

Dear Parent,

I would like to welcome you and your children to Barrow School. I hope that this brochure will give you some insight in to how we intend to educate your children in their formative years.

Everyone at Barrow School is determined to bring the very best of education to your children. Our size means that we are able to give every child a great deal of individual attention and care. We embrace the new ideas of education believing that the children need to be equipped to make the very best of their lives as they grow and mature. We also believe that children need to learn good basic skills if they are to receive a full education.

The school is always open for you to discuss any matter affecting your children. We would just ask that you telephone beforehand, so we can ensure enough time can be devoted to you.

It is our intention to enable every pupil at Barrow School to achieve their maximum potential in every area of their school life.

Yours sincerely,

Mrs C Marchi
HEAD TEACHER

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INFORMATION BOOKLET

The notes in this booklet have been put together to provide information about the village school in Barrow which serves the villages of Barrow, Pendleton and Wiswell, together with other neighbouring communities.

It is hoped that the information given will prove useful to all who are interested in school.

The information in this document relates to school year 2017 - 2018, however, it should be assumed that there will be no changes affecting the relative arrangements or some particular matter either before the start of, or during, the school year in question or in relation to subsequent years.



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THE GENERAL AIMS OF THE SCHOOL

We want to be as effective as possible in promoting a good ethos for the children at Barrow School. To this end, the school Governors have identified the following general aims for our school:-

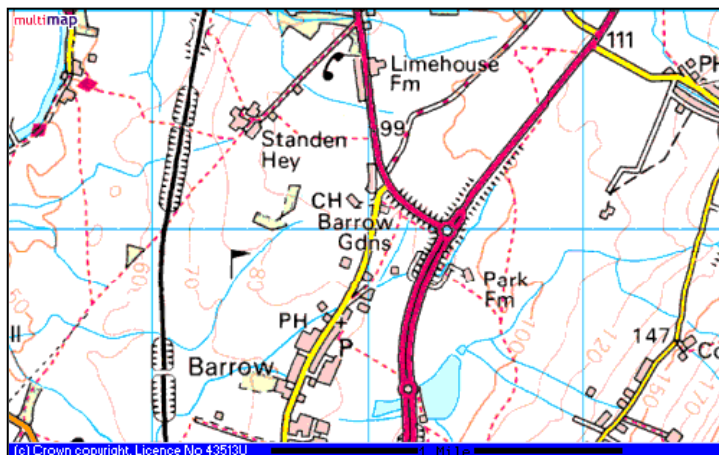
- ❑ To encourage every child to achieve knowledge and skills to the limit of his/her own potential in all aspects of the school curriculum. In all aspects of school life we will provide equality of opportunity.
- ❑ To develop in each child a measure of self discipline appropriate to his/her level of personal development, together with an ability to work positively as an individual and as a member of a group.
- ❑ To help each child to achieve a balanced perception of social, moral and religious values and standards appropriate to his/her level of understanding.
- ❑ To build in each child a measure of self-confidence and self-respect together with a developing awareness of his/her own value and place in the community.
- ❑ To promote in each child a caring attitude, together with a developing awareness and appreciation of the differences and needs of people in other sections of our society, and in the wider world in which we live.
- ❑ To prepare each child for a lifetime of sustainable living through:
 - care for themselves - their health & wellbeing
 - care for each other - across cultures, distances & generations
 - care for the environment - near & far

ADMISSIONS TO VOLUNTARY CONTROLLED PRIMARY SCHOOLS

The Governors feel that we are a Parish School in reality. Pendleton, Wiswell and Barrow must be served by this school. This historic Parish basis takes precedence over geographical proximity.

Most primary schools in Lancashire are able to accept children at the school of their parents' preference, but where this is not possible then priority will be given

- ❑ looked after children
- ❑ a brother or sister of a child already attending the school;



are

to:-

The remaining places will be allocated with reference to the Local Authority admissions policy.

All parents, including those with children already in the school, who wish their child to attend a particular County or Voluntary Controlled primary school should state their preference by completing the Local Authority application form (either in paper form or online) between September and January of the school year prior to admission. Parents may contact County or Voluntary Controlled schools at an earlier date, when their names will be kept on a list of 'parents interested in places at the school' and the relevant application instructions sent out as stated above. This does not guarantee allocation of a place at the school.

Our current admission number is 20.

*The initial allocation of children to County or Voluntary Controlled primary schools will be made during March/April.

*From: 'Information for Parents about Educational Provision in Primary Schools.'

We believe that children in the Barrow, Wiswell and Pendleton areas should, wherever possible, be admitted. This is a village school and must be receptive to the needs of the people in the villages of which it serves.

AGE OF ADMISSION TO INFANT CLASSES

In Lancashire, all children who reach the age of five during the school year (i.e. whose fifth birthday falls between 1st September 2017 and 31st August 2018), can be admitted early in the Autumn term 2017, if the parents so wish it.

It is the custom at Barrow School for the new intake of infant children to be invited to come into the school for two half days during the second half of the Summer Term prior to their formal arrival in the Autumn Term. This enables the children to become accustomed to the school building as well as to the adults and the other children. In addition, it also enables those children who have not attended play school or nursery school, to be away from the home situation for a relatively short initial time and then be more able to cope with the longer days after normal school admission.

