



At Broadmere we are SAFE, RESPECTFUL and RESPONSIBLE

Broadmere Primary School Prospectus 2019 - 20

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Executive Headteacher
Mrs Judy Hall

Chair of Local Governing Committee
Mr Iftekhar Qasim

Assistant Headteachers
Mrs Michelle Moodaley
Mr Kurt Neumann

School Administration & HR Manager
Mrs Debra Black

Welcome to Broadmere Primary School

The staff, governors and I would like to welcome you to Broadmere Primary School. We belong to the Bourne Education Trust which supports us to provide the very best education for our pupils. We work collaboratively with the other schools in the trust, sharing good practice, expertise and a passion to support active learning. Please visit the Bourne Education Trust website to find further information.

At Broadmere, our children learn in a caring, safe and nurturing environment that reflects the multicultural society in which our school is set. We value all children as individuals and we encourage them to develop into independent, resourceful and caring citizens. We value and encourage parental involvement as we consider that a close partnership between home and school is essential for children to gain maximum benefit from their time with us. For this reason we employ a Home School Link worker to ensure our families are supported and we operate an 'open door' policy.

Our curriculum is tailored to meet the needs of every learner in our school. It is creative, investigative and relevant. The children's learning environments are vibrant and encompass indoor and outdoor learning experiences. We have a large school field and a well-equipped ICT suite. Every classroom has a set of 8 Learnpads which the children use independently.

I hope you enjoy reading about our school – it will give you a flavour of the opportunities we provide for our children, however, please come in to see us in action as we always welcome visitors.

Mrs Judy Hall
Executive Headteacher

Our strategic vision for 2019-22

At Broadmere we are safe, respectful and responsible.

Goals: The key goals set by the SLT and governors reflect the attitude that permeates the school.

Leadership and Management

We are uncompromising in our ambition for every member of the school community.

We develop and maintain the nature and quality of pupils' learning experiences.

Quality of Education

We provide a relevant, inspiring and balanced curriculum.

We deliver high quality learning experiences tailored to the needs of individual pupils.

Teaching staff will feel confident to deliver high quality lessons which challenge, engage and require deep thinking.

Our children will be equipped with the necessary skills and knowledge to transition to their next stage in learning. Each child will be supported to achieve their potential.

Behaviour and Attitudes

We empower our children to become resilient, motivated learners.

We have high expectations for our children's behaviour.

Personal development

All staff will be role models for our school community by upholding and demonstrating our key values consistently.

We will prepare our children to make a positive impact in a rapidly changing world.

Safeguarding

Broadmere Primary School is committed to safeguarding and promoting the welfare of children and expects all parents/carers, staff and volunteers to share this commitment.

This means that we have a Child Protection Policy and Safeguarding Procedures in place. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Parents and carers can find the policy on the school website or are welcome to request a copy from the office.

All staff, volunteers and all outside agencies are subject to statutory vetting and DBS checks, and the school maintains an up-to-date and comprehensive Single Central Record. During the school day all adults and visitors must sign in at the school office and wait to be given a visitor's lanyard.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that we discuss any concerns we might have about your child with you as parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Our Designated Safeguarding Leadership Team:

Mrs Judy Hall (Executive Headteacher)

Mrs Michelle Moodaley (Assistant Headteacher)

Mrs Loubna Mehmood (Home-School Link Worker)

Partnerships

THE LOCAL GOVERNING COMMITTEE

Broadmere Primary School and New Monument Primary School share a single Local Governing Committee which currently consists of 8 governors. In partnership with the Senior Leadership Teams, the governors set the strategic direction for the schools in a School Development Plan, and monitors progress towards objectives. Day to day management of the school is delegated to the Executive Headteacher.

THE HOME – SCHOOL AGREEMENT

The Home - School Agreement describes what the pupils, their parents and the school can reasonably expect of each other in a successful partnership between home and school.

When they join the school, parents and children are invited to sign the agreement. There is no legal requirement for parents to sign, but we believe that it is good for everyone to make an honest commitment to try and keep to the spirit of the agreement.

