of any kind is not tolerated.

Roles of Responsibility

Children have the opportunity to take on additional responsibility within their class. For example, monitors are used to help the teachers, digital leaders help with the safe use of technology and children lead clubs during social time for other children.

Educational Visits and Visitors

Educational visits and visitors greatly help to enrich learning in many areas of the curriculum. Usually, every year group will have an enrichment activity each half term. In recent years we have offered outdoor pursuits experiences for our year 4 and year 6 children, with year 6 attending a residential centre for a number of days in June.

You will be fully informed of visits and trips well in advance and we hope you will give consent for your child to take part. They are not only educational, but are great fun and add to the whole learning experience. Voluntary contributions are needed in order that these activities can take place and some aspects of the experiences are chargeable. We are very mindful of the increase in the cost of living over recent years and have consulted the parent body regarding levels of voluntary contribution.

Policy for Charging and Remission

The governing body recognises the valuable contribution that the wide range of additional activities including clubs, day visits and residential experiences can make towards children's personal and social education and aims to promote and provide such activities, both as part of a broad and balanced curriculum and as additional optional activities.

Voluntary contributions:

Where activities take place during the school day, parents will be invited to make a donation towards the costs involved, e.g. coach hire, entrance fees. Where activities take place outside school hours, e.g. residential trips, charges will be levied as above together with the board and lodging costs connected with the trip. No child will ever be debarred from taking part in an activity because his/her parents are unable or unwilling to contribute. However, it should be noted that unless sufficient contributions are received to fund the activity, it may be cancelled for all children.

Permitted charges:

Appropriate charges will be made for activities such as cooking, arts and crafts where parents have indicated in advance that they wish to own the child's finished work. Parents will be asked to meet the cost of breakages or damage where this is a result of their child's deliberate misbehaviour.

Remissions:

Any request for remission of charges should be put in writing to the headteacher for consideration. Each case shall be considered on its particular merits. Families who are eligible for Pupil Premium funding can request financial assistance towards the cost of trips and visits.

Home/School Partnership

Children are far more likely to flourish where there is a strong partnership between parents and the school. The home/school agreement exists to help ensure a firm commitment from all parties to provide support for learning and pastoral care.

Staff are always happy to help you should you have concerns or queries. We would much rather you talk to us as soon as you can so that issues are resolved swiftly. If you wish to speak to your child's class teacher, please email the school office so that a meeting can be arranged at a mutually convenient time. The child's school planner which can be used as a communication channel between home and school.

We offer many opportunities throughout the school year for parents to engage with school. These include parent consultation meetings, class assemblies, services in Church, coffee mornings, sports days and productions. Parents are supported in helping their child with academic work through half-termly learning updates, curriculum support documents and face to face information sessions.

Volunteer Helpers

Volunteer helpers can help support the development of children in many different ways. Regular volunteers are required to complete an information sheet and sign an agreement which sets out the school's expectations. The school will seek an enhanced DBS clearance for any regular volunteer before they come into school in order to protect children and staff. Please contact the school office if you would like to be a volunteer.

Parent Teacher Association

Our Parent Teacher Association is a most valuable asset. Each year they raise additional funds that are used to support children as well as providing fun activities, such as film nights and discos. In recent years the PTA has helped to fund a new playground trail, playground equipment, IT resources, scooter and cycle racks and a range of classroom resources. The PTA would be delighted to hear from you if you would like to be on the committee or if you would like to help out at one of the events.

School Uniform

The children take pride in their school uniform and we expect parents to adhere to the policy which is included in the pack for new starters. The policy is also available on the school website. Families who are eligible for Pupil Premium funding can request assistance towards the cost of purchasing school uniform. Please contact the school business manager for further information.

Make up and cosmetics (including nail varnish) are not to be worn by pupils unless there is a specific event for which the headteacher has given permission. Children will be asked to remove make up should they choose to wear this to school. Jewellery is not allowed in school, except for a watch and one small plain stud in a pierced ear (children will remove or cover these for PE and it is the responsibility of the parent to supply the child with suitable tape). Hair should be of natural colour and of an even cut (no shaved patterns). Longer hair must be tied back at all times with a plain band (black, grey or red); large clips, pins or elaborate decorations are not acceptable.

Lockers

Each child is allocated a locker on arrival in school which they keep for the whole school year. The internal dimensions of each locker are 418mm x 250mm x 279mm. Your child's bags must be able to fit inside this space to avoid clutter in the cloakrooms and classrooms.

Mobile Phones

We do not permit children to use mobile phones whilst on school premises. If a parent feels it necessary for their child to bring a phone to school, it must be turned off before entering school grounds. Phones are kept in the child's locker until the end of the day. Please note that the school cannot accept any responsibility for the loss or damage to devices. All pupils must adhere to our e-safety policy in relation to mobile phone use.