We normally invite all the new 'rising five' entrants to come into school on a full-time basis on the first day of the Autumn Term.

The School Day

The timing of the school day is as follows:-

Morning 9.00 am to 10.30 am and 10.45 am to 12.00 noon	Afternoon 1.00 pm to 2.15 pm and 2.30 pm to 3.30 pm
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Children should try and arrive at school after 8.50 am each morning to start the school day at 9.00 am.

There are mid-morning and mid-afternoon breaks each lasting for 15 minutes.

Our current school week is of 27.5 hours duration of which 23.5 is directed teaching time.

CLASS GROUPINGS AND THE SCHOOL CURRICULUM

Class 1	Miss Holden, Mrs Jones & Miss Haworth. These children will be in Reception and Year 1.
Class 2	Mrs Cox & Mrs Moore. These children will be in Years 1 and 2.
Class 3	Mrs Rosinski & Mrs Pearson. These children will be in Years 3 and 4.
Class 4	Mrs Halstead & Mrs Farnsworth. These children will be in Years 4 and 5.
Class 5	Miss Clews & Mrs Miller. These children will be in Years 5 and 6.

Within each class the children are taught in a variety of groupings. At times the children will work individually with a teacher or other ancillary or voluntary adult. At other times the children will be in groups of varying size and make-up. Particular arrangements at any one time are usually determined by the work which has been planned.

The staff use a wide variety of teaching methods and select the most appropriate for each particular area as it is taught. At Barrow School children will be taught individually, in groups and as a class, as and when each of these methods is seen to be appropriate by the teachers concerned.



The work done in the school matches the requirements of the National Curriculum and parents are welcome to see the National Curriculum guidelines and to discuss these with the Head Teacher. Reception, Year 1 and 2 children study work in the Foundation Stage and Key Stage 1.

The Junior children study work in Key Stage 2. During years 1 to 4 a topic based approach ensures that appropriate programmes of study and National Curriculum attainment targets are studied. In years 5 and 6 the topic work continues but there is more emphasis on specific subjects.

In addition to the National Curriculum subjects, Religious Education is taught in accordance with the County 'Agreed Syllabus'. The work covered is basically and predominantly Christian but also explores the multi-religious aspects reflected in modern British Society as we pursue a broad aim of preparing children for the world in which they will have to live in as adults. Parents have a right to withdraw their children from RE and collective worship. We would hope that, where parents have a concern over these areas, we would address the problems and issues without the need for children to be formally withdrawn. There are a number of alternatives available and we can discuss these if, and when, such need arises.



Each day collective worship is held in school. This is an important time when the children can share experiences and information.

The various cross-curricular dimensions are now defined within the National Curriculum as themes and skills. They are delivered implicitly, as in the case of equal opportunities, within topics, as in environmental studies and as specific study units, for example multi-cultural awareness.

Should parents have any problems or complaints about curriculum issues, school staff are more than happy to discuss them. Should parents wish to discuss these matters with Governors, most of the school's Parent Governors are on the Curriculum Development Sub Committee of the Governing Body.

STAFFING

There are five full time members of the teaching staff, plus the Head Teacher.

In addition, we have six teaching assistants/welfare assistants, two School Administrators, one Senior Technician, one School Cook, one Dining Room Assistant and a Lollypop Man!

Current Staff List:

Teaching Staff	Support Staff
Mrs Marchi Head Teacher	Mrs Walsh - School Administrator Mrs Rostron - School Administrator Mrs Yeowart - Senior Technician
Mrs Halstead Class Teacher Y4/5, Assistant Head Teacher, KS2 Manager, Assessment Manager	Mrs Farnsworth - TA Y4/5, Welfare Assistant
Mrs Cox Class Teacher Y1/2, FS/KS1 Manager, Curriculum Manager	Mrs Moore - TA Y1/2, Welfare Assistant
Miss Clews Class Teacher Y5/6	Mrs Miller - TA Y5/6, Welfare Assistant
Mrs Rosinski Class Teacher Y3/4	Mrs Pearson - TA Y3/4, Welfare Assistant
Miss Holden Class Teacher Rec/Y1	Mrs Jones - TA Rec/Y1, Welfare Assistant Miss Haworth - TA Pupil Support
	Mrs Pamphlett - School Meals Service Mrs Jackson - School Meals Service
	Mr Peel - School Crossing Patrol

Subject Managers

Core Subjects

Maths (including Numeracy)	L Cox
English (including Literacy, Library and Drama)	J Halstead
Science	J Halstead
ICT	A Rosinski

Foundation Subjects

RE	L Cox
History	A Clews
Geography	J Holden
Music	C Marchi
Art/DT	A Rosinski
PE/Swimming/Games	J Holden

Other Responsibilities

Collective Worship	L Cox
Early Years	L Cox
SEN	J Holden
Child Protection/Education Welfare	J Holden
First Aid	C Marchi
Health and Safety	C Marchi
PSHE/Drugs Awareness	C Marchi
Target Setting/Assessment	J Halstead
NQT Induction	L Cox/J Halstead
Mentoring	C Marchi
Governor's Rep	L Cox
Union Rep	L Cox

THE CHILDREN



The number of children on roll at the school has increased at a steady rate and we now have 144 pupils at Barrow. At the present time, the children are drawn from Barrow village and from Pendleton and Wiswell, with a number of other children from Clitheroe, Whalley, Great Harwood, Old Langho, Burnley and other parts of the surrounding area.