Woking Schools Learning Partnership

New Monument Primary School is a member of the Woking Schools Learning partnership which aims to ensure excellent provision for all Woking pupils, giving them a 'voice' and providing training for staff, as well as moderation opportunities and enhanced out of school hours learning.

STARS Partnership

The headteachers of a local group of schools meet together half termly to support one another and drive improvements in teaching and learning locally.

CLUBS

Our sports coaches, teachers, parents and friends of the school run after-school or lunchtime clubs. At different times of the year these activities will typically include football, netball, rounders, cricket, athletics, choir, gardening, cookery and art.

HOME LEARNING

Home learning is used to provide children with the opportunity to practise and reinforce what they have learnt, research their topics and to prepare for future classwork. Our children are encouraged to read regularly at home with their parents/carers, spending 10 minutes a day in Reception and 20 minutes a day in Years 1 and 2. In Key Stage 2, the amount of home learning increases in order to prepare children for the transition to secondary school. Reading daily at home remains an expectation, in addition to having spellings and times tables to practise each week. Children will also be asked to complete further tasks linked to their class topic.

INDIVIDUAL LEARNING NEEDS, including SPECIAL EDUCATIONAL NEEDS, DISABILITIES (SEND) and EXCEPTIONAL ABILITY

All children are individual and special, and we aim to meet their different needs. A proportion of pupils will need additional special help or support at some stage in their school life, in order to gain full advantage from the educational opportunities offered. Their special needs may have to do with a specific learning difficulty, a physical disability, an emotional or behaviour difficulty, a speech and language problem or a combination of these.

Children of exceptional ability also require special support to meet their needs.

Class Provision Maps identify those children for whom additional or different support is provided.

At Broadmere we strive to provide an inclusive education for all pupils with SEND. There is ramp access into the school. The entrance area and corridors are wide enough to accommodate wheelchairs. There is no requirement to climb stairs to access any part of the school.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The school provides advice and support for those children who have English as an additional language. We are committed to making appropriate provision of teaching and resources in order to raise attainment of our EAL pupils. We value the children's home languages – please continue to speak to your children in your mother-tongue at home as research has shown that first language competence facilitates development of an additional language.

Health and welfare

Inclusion Service

Surrey's Inclusion Service works within a legal framework. The main service provided relates to non-attendance, assistance with children with emotional, behavioural and special needs, child protection issues and the employment of children.

An Inclusion officer regularly visits the school to check registers for issues of attendance and to discuss any concerns raised by the school regarding pupils.

Absence from school

When your child is absent from school please telephone the school office to let us know every day they are absent. We operate a First Day Calling service whereby the school will contact the parents to identify reasons for a child's absence. For children who are persistently absent, evidence will be asked for to clarify the reason for absence, for example, a GP appointment card or a prescription receipt.

Illness or accident at school

In case of illness or an accident at school it is sometimes necessary to make immediate contact with a parent/carer. We ask parents to keep the school up to date with at contact details of at least 2 people.

Medicine

We do not have the professional expertise to administer medicines to children. If a child is well enough to be in school but requires medication during the day, we ask that a family member comes into school to administer the medicine.

Organisation of classes

There are three Key Stages: Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

The Early Years Foundation Stage includes

- Nursery Group (Little Gems) for 2 year olds within the Nursery Class
- Nursery Class for 3-4 year olds
- Reception Class

Key Stage 1 includes

- Years 1 and 2

Key Stage 2 includes

- Years 3, 4, 5 and 6

A senior leader has responsibility for each stage.