Health and Welfare

Minor accidents and ailments that occur in school are dealt with by trained members of staff. If more specialised treatment is required, children will be referred to hospital and the parent or guardian informed immediately. Where your child has a bumped head and it is reported to one of our first-aiders, you will be informed by text message. All reported incidents are recorded in a central register in line with County guidance.

Children who have vomited or experienced diarrhoea should be kept away from school for 48 hours. The school must be notified of any infectious diseases and will advise on the necessary exclusion period. If your child is taken ill at school, you will be contacted and asked to make arrangements for their collection. It is important, therefore, that we have up-to-date emergency numbers and are informed of any changes as they occur.

If your child requires medication during the school day this must be handed into the school office by the parent/carer in its original packaging and the necessary paperwork completed. We will not give medicine (even if it is available) without a consent form and without the original packaging with administration instructions.

Parents need to contact their child's teacher in writing if their child is unfit and unable to participate in PE lessons (children will be included in the lesson as far as appropriate).

Head lice unfortunately do occur from time to time and we will inform parents via our weekly newsletter in the case of an outbreak.

Pastoral Care

Every child matters to us and their care and development is the concern of every member of staff. Each class teacher is responsible for the pastoral care of the pupils in their class. The class teacher should be the first contact for parents regarding pastoral issues. The class teacher is supported by the Year leader, Senior Leaders and the Headteacher.

Lunch Arrangements

Lunch is eaten in the school hall. The children are looked after by a team of midday supervisors during the lunch break.

Hot meals are provided by Culinera and can be booked online via ParentPay. Login details will be provided when your child joins the school. If your child does not want a hot meal, we ask that parents provide a well-balanced and nutritionally sound packed lunch that contains fruit and/or vegetables, a good helping of starchy carbohydrates and

some dairy products. Adding a treat every now and then is fine, such as your favourite cake, but keep the portion small. Fizzy drinks, sweets and chocolate bars are not allowed.

Children are encouraged to bring a water bottle (with a non-spill top) to drink throughout the day. A small portion of fruit to eat at break time is also a good idea. We do not allow the children to eat other snacks at morning break.

Free School Meals

Free school meals are available to any eligible pupil. To find out if your child qualifies, please refer to the application form provided in the new starter pack (or request a copy from the school office) and return the completed form to school.

Safer Routes to School

Prior to covid, we were accredited with the Gold standard on the Modeshift Stars scheme which encourages pupils to travel to and from school in a sustainable way. We have also been the School of the Region for the South East at the ModeShift Awards, which recognised the dedication of our school community over a number of years! We continue to champion Safer Routes to Schools. We strongly encourage all children to walk, cycle or scoot to school – even if this is only for part of the journey. We strive to keep on-campus traffic at a minimum level and for safe parking on and off site. We continue to raise awareness of sustainable travel through local and national initiatives such as Walk to School Weeks and The Big Pedal. We have an active School Travel Plan Committee which includes representatives from the other campus schools and groups, as well as our Year 6 Junior Road Safety Officers.

School Closures

Closure due to severe weather

A county-wide system for arranging the broadcast of emergency school closure announcements in bad weather has been arranged. Closures are notified to local radio stations (Bucks Radio and Chiltern Radio) with broadcasts starting as early as possible until 9am. Details are also posted on the Bucks County Council website (<https://closures.buckscc.gov.uk/>) and the home page of our school website.

Closure during a school session

In some circumstances it may be necessary to close the school during session time. Under these circumstances, the school will text parents to arrange for their child/children to be collected. If parents cannot be contacted, members of staff will supervise children until arrangements can be made to get them home (or in some circumstances to a relative, friend or neighbour, where this is pre-arranged with the school).

Admissions

Places are coordinated and allocated by the admissions team at Bucks County Council using their admissions criteria. Please visit their website <https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/>

Finally

We hope you will be entirely happy with the school, but we know that concerns do arise from time to time. In the first instance please ask to see your child's class teacher. If the matter remains unresolved please contact the year leader. We will always seek to find a positive resolution without recourse to formal procedures. A copy of our complaints and resolution procedure is available on the school website.

Term Dates 2024/2025

Autumn Term	
Tuesday 5 September	School reopens at 8.40am
Friday 25 October	School closes at 3.30pm
Half Term	
Monday 4 November	School reopens at 8.40am
Friday 20 December	School closes at 1.15pm

Spring Term	
Monday 6 January	School reopens at 8.40am
Friday 14 February	School closes at 3.30pm
Half Term	
Tuesday 25 February	School reopens at 8.40am
Friday 4 April	School closes at 1.15pm

Summer Term	
Tuesday 22 April	School reopens at 8.40am
Friday 23 May	School closes at 3.30pm
Half Term	
Tuesday 3 June	School reopens at 8.40am
Wednesday 23 July	School closes at 1.15pm

INSET Days 2024-25
Tuesday 3 September 2024
Wednesday 4 September 2024
Friday 6 December 2024
Monday 24 February 2025
Monday 2 June 2025

Bank Holidays 2024-25
Monday 5 May 2025