SCHOOL DRESS

There is a school uniform at Barrow School which consists of:

- ❑ green jumpers/cardigans
- ❑ white polo-shirts with green striped collar
- ❑ grey shorts/trousers or pinafores/skirts

These can be purchased from the school office or Ribble Valley Supplies, Clitheroe. The jumpers and cardigans bear the school name and logo. We do ask that parents ensure that children conform to acceptable standards of appearance and attend school dressed in school uniform whenever possible. The owner's name, or some other form of identification, must be clearly marked on all items of clothing and footwear.

Equipment Needed

Every child will need a change of clothing and footwear for P.E. and games activities. These are best kept in a pump bag which should be kept in school during term time.

The following items are required:-

INDOOR PE:

- ❑ a pair of black plimsolls
- ❑ a pair of black shorts
- ❑ a white, short sleeved, round neck tee-shirt

OUTDOOR PE: as for indoor PE. The following may also be used:

- ❑ black tracksuit (long trousers which taper at the bottom)
- ❑ trainers

Money in School

Money sent into school for purposes associated with school activities must be contained in a sealed envelope, (a supply of small brown envelopes will be issued to every parent for this use), with details written on the outside including - the child's name, the amount enclosed and the purpose for which the money is sent.

Under normal circumstances no personal money or valuables should be brought into school at other times, but, where this is unavoidable, they should be in an envelope or purse and must be handed to the teacher for safe-keeping.

SCHOOL MEALS

School meals are provided at mid-day for those children who require them. The meals are freshly cooked in our school kitchen. Payment for meals is requested in advance and the amount to cover one week's meals is usually brought in on the Monday morning of the week when the



meals will be taken. Pre-paid meals, which have been missed due to a child's absence from school, are credited for at a later date.

Children in Reception, Year 1 and Year 2 are entitled to free school meals under the government's new initiative.

From time to time children may ask if they can change their dinner

arrangements, i.e., to start having school meals or to bring packed lunches. We would ask that under normal circumstances parents only request that such changes take effect at the start of a new half-term.

Packed lunches may also be brought. These are eaten in the school hall/classrooms under supervised conditions. We ask that no bottles or flasks with glass inner sections are brought into school for reasons of safety.

As a healthy school, we feel that each child should be establishing good eating habits and with this in mind we would ask that:-

- ❑ Parents carefully choose the amounts and types of food and drink each child brings with their packed lunches to ensure a balanced diet is provided.
- ❑ Fruit is allowed at morning playtime.
- ❑ Water bottles can be used by children at all times.

SPORT

The school is very proud of its sport. All children have access to our sporting provision and we encourage children to come to practices for school teams.

During the last academic year we played netball and football, and have had visiting premier league teams in to work with children.



Within the formal curriculum we look to develop skills associated with sports rather than simply playing the sport itself. We do this in the school's own sport facility and Ribblesdale Swimming Pool, Clitheroe.

CURRICULUM ENRICHMENT

The school takes part in a full programme of extra curricular activities. These include French, Science, Drama, Music, Football, Netball, Cheerleading, Streetdance and Tri-Golf.

Every child is encouraged to enjoy these activities and we are not simply looking for the best players. We want all of our children to have the opportunity to develop leisure interests and hobbies.

Y2 - Y6 children are taught to swim during school time.

EXTENDED SERVICES

We offer the following childcare provision:

- Breakfast club - 7.30am - 8.40am
- After school club - 3.30pm - 6.00pm
- Holiday club - 7.30am - 6.00pm

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

At Barrow we believe that every child is entitled to a curriculum;

- that enables them to achieve their potential
- that develops the whole child by catering for their social, emotional, physical, intellectual and moral development
- that encourages purpose, self-discipline, independence and community responsibility in a caring and secure learning environment.

Sometimes, despite the class teacher's support and differentiated planning, some children have difficulty in learning. If this happens we will provide additional help and support. We will discuss this with parents and devise an Individual Education Plan (IEP) for the child. This will be reviewed at parents' evenings and once per term by Miss Holden - the Special Educational Needs & Disabilities Co-ordinator (SENCO) and the class teacher. Parents will be invited to contribute to the review and any comments will be welcomed.

If, despite this help, we are still concerned that a child is not making progress we will increase the help that is given to a child. We will do this if we feel that a child is falling significantly behind the rest of the class and we do not feel that we have sufficient expertise in school to plan appropriate curriculum activities. If this is the case we will ask for advice from professionals not directly employed by the school. We will continue to use IEPs but they will be more detailed. In a small number of cases where a child meets the LEA criteria for action we will refer the child to the LEA so they can consider making a detailed diagnostic assessment. This will be fully discussed with the parents before hand. For pupils who have an Education, Health and Care Plan, the school will hold statutory reviews and meet all statutory requirements.