Staff teams 2019 -20

Executive Headteacher

Mrs J. Hall

Administration Team Leader and HR Manager

Mrs D. Black

School Business Manager

Mrs K. Wood

Assistant Headteachers:

Mrs M. Moodaley (Inclusion and Pastoral Leader, SENCo)

Mr K. Neumann (Assessment Leader, Year 6 class teacher)

Early Years Leader (Monday – Wednesday) Mrs E. Vosloo

Phonics, Educational Visits Officer, Curriculum Leader Mrs J. Margerison

Home-School Link Worker

Mrs L. Mehmood

Nursery Team (Little Gems for 2 year olds, Ruby Class)

Miss R. Zaheed

Miss E. Worsfold

Mrs C. Riley

Mrs S. Trimizi (3 days)

Miss G. White

Mrs A. Allard (2.5 days)

Mrs E. Capilla (2.5 days)

Reception Team (Sapphire Class)

Mrs C. Wilkinson

Mrs M. Henderson

Mrs N. Kayani

Year 1 Team (Amber Class)

Mrs C. Day

Miss A. Rashid

Year 2 Team (2 classes)

Mrs S. Mathews (Teacher: Monday – Thursday) **(Jade Class)**

Mrs C. Hibbs (Teacher: Friday) **(Jade Class)**

Mrs K. Jamal

Mrs A. Bashir

Mrs C. Ashford **(Onyx Class)**

Miss S. Farooque

Jet Group Team

Miss N. Deans

Mrs C. Hibbs (Monday – Thursday)

Mrs S. Hind (+ ELSA Emotional Literacy Support Assistant)

Year 3 Team (2 classes)

Miss V. Oliver (**Opal Class**)
Mrs S. Kennedy
Mrs M. Prabhu
Mrs S. Bryans (**Quartz Class**)
Mrs N. Hall
Mrs B. Grimmond (mornings)

Year 4 Team (2 classes)

Miss S. Foy (**Turquoise Class**) Phase Leader for Years 3 to 6.
Mrs S. Sawyer (+ Lunchtime Leader)
Mr S. Blofeld (**Topaz Class**)
Mrs R. Horgan

Year 5 Team (Aquamarine Class)

Mrs H. Wellman (Teacher: Tuesday to Friday)
Mrs G. Neumann (Teacher: Monday) Phase Leader for Years 1 and 2)
Mrs M. McLaren – Teaching Assistant (qualified teacher)

Year 6 Team (Diamond Class)

Mr K. Neumann (Teacher: Monday, Wednesday, Thursday, Friday)
Mrs G. Neumann (Teacher: Tuesday)
Mrs C. Edgecock – 1:1 support for SEN
Mrs A. Kumari – 1:1 support for SEN

Physical Education

Mr B. Westwood (Woking Football Club), class teachers

Modern Foreign Languages (French)

Mrs N. True

Administration Team

Ms D. Black (Leader)
Mrs K. Roberts
Mrs N. Mouton–Brian
Mrs T. Worsfold
Mrs A. Peters

Site Manager (Broadmere & New Monument)

Mr M. Burleigh

Admission Criteria for Broadmere Primary School 2020/21

Broadmere Primary Academy admits children up to the Published Admission Number (PAN) of 30 children per year into Reception Class/Year group.

Applications for admission at the normal intake will be managed in accordance with Surrey's coordinated scheme for primary admissions.

Applications for admission to our **Nursery** should be made directly to the school. Please call in at the office or telephone the school for further details.

Broadmere Primary School: 01932 343747.

Admission arrangements:

Children with an Education, Health and Care Plan that name the school will be allocated a place before other children are considered. In this way, the number of places available will be reduced by the number of children with a Statement or Education, Health and Care Plan that have named the school.

Where the school is over-subscribed for any year group, applications for entry in 2019/20 will be ranked in the following order:

1. Looked after and previously looked after children (see Note 1)
2. Exceptional social/medical need (see Note 2)
3. Siblings (see note 3)
4. Children for whom the school is the nearest to their home address (see Notes 4 & 5)
5. Any other children (see Note 5)

If within any category there are more children than places available, any remaining places will be offered to children who meet that criterion on the basis of proximity of the child's home address to the school. The distance will be measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the admissions team's Geographical Information System.

Notes

1. Looked after and previously looked after children

Looked after and previously looked after children will receive the top priority for a place.

Looked after and previously looked after children will be considered to be:

- children who are registered as being in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children

Act 1989(a), e.g. fostered or living in a children's home, at the time an application for a school is made; and

- children who have previously been in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989(a) and who have left that care through adoption, a child arrangements order (in accordance with Section 8 of the Children Act 1989 and as amended by the Children and Families Act 2014) or special guardianship order (in accordance with Section 14A of the Children Act 1989).