We value the help that parents can give us and appreciate them sharing any problems a child may have had previously or during their time with us. Should a parent have concerns about the progress of their child they should discuss them with the class teacher. If there continues to be a cause for concern then this should be brought to the attention of the headteacher (Mrs Marchi). Complaints about the special educational needs provision made by the school should be discussed with the headteacher. In the unlikely event that the headteacher is unable to resolve the complaint, then the parent should write to the School's SEND Governor.

If a parent would like to read a full copy of the SEND policy then they can borrow one available from the school secretary. If a parent would like their own copy then this can be arranged. There will be a small charge for this service to cover photocopy costs.

SEND Provision

Miss J Holden is the SENCO for the school.

The named Governor for Special Educational Needs & Disabilities (SEND) is Mrs J Singh.

In the year 2016/2017 there were 8 pupils on the SEND Register.

All pupils with SEND Support have Individual Education Plans (IEPs) which set clear and achievable targets for each child. These are reviewed and updated each term and parents are kept informed of their child's progress. Pupils with SEND are fully integrated into the school and are able to make progress in line with their capabilities.

Barrow school welcomes all pupils equally and we ensure, through our SEND policy, that no child is treated less favourably than other pupils. Our admissions policy ensures that children with disabilities have suitable arrangements for their admission.

The school has recently carried out an audit of accessibility to the school by those with disabilities. The results of this audit have informed an accessibility plan, which covers future policies for increasing access by those with disabilities to the school. During the year we received outreach support from the SEND Service, Educational Psychology Service, Visual Impaired Unit, Speech and Language Therapy and Occupational Therapy. All these services have provided input, advice and oversight of Support Assistants in school.



School Playing Fields to rear of School building

PARENTS

We, at Barrow School, believe strongly that education is very much a three-part venture between the child, the parent and the teacher. If your child is to get the most from the education which we are offering, it is vital that there is understanding and full co-operation between all three parties. Information is given below about some of the ways in which parents can become actively involved in school activities.

Home - School Links

When a child senses positive attitudes and support in the home for what the school is trying to achieve, and at the same time sees the value placed on parental involvement by the school, maximum benefits are achieved.

We believe that good home-school links and relationships are essential to a child's all round development. The following are ways in which some of those links can be made:-

Reports and Parental Visits

Parents will wish to know how their child is progressing at school. One of the ways in which information is given is through reports and parents' evenings.

Reports are normally sent home to parents towards the end of each term followed by parents' evenings in the autumn and spring terms, at which the parent(s) and teacher can discuss aspects of the child's progress and general development. If the class teacher has a particular issue which they would like to discuss at parents' evening then this will be highlighted on your child's report. Formal parents' evenings take place from 1.30pm until 6.30pm, with 10 minute appointments being made via an online booking system. Parents' evenings are also arranged for other purposes during the school year, e.g., for information, discussion, etc.

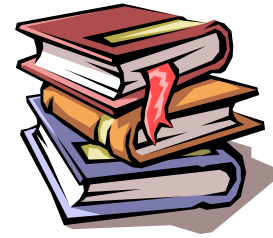
Whilst this is a semi-formal occasion for parents and teachers to meet together, parents are most welcome to come into school at any time to discuss matters relating to their child's schooling which may be causing concern. However, to ensure sufficient time is available for such a visit, it is better if you can telephone or call into school beforehand to make an appointment, so that the teacher can be sure that he/she will be free at that particular time. Alternatively, you will usually find that members of the teaching staff are available at the end of the afternoon.

Homework

We have a Homework Policy at Barrow, which can be found in Appendix 3 of this brochure.

Home Reading

Children in all classes are encouraged to take a reading book home week. It is hoped that parents will be able to find a suitable time to an active part in their child's reading development



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take

Help within the School

There are occasions when parental help may be requested for activities within the school. Such help may be associated with ordinary day-to-day school activities or with the preparation or running of particular events. Again, offers of assistance from parents will be very much appreciated.

Support for School Projects

It is hoped that parents will feel able to give their full support to projects and activities arranged by and for the school. Such additional activities include a variety of fund raising appeals, some for recognised charitable causes through which we endeavour to involve the children in practical ways of showing a spirit of caring for others, some for our own school fund.

We believe that good home-school links are ESSENTIAL for your child's general and educational development. Please try to be positively involved in that process.

Family Assembly

We invite all parents to attend the final assembly of the week held on Fridays between 9.10am and 9.40am in the school hall. Class presentations take place and class awards are given out at this time.

Car Parking

If you bring your children to school by car we ask that you park on the large car park behind the local restaurant. There is a safe, traffic free footpath to school from this car park.

Please **do not** park on the yellow zig-zag lines in front of and opposite school.

Raising Concerns and Resolving Complaints

From time to time parents, and others connected with the school, will become aware of matters which cause them concern. To encourage resolution of such situations the Governing Body has adopted a "General Complaints Procedure".

The procedure is devised with the intention that it will:

- Usually be possible to resolve problems by informal means

- Be simple to use and understand
- Be non-adversarial
- Provide confidentiality
- Allow problems to be handled swiftly
- Address all the points at issue
- Inform future practice so that the problem is unlikely to recur.

Full details of the procedure may be obtained from the School Office or from the Clerk to the Governing Body.

CHARGING POLICY

The Education Reform Act, 1988, sets out the law on charging for school activities for all Local Education Authority schools.

In general the objectives of the charging provisions are:

- ❑ to maintain the right to free school education,
- ❑ to establish that activities offered during normal teaching time should be available to all pupils, regardless of the parents' ability or willingness to help to meet the cost,
- ❑ to give schools the discretion to charge for optional activities provided wholly or mainly outside school hours,
- ❑ to confirm the right of schools to invite voluntary contributions for the benefit of the school, or in support of any activity organised by the school, whether during or outside school hours.

A copy of the Governor's Policy on Charging can be seen in school.

SCHOOL FINANCES

As in most schools, we have a school fund which is for the general benefit of the school, and covers a variety of uses for which official funding could not be used. Examples of typical uses of the fund are:-

- ❑ paying for transport for out-of-school activities.
- ❑ providing refreshments for school functions.
- ❑ meeting the cost of Christmas parties, presents, etc.
- ❑ providing extra materials and items of equipment,
- ❑ and many others.

Income for the fund is received in a variety of ways including private donations, sponsored appeals, coffee evenings and other similar ventures, commission from school photographs, etc.

We hope that all parents will give full support for these and other activities designed to raise money for the fund through which all members of the school can benefit.

FRIENDS OF BARROW SCHOOL (FOBS)

The 'Friends of Barrow School' is an active association of parents and friends of the school. Its aim is to provide support for the school and its work, and to provide an opportunity for social events which will enable and encourage closer links to be made between home and school and the local community.

Over the school year various activities are arranged to provide both social and fundraising events. These activities are arranged by a committee made up of parents and friends of the school. All parents are always most welcome.

The current committee is:

Chair - Mrs C Nestor

Treasurer - Mrs C Tyson

Secretary - Mrs N Johnstone

HEALTH AND WELFARE

Periodic visits are made to the school by the school doctor, nurse and dentist to keep a check on the children's health and physical development. In addition regular hearing and sight checks are carried out.

Help from the County Educational Psychologist can be obtained when this is considered necessary, as can the services of the speech therapist and physiotherapist.

The school nurse is invited to come into school to assist with aspects of health education from time to time.

Parents are asked to inform the school of any subsequent changes to the information which they supply on the application form for entry, particularly those relating to:-

- ❑ Basic changes in the family situation
- ❑ Changes to the home address or telephone number
- ❑ Emergency contact during the school day
- ❑ Change of family doctor

and additionally - information about medical or other problems or special circumstances which arise and which might affect a child's work and/or behaviour.

If your child has an appointment to visit the doctor or dentist during the school day, please try to let us know beforehand if possible. Should a child be absent for any reason we would ask that you send a note and contact us to give the reason for the absence.

SEX EDUCATION

The Governors feel that it is appropriate, and in the best interests of the children, to deliver an element of sex and relationship education as part of the personal, social and health education curriculum. Most of the curriculum is covered by science at Key Stage 1 and 2, and the Governors have decided that the relationship part of the curriculum will be delivered to Years 5 and 6 by the school nurse/outside agency in an appropriate manner.

SCHOOL GOVERNORS

Barrow Primary School is a 'Voluntary Controlled' school. Part of the building is owned by the United Reformed Church, Barrow, which is referred to as the 'Foundation Body'.

Under the school's Articles of Government there are ten members on the governing body of the school. At the present time these are:-

Foundation

Mrs J O'Rourke

Rev M Jarmany

Lancashire County Council

Mrs J Singh

Community

Mr J H Strong (Chair)

Mr C Pearson (Vice-Chair)

Head Teacher

Mrs C Marchi

Teacher

Mrs J Halstead

Parents

Mrs A Dinsdale

Mr J Johnstone

Mr C Yeowart

RATES OF AUTHORISED AND UNAUTHORISED ABSENCE 2016/17

The total number of registered day pupils on roll for at least one session during the reporting period 1st September, 2016 to 24th July, 2017 was 149.

Authorised Absence 2.3% Unauthorised Absence 0.1%

The school's attendance policy is as follows:-

- ❑ Should you need to request leave of absence for your child/ren we ask that you complete a leave of absence proforma, which are available from the school office and the school website, prior to the date of the requested absence.
- ❑ In the event of an unplanned absence from school, could you please let us know the reason before 10.00am on the day of absence and confirm the reason for absence in writing upon the child's return.

The above measures are in place to fulfill our legal obligation to ensure the welfare of the children. The school is visited regularly by an Education Welfare Officer who reviews the attendance registers for absenteeism and lateness, and records any concerns about individual children. The school is obliged to act on these concerns, informing and liaising with parents. The Education Welfare Officer will occasionally deem it necessary to visit parents to discuss concerns he/she may have about individual children.