Places will be allocated under this criterion when places are first offered at a school and the local authority may also ask schools to admit over their published admission number at other times under this criterion.

2. Exceptional social/medical need

Occasionally there will be a very small number of children for whom exceptional social or medical circumstances apply which will warrant a placement at this school. The exceptional social or medical circumstances might relate to either the child or the parent/carer. Supporting evidence from a professional is required such as a doctor and/or consultant for medical cases or a social worker, health visitor, housing officer, the police or probation officer for other social circumstances. This evidence must confirm the circumstances of the case and must set out why the child should attend this particular school and why no other school could meet the child's needs.

Providing evidence does not guarantee that a child will be given priority at this school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at this school above any other.

Common medical conditions and allergies can usually be supported in all mainstream schools, therefore priority under the school's exceptional medical criterion would not normally be given for these. In addition, routine child minding arrangements would not normally be considered to be an exceptional social reason for placement at a particular school.

We reserve the right to refer medical evidence to Surrey's designated medical officer, where necessary, to assist us in making a decision about medical priority for a school place.

Places may be allocated under this criterion when places are first offered at a school and the local authority may also ask schools to admit over their published admission number at other times under this criterion.

3. Siblings

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half-sister or a step-brother or step-sister or an adoptive or foster sibling, living as part of the same family unit at the same address.

A child will be given sibling priority if they have a sibling on roll at the school and that sibling is still expected to be on roll at that school at the time of the child's admission.

4. Nearest school

The nearest school is defined as the school closest to the home address with a published admission number for pupils of the appropriate age-range, as measured by a straight line and which has admitted children without regard to faith or boarding in the initial allocation of places in 2015, 2016 and 2017. This is assessed using the Admission team's Geographical Information System (GIS). An exception to this would be where a faith school has changed its admission arrangements and that change has meant that they would be expected to offer places to children who do not demonstrate a commitment to faith in future.

From 1 September 2020, any applicant remaining on the waiting list will be considered to be an application for in year admission. After this date, when assessing nearest school, schools without a published admission number will also be taken in to account.

5. Home address

The child's home address excludes any business, relative's or child-minder's address and must be the child's normal place of residence. Where the child is subject to a child arrangements order and that order stipulates that the child will live with one parent/carer more than the other, the address to be used will be the one where the child is expected to live for the majority of the time. For other children, the address to be used will be the address where the child lives the majority of the time. In other cases, where the child spends an equal time between their parents/carers, it will be up to the parents/carers to agree which address to use. Where a child spends their time equally between their parents/carers and they cannot agree on who should make the application, we will accept an application from the parent/carer who is registered for child benefit. If neither parent is registered for child benefit we will accept the application from the parent/carer whose address is registered with the child's current school or nursery.

A temporary address will not generally be accepted if the main carer of the child still possesses a property that has previously been used as a home address, nor will we accept a temporary address if we believe it has been used solely or mainly to obtain a school place when an alternative address is still available to that child. All distances will be measured by

the computerised Geographical Information System maintained by Surrey's admissions team.

The address to be used for the initial allocation of places to Reception will be the child's address at the closing date for application. Changes of address may be considered in accordance with Surrey's coordinated scheme if there are exceptional reasons behind the change, such as if a family has just moved to the area. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the relevant date. Applicants have a responsibility to notify the school and Surrey County Council of any change of address.

6. Tie breaker and the admission of twins, triplets, other multiple births or siblings born in the same academic year

Where two or more children share a priority for a place, e.g. where two children live equidistant from a school, random allocation will be used to determine which child should be given priority.

In the case of multiple births, where children have equal priority for a place, random allocation will be used to determine which child should be given priority. If after the allocation one or more places can be offered but there are not sufficient places for all of them, wherever it is logistically possible, each child will be offered a place. Where it is not logistically possible to offer each child a place the child(ren) ranked the highest will retain their offer and the applicant will be advised of their right of appeal and informed about waiting lists.