HOLIDAY LIST - 2017/18

SUMMER HOLIDAY	School closes 3.30pm on Mon 24 th July 2017 School re-opens 9.00am on Mon 4 th Sept 2017
HALF TERM HOLIDAY	School closes 3.30pm on Thurs 26 th Oct 2017 School re-opens 9.00am on Mon 6 th Nov 2017
CHRISTMAS HOLIDAY	School closes 3.30pm on Thurs 21 nd Dec 2017 School re-opens 9.00am on Mon 8 th Jan 2018
HALF TERM HOLIDAY	School closes 3.30pm on Fri 9 th Feb 2018 School re-opens 9.00am on Mon 19 th Feb 2018
EASTER HOLIDAY	School closes 3.30pm on Fri 23 rd March 2018 School re-opens 9.00am on Mon 9 th April 2018
MAY DAY	School closes 3.30pm on Fri 4 th May 2018 School re-opens 9.00am on Tues 8 th May 2018
HALF TERM HOLIDAY	School closes 3.30pm on Wed 23 rd May 2018 School re-opens 9.00am on Mon 4 th June 2018
SUMMER HOLIDAY	School closes 3.30pm on Fri 20 th July 2018

Incorporated in the above holiday list are 5 compulsory inset days for teacher training.
These days are as follows:-

Friday, 1st September 2017
Friday, 27th October 2017
Friday, 22nd December 2017
Thursday, 24th May 2018
Friday, 25th May 2018

Target Setting

Barrow Primary School is committed to giving all pupils every opportunity to achieve the highest of standards. Target-setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our pupils. Targets may relate to individual pupils, groups of pupils within classes, or whole cohorts of pupils.

Our aims in target setting are to raise standards of achievement by:

- achieving specific objectives that are being taught in the curriculum and in particular in Maths, Literacy and the areas in the EYFSP
- giving children targets to reach in a given time
- setting targets that are specific, measurable, achievable, realistic and time related
- being aware of the strengths and weaknesses of individual children or groups of children and to target support and differentiated activity as appropriate
- setting high teacher expectations and challenges that raise the standards of pupils' achievement
- working in partnership with Teachers, Governors and Parents/Carers to contribute to the development of individual children.

Implementation

- End of year targets are set for all children in Maths, Reading and Writing in September each year.
- The Gifted and Talented children will be identified specifically.
- Children on School Support or above on the SEN Record will have an IEP.
- Children will receive personal targets for Literacy and Maths.
- Targets will be revised regularly and based on ongoing formative and summative assessments.
- Teachers will use resources for assessment given by the SMT.
- Staff INSET and development will enable teachers to assess curriculum levels and clearly identify the next steps needed in individual learning.

Organisation and Management

- Each child's progress is tracked through the School; the information being collated in the Tracking File and Primary I-Track Tool.
- Formal Assessments are made at:

Reception Base and EYFS - EYFSP

Year 1 Teacher Assessment and PIPs

Year 2 Statutory KS1 SATS and PIPs

Year 3 Optional SATS and PIPs

Year 4 Optional SATS and PIPs

Year 5 Optional SATS and PIPs

Year 6 Statutory KS2 SATS and PIPs

- Targets are set in September for the end of the following academic year.
- This information informs the knowledge and expectations of the next teacher and supports the continuity and progression of standards and the curriculum.

- Targets are set for individual children using the forecast information, knowledge of the pupils and informed dialogue with the previous teacher.
- The information is collated on brick walls and on the I-Track Tool. These are used to inform planning by the teachers who are able to keep track of pupils' expectations and achievements.
- Detailed analysis of the progress of pupils, the class and year group is made through the brick walls and the I-Track Tool.
- Use of Value Added information informs predictions and the identification of potential underachievement by individuals.
- The information is collated by the Assessment Manager, printed and distributed to the teachers.
- Information is also shared with Core subject leaders to assist in their knowledge of cohorts, progress and monitoring of standards.
- Detailed analyses of results enables the Teachers, Headteacher and Governors to track the progress of the School year on year.
- Each July, as soon as new class arrangements are made, staff will be issued with achievement information with prior performance of their new pupils.

Appendix 5 shows the KS2 results for 2015/2016 and the KS1 and KS2 results for 2016/2017.

APPENDIX 1

SCHOOL RULES AND DISCIPLINE

At Barrow School we try to guide the children towards the understanding that they are participating members of our school community and that, as members of that community, they have responsibilities to other members and to the school.

It is emphasized that the social skills of learning to live alongside others, in such a way that the community as a whole benefits, and that no individual or group suffers, is of paramount importance. Equally, selfishness, bullying, dishonesty or lack of consideration or respect for others or their property, are unacceptable forms of behaviour.

Our few formal rules are designed to achieve these standards and values. All members of the school are expected therefore:-

- ❑ To behave reasonably at all times, in and out of school, and to uphold the good name of the school.
- ❑ To act with consideration and respect for other people's welfare, safety, feelings and property.

As stated previously, one of the school's aims is for the children to develop a measure of self-discipline which, collectively, will then enable the school to function more smoothly.