BROADMERE NURSERY

The Nursery for 3, 4 year olds offers 52 places taken over 2.5 days. Additional hours may be requested and paid for by parents. We also offer 30 hours free entitlement for working parents who meet the criteria. Parents are welcome to place their child's name on our waiting list soon after the child's second birthday. Details of the admission arrangements are available from the school office.

The nursery for 2 year olds (Little Gems/Little Crystals) offers places in the morning or afternoon. Please contact the school directly to apply for a place for a 2 year old.

The Early Years section of the school is self-contained, with the nursery having its own entrance, toilets and fenced playing area. One of the aims of the Nursery is to help the children to become independent individuals, able to attend to their own needs, and to prepare them for full-time primary education.

A place in the Nursery does not automatically guarantee a place in our Reception Class later on. Parents fill out a separate application form for a place in the main school as part of the LA's admissions procedures.

Admissions Criteria for Broadmere Primary Academy Nursery

First Priority: Looked After and previously Looked After Children; Exceptional social or medical needs

Second Priority: Children who will have a sibling at the nursery or school at the time of the child's admission.

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or sister or a step-brother or step-sister or an adoptive or foster sibling, living at the same address.

Third Priority: Providing 30 hours free entitlement for working parents.

Fourth Priority: Children for whom the school is the nearest to their home address (straight line distance from address to school gate).

SCHOOL UNIFORM and SPORTS KIT

Our pupils are required to wear correct school uniform at all times. Please make sure that all items of clothing and PE kit are **clearly marked with your child's name**. Uniform may be purchased from Valentino Schoolwear shop in Knaphill.

The School Uniform:

Boys:

Dark grey trousers
Pale blue polo shirt
School sweatshirt/jumper
Black shoes **not trainers**
Grey socks

Girls:

Dark grey skirt or pinafore dress
Dark grey trousers with grey socks
Pale blue polo shirt
School sweatshirt/cardigan
Black shoes **not trainers**
White socks
Blue & white gingham summer dress with white socks or white tights

PE clothing (boys and girls):

Pale blue T-shirt
Royal blue shorts
Black jogging bottoms
Black plimsolls
Football boots/trainers for outdoor Games

Please note: the wearing of trainers is expressly forbidden, except at lunchtimes when children may wear trainers whilst playing outside. Trainers must be replaced with school shoes when lunchtime is over.

Jewellery

Children may wear a watch and/or small stud earrings. For Health and Safety reasons no pierced earrings are allowed to be worn during PE lessons.

Girls' hair bands/bows/ribbons/hijabs

Light blue/royal blue/white (in line with school colours)
Light blue/royal blue/white hijab (in line with school colours)

Early Birds Club

To assist parents, we run this club for children from Reception to Year 6 every school morning (not INSET days) from 8am – 8.50am.

There is a charge of £2 per session which is payable in advance. We do not provide food but your child may bring in a healthy snack to eat during the session if he/she has not had time for breakfast. A range of interesting activities for the children is provided.

Night Owls Club

To assist parents who find it difficult to fetch their children at the end of the school day we run this club for children from Reception to Year 6 every school afternoon (except when the school closes at 1pm) until 4.15pm. There is a charge of £2.50 to cover staffing costs.

SCHOOL MEALS

Meals are provided daily in the school hall and these are cooked on the premises. Every effort is made to cater for all children including those who require Halal meat and those who are vegetarian. (<http://www2.myschoollunch.co.uk/surrey/>)

The children are supervised throughout the lunch break by school staff.

Children who require school dinners are asked to pay for them one week in advance using our online Scopay system. School dinners cost £11.75 for the week. Free school dinners may be available to children whose parents are in receipt of Income Support. Please enquire at the School Office for a form if you think you qualify.

All children in Year R, Year 1 and Year 2 are eligible for free school lunches.

Packed lunch

Children may bring a packed lunch to school in a plastic, non-breakable container, clearly marked with your child's name. This food should be healthy in nature – try to include fruit and vegetables and exclude items high in salt/sugar. Crisps, sweets, chocolates, cakes and biscuits are not acceptable.