Where behaviour falls below accepted standards, sanctions may be applied which could include verbal chastisement, loss of privileges, extra work, etc. If, on occasions, disciplinary problems warrant it, parents will be informed and involved as necessary.

School Rules

1. We all have to behave in a quiet, orderly manner and to be polite and courteous at all times towards everyone. We must respect other people's property as if it were our own.
2. The school building is open at 8.50am. School begins at 9.00 am and if you arrive after that time, you will be marked as late in the register unless we have been told of special circumstances regarding your late arrival. In the afternoon everyone begins school at 1.00 pm. A record of attendances and late arrivals is made available to Education Welfare and other bodies. It is better to come late than not at all. You will not be punished for arriving late.
3. School should be informed as to the nature of an absence as soon as possible. If an illness is likely to be a long one, your parents are asked to inform the Head Teacher. Unauthorised absences - not covered by notification from your parents - are notified to the District Education Officer.
4. When it is time to enter school in the morning, after break, or in the afternoon, please file quietly to classrooms when told to do so.
5. Everyone must walk quietly in school because running is dangerous.
6. You must hang your coat and P.E. bag on your hook and must not interfere with other children's coats and bags at any time. Coats and bags should be marked with your name.
7. Toys should not be brought to school. If you bring toys they can become lost or broken. They can also be a distraction in lesson time. If you have something special to show everyone, you may bring it in, but should ask a teacher to look after it for you.
8. A change of clothing and pumps for P.E. and games lessons should be kept in a suitable bag. All clothing and footwear should be named in case of loss.
9. At lunchtime we are all expected to behave in a polite and sensible manner. Parents can be asked to make alternative arrangements for any child who does not behave during this time.
10. Climbing (on any object inside or out) is not allowed. This rule is to keep you safe. If you cannot reach something, ask someone taller to help.
11. No play-fighting or picking up other children is allowed. Sometimes these games become too rough and people can get hurt or upset.
12. There are several foods which can cause our teeth to decay. We need to learn about which foods are good and which are bad for our teeth. We need to think about which foods are sensible to bring into school and which are not. Chewing gum is never allowed because of the mess it can make.
13. If you wish to bring watches or jewellery to school please think about it very carefully. We do not want anyone getting upset if things are lost or broken. Please think about safety too. We do not want any nasty accidents or injuries. It is the present policy of Lancashire County Council that the wearing of jewellery should not be permitted during PE lessons. It is also a rule of the swimming baths that we don't wear ear-rings in the water so it is probably a good idea not to wear them at all on that day.
14. Sometimes children can be a bit silly about going to the toilet in lesson time. You will never be told that you cannot go unless your teacher thinks that you are doing it to waste time. If you only go when you need to, try to go at playtime and always tell a teacher that you are going to the toilet, we will not have any problems.

15. If you have an inhaler or any medicine, make sure that you talk to your teacher about it. Always know where your inhaler is and use it whenever you want it. Tell a teacher if you have used it, this is just to help us look after you properly.
16. If you think someone is being bullied, if someone seems sad or is being picked on, tell a teacher about it.
17. If you have any worries or problems at school for any reason, please find someone to talk to about them. Tell a friend, a teacher, Mum, Dad ... in fact anyone who can help. Do not worry if you have a problem. No matter what it is, there is always a way to sort things out and make them better.
18. Let us all try to be kind, polite and friendly. Barrow school is a very special place, let's all keep it that way.

APPENDIX 2

CHILD PROTECTION INFORMATION

All children whatever their age, background, religion or family circumstances have a fundamental right to be offered care and protection by those responsible for their safety and well-being. Most of the time, this means parents and carers, but when children attend school, or when they need the help of other professionals in education, the responsibility to safeguard and protect children becomes the job of other adults, even if only for a short time.

Our school is required by law to safeguard and protect the interest of children placed in our care. We do this by making sure that we have staff who are trained to help any children who may be unhappy or are having difficulties at home or at school. We encourage children and parents to talk to us or to seek help, if they are worried, just as we will usually talk to parents if we are concerned about anything to do with their child.

As part of our school curriculum, we teach children the importance of taking care of themselves and others and we try to make sure that children know where and to whom they can turn for help and advice.

Sometimes staff may have serious worries about a child. In these circumstances, any staff working in the school must follow the procedures laid down by a multi-agency committee whose job it is to make sure that all agencies working with children know how to handle concerns or worries.

These procedures state that whenever there are serious concerns about a child or about children, the situation must be referred to, or discussed with, the childcare team in the local social services office. There are also policies and procedures within school to ensure that our staff behave properly and professionally towards the children with whom they work.

POLICY ON THE USE OF PHYSICAL INTERVENTION

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.

The school takes seriously its responsibility to look after the interest of children in our care, not just because we are required to do so by law, but also because we recognise that in order to learn, children need to feel safe and secure and they need to feel valued. To this end, we recognise the importance of acting as an advocate and protector for all the children who come to our school and we appreciate the support offered to us by parents who help us do our job well.

For further information please contact the Head Teacher

APPENDIX 3

HOMEWORK POLICY

We believe that there is much value in setting some homework. It helps the child become used to the systems employed by secondary schools, it allows parents to help the child and to see the standards of work being set and promotes various skills such as private study and independent learning.