Please do not bring take-away/hot meals to school as we cannot store them safely.

Due to possible allergies we request that no nuts or nut products are brought into school.

WATER

Children may bring in a named bottle of water each day.

MILK

If you would like your child to have school milk, this can be arranged through Cool Milk at School Ltd. Application forms are available from our school office or you can order and pay online at www.coolmilk.com



We have the Silver Healthy Schools Award and teach our children the value of healthy living in every year group. We are working towards obtaining the Gold Award through the provision of practical cookery lessons in all year groups.



THE SCHOOL DAY

Nursery:

<u>Reception, Year 1, Year 2</u>	<u>Year 3, 4, 5, 6</u>
8.40 - 8.50am children arrive, our learning day begins	8.40 - 8.50am children arrive, our learning day begins
8.50 – 10.30 Lessons	8.50 – 10.30 Lessons
10.30 - 10.45 Assembly	10.30 - 10.45 Assembly
10.45 – 11.00am Break (Each child is offered a piece of fruit)	10.45 – 11.00am Break (children may bring a piece of fruit for this break – this should not be part of their packed lunch)
11.00am Lessons	11.00am Lessons
12.00pm Lunch	12.10pm Lunch
1.00pm Lessons	1.00pm Lessons
3.15pm End of school	3.20pm End of school

The playground gate is locked at 8.50 am for security reasons. Children arriving after this must report to the office and wait to be registered by a member of the office staff before going down to class. A late mark will be recorded - this is to be avoided at all costs.

Please ensure you arrive on time to meet your children at the end of the school day – children become very anxious if their parents are late.

Children's Code of Conduct

At Broadmere we are SAFE, RESPECTFUL and RESPONSIBLE

We expect all members of our school community to behave respectfully and to act responsibly both on and off school premises. We believe that our pupils have the right to learn in an environment where they feel and are safe at all times.

Recognition and Reward:

Recognition boards will be used in all classrooms to encourage positive behaviours, including regular attendance.

House points will be awarded for good behaviour, attitudes and effort.

Children may receive a Purple Praise token for outstanding, unprompted, positive behaviour and/or effort.

Certificates are presented throughout the school year to celebrate children's successes: regular attendance and punctuality, modelling the school's values, academic achievements, sporting achievements.

When things go wrong:

A restorative approach will help children to reflect on their behaviour when things go wrong and to shape their future choices.

5 Magic questions will be used by a member of staff:

1. What happened? (Include what happened before the incident)
2. What were you thinking?
3. What were you feeling?
4. Who else has been affected by this?
5. What do you need to do now so that harm can be repaired and make sure it doesn't happen again?

Consequences will depend on frequency/severity of the negative behaviour choices. These may include:

- Verbal reminder by an adult
- Time off the playground, out of class (another classroom with work to be completed)
- Teacher to speak to the parents/carers
- **Speaking with a member of the Senior Leadership Team who will decide on next steps**
- Parents/carers informed – telephone/meeting
- Writing a letter of apology
- Completing work after school with the teacher and parent
- Missing out on a class reward

If the school deems it necessary to follow up an incident with a child's family, the class teacher will speak to a parent/carer on the same day whenever possible.

Serious incidents such as physical harm or cyberbullying will lead to Senior Leadership involvement. Any serious incidents may result in an internal or external (fixed/permanent) exclusion for the child.

The school has zero tolerance towards any form of prejudice. The school is required to report any issues of prejudice to the Local Authority, for example, disability, racial, cultural, religious, sexual prejudice.

Roles and Responsibilities

The Local Governing Committee is responsible for:

- Reviewing and approving the Children's Code of Conduct
- Monitoring the effectiveness of the Children's Code of Conduct
- Holding the Headteacher to account for its implementation

The Headteacher is responsible for:

- Reviewing and approving this Code of Conduct
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour choices
- Monitoring how staff implement this Code of Conduct to ensure rewards and consequences are applied consistently
- Ensuring staff are provided with training on managing behaviour, including proper use of restraint, as part of their continuing professional development.

Staff are responsible for:

- Implementing the Children's Code of Conduct consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils (Behaviour Plan in place)
- Recording behaviour incidents online (read by Senior Leaders)

The senior leadership team will support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in adhering to the Children's Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil who is presenting a danger to themselves or others.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Our school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

LEARNING – our key purpose

Every member of the staff strives to model positive values within a positive learning environment, ensuring our children feel safe, make progress and achieve. We encourage our children to explore and develop their full potential, taking responsibility for their learning and showing mutual respect for one another.



EARLY YEARS FOUNDATION STAGE CURRICULUM

All learning takes place through creative, cross curricular, topic based experiences. Learning through play is a vital aspect for the children’s holistic development.

The curriculum is divided into the following ‘Areas of Learning’:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive Arts and Design

During the year, parents are invited to workshops or ‘stay and play’ sessions during which we will share ideas for home learning.

PRIMARY CURRICULUM

In order to provide our children with a relevant, creative curriculum we have invested in the Cornerstones Curriculum which is organised into a range of cross-curricular Imaginative Learning Projects. Each ILP combines a range of subjects and literacy genres in order to form child-friendly and stimulating themes.

Each project moves through 4 stages during which children should:

- 1. Engage** – participate in memorable first-hand experiences, investigations, initial research, pose enquiry questions, make observation and develop spoken language skills.
- 2. Develop** – delve deeper into concepts and knowledge, develop specific skills, practise and master new skills, compose, make, investigate, explore, write for different purposes and read across the curriculum, find answers to their own questions and those posed by others, follow pathways of enquiry based on their own interests, explain and describe their learning and understanding and carry out home learning activities that support their learning in school.

3. **Innovate** – apply previous skills, knowledge and understanding in real life and imaginary contexts, solve problems and resolve situations, use and apply the skills of creative learning, re-visit skills, knowledge and understanding not grasped during the Develop Stage, build self-esteem and confidence, work in groups and independently, take on different roles and responsibilities.
4. **Express** – become performers, experts and informers, share their achievements with others (parents, classmates, school community), evaluate finished products and processes, link learning back to the beginning, reflect upon their own learning, articulate thoughts and ideas, celebrate achievements.

Learning English

As the ability to communicate is fundamental to all learning, we ensure that the children are taught English for at least one hour every day. They are encouraged to participate in speaking and listening activities, working regularly with learning partners.

Phonics

Read Write Inc Phonics is a systematic and structured way of teaching children to read and is designed to ensure all children learn to read accurately and fluently. Our children start learning phonics in Nursery and continue developing their reading in daily sessions until the end of year 2. The children are grouped according to their knowledge of phonics and not their age. Lively phonic books are closely matched to the children's increasing knowledge of phonics and 'tricky words'. In their groups children discuss the stories and develop their comprehension skills. They also write in every lesson using their knowledge of phonics to spell words using the graphemes and 'tricky words' they know.

Reading

We have a structured approach to reading with emphasis placed upon reading for enjoyment. The adventure of learning to read is a shared experience between home and school. Each child in the school is encouraged to take books home to share with a parent, carer or other family member. Our pupils are taught the essential phonic skills through a synthetic phonics programme (Read, Write, Inc) which will enable them to build unfamiliar words. Listening to fiction and poetry helps children to love literature and to widen their knowledge of the world.

Writing, Spelling, Punctuation and Grammar learning

Children write for a variety of purposes and audiences. They are taught the skills required, drafting and revising their writing with a learning partner or teacher. Spelling, punctuation and grammar rules are taught and referred to daily. Talk for Writing strategies are used in all year groups from the Early Years to Year 6.

Read Write Inc Spelling is the programme we use for children in Years 2 to 6. It is designed to be taught in daily sessions. The fast paced lessons with videos and games engage the children in their learning.