Purposes of homework

- ❑ To increase responsibility amongst pupils.
- ❑ To develop independent learning.
- ❑ To increase self-awareness and self-motivation.
- ❑ To inform parents as to children's abilities, standards and efforts.
- ❑ We can use homework to help the children to recognise the links between good study habits and higher standards of achievement.
- ❑ We can use homework to check understanding of class work.
- ❑ We can use it to consolidate school lessons and to prepare the children for future work in school. It gives the child, parent and teacher feedback regarding work being done. It allows the child freedom to learn away from the school environment.
- ❑ It develops research skills, library use and can show the child that private study at home can be very rewarding.

Progression

We aim to have a system of setting homework which shows clear progression throughout the child's school career. We have sought information from the three main secondary schools which we feed and have used this information to inform our planned progression to lead sensibly into what the secondary schools are doing.

RECEPTION

We hope that parents support our aim of children being heard to read every night. This is seen as homework and is recorded in a book which the children take home with them.

Y1

As in Reception, we expect children to read every night. Children are also given spellings to learn weekly.

Y2

Reading is continued as before. There will also be some times tables to learn in the Spring and Summer terms. Children are also allocated a maths game each week linked to the unit of work in class. This can be found online at 'active learn'.

KS2 (Y3-6)

The children are given a spelling list (linked to a rule or strategy) and are expected to practise their times tables. Spelling and tables will be tested each week on a day specified by the teacher. Additionally, they are given Literacy and numeracy activities that are linked to the teaching and learning which has taken place throughout the week. They should also be reading for about 20 minutes a night. As children move from lower to upper Keystage 2, the amount of homework given may vary slightly.

Please feel free to ask class teachers for advice on work you can do at home. The children themselves may ask for Homework and we would encourage and support such requests. We hope to develop within the children a feeling that extra work and Homework is a good thing to do and not a laborious chore.

GOOD PRACTICE

Homework tasks must be related to work that is going on in class. Setting homework which has no relevance to other areas of study is pointless. The time which activities is likely to take should be carefully considered as should the ages and abilities of the children concerned. Homework for SEN pupils should be differentiated accordingly, as should that set for the more able pupils. Staff need to ensure that work set has been fully explained and understood.

TIME FOR HOMEWORK

Although it is difficult to be prescriptive, the following is a guideline as to how much time might be profitably spent on homework at the various stages.

- RECEPTION We anticipate this being in the region of 10 minutes per day. If the child is enjoying the reading then it might be more. We would hope that it wasn't less.
- Y1/Y2 Weekly spellings would add some time to the 10 minutes of reading. The amount would depend upon how parents and children decide to learn the work set. They might a little and often, they might do it all the night before the testing. The Year 2 online activity will take approximately 15 minutes to complete.
- KS2 (Y3-6) The children should practise their spellings and times tables and should be reading for about 20 minutes a night too. As they move from lower to upper Keystage 2 the amount of homework given may vary slightly. The children are being encouraged to develop their own work habits and strategies for homework and this will effect the time they spend. Are they doing it all on Sunday or are they spreading the load?

Barrow Primary School

Extract from the Policy for Supporting Children

with Medical Conditions

This Policy was approved by the Governing Body on June 15th
2017

Review date: July 2018

8. Administration of Medicines

Medication should normally be administered at home before a child comes in to school. Medicines should only be administered at school when it would be detrimental to a child's health or school attendance not to do so. Staff will only administer medication with the written parental consent.

When giving medication to a child, the staff member will ensure that they follow the appropriate procedure and check the following information;

- Name of pupil
- There is a valid consent form from the parent(Appendix 1)
- Any written instructions provided by the parents
- The prescribed dose written on the child's consent form and where appropriate the Pharmacy label
- Expiry date of the medication
- The Individual Healthcare Plan if in place

Staff are not permitted to deviate from instructions on the label of a medication. If there is any doubt the medicine will not be administered and staff will contact the parents for advice before taking further action.

Authorisation Form and Administration Record

It may be necessary for your child to take medicine while at school. If at all possible we ask that parents administer this at home before or after the school day. However, if children need to take medicines while at school, then school staff are willing to support your child to administer their medication on the condition that;

- We have a signed parental authorisation
- We are supplied with an in-date supply of medicines that are in their original containers or dispensed by a Community Pharmacy.
- We are notified of when the previous dose of medicine was given (where appropriate)

For dispensed medicines, the label should include the following:

- Your child's name
- The name of the medicine
- The dose and frequency of medication
- The date of dispensing by the Community Pharmacy

Parental Authorisation:

Name of Child:			
D.O.B:		Class:	
Name and strength of medication:			
Directions/ dosage:			
Reason for taking:			
Quantity sent in to school:			
I give permission for my child to take/ be administered the above medication at school as directed above:	Signature of Parent/Carer:		
	Name of Parent /Carer:		
	Date:		

Administration Record: For School Use Only

Date	Mon	Tues	Wed	Thurs	Fri
Time given					
Dose given/supervised					
Any reactions / side effects					
Name of staff member supervising/administering?					
Staff signature					