Learning MATHEMATICS

Our aim is for all children to be confident mathematicians who are able to discuss their learning and explore concepts. We feel strongly that all children should be supported and challenged appropriately to ensure they are able to meet their full potential. We use the Power Maths scheme to support the mastery approach to the teaching and learning of mathematics. The curriculum is designed to ensure children develop good fluency, reasoning and problem solving skills throughout the school. Children of all ages are encouraged to use concrete materials to scaffold and represent their learning.

Learning SCIENCE

We aim to develop scientific skills as well as understanding. Practical investigations are central to scientific activity in our school and we try to emphasise the importance of providing pupils with opportunities to test and develop their ideas. The children are also supported to develop the skills of working scientifically.



Learning PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION

The intent of our PSHE education is to deliver a curriculum which is accessible to all and which enables our pupils to become healthy, independent and responsible members of society – providing them with a foundation of life skills for home, school and community contexts. It aims to support pupils to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. The impact of the PSHEE curriculum we provide will be that our pupils will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty as well as our school's chosen values.

Learning PHYSICAL EDUCATION AND SPORT

We aim to raise awareness of physical fitness and healthy living.

Outdoor PE is taught by a Sports Coach and indoor PE is taught by class teachers.

All classes take part in 2 PE lessons each week, either in the school hall or outside on the playground or extensive playing field.

We take a creative approach to teaching PE, providing opportunities for our children to assess their own skills and abilities, decide on their next steps and problem solve.

Key Stage 2 children in Years 3, 4 and 5 have swimming lessons each year for half a term.



Our children regularly compete with New Monument and other local schools in sporting fixtures and also compete in local tournaments including football, netball, rugby, cricket, rounders, field and track athletics.

We have obtained the Bronze Schools Games Mark and will continue to work towards the Silver Award.

Learning RELIGIOUS EDUCATION AND THE DAILY ACT OF COLLECTIVE WORSHIP

We follow a programme of activities based on the Local Authority's Agreed Syllabus. Children learn *about* Christianity and the other main world religions, without being taught *what* they should or should not believe. The emphasis is on developing children's respect for diversity of belief, giving them a good knowledge and understanding of different customs and an increasing social, moral, cultural and spiritual awareness.

All classes attend the daily Assembly which includes the statutory act of collective worship, in which children share stories, songs and music to help them reflect on important issues.

Our assemblies are carefully designed to be inclusive of all the children, so as to support the shared ethos of a values based community.

Parents wishing to exercise their right to withdraw their child from RE lessons or Assemblies should make an appointment to discuss the matter further with the headteacher.

Learning MUSIC

The Charanga Musical School scheme of work is used alongside the Cornerstones Units. Cross curricular links are made whenever possible. The children are exposed to musical influences from around the world and a range of genres.

Our children enjoy singing and playing instruments. We use a range of resources to ensure that our pupils engage well during their lessons. Music is for everyone and an important part of our curriculum.

Learning COMPUTING

Our children will gain an understanding of computational systems of all kinds.

Computational thinking provides insights into many areas of the curriculum. Pupils who can think computationally are better able to conceptualise, understand and use computer based technology, and so are better prepared for today's world and future.

We have an ICT suite, interactive screens in every classroom and a set of 8 Learn Pads for each class. Our younger children begin their computing learning by exploring programming using Bee-Bots. We also have access to software and online resources such as:

- Scratch
- Discovery Education Espresso
- Lego Education

We have a strict internet safety policy and we teach the children the need to use technology respectfully, responsibly and safely. During the year we hold workshops for families to help them to better understand how they can keep their children safe online. Aspects of the Switched On computing scheme are used to ensure clear sequences of learning.

Learning DESIGN TECHNOLOGY

During lessons the children's views are valued and they have the opportunity to express themselves freely. Crafts from other cultures and periods in history linked to our Cornerstones topics are explored and used to provide inspiration. Specific skills are taught and children are given the time to experiment and make aesthetic judgements about their own work.

Cookery units are included during the year to ensure that children learn the importance of a healthy lifestyle.



Learning HISTORY

Our children gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire their curiosity to know more about the



past, teaching them how to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History not only helps our children to learn about the past but also to develop an understanding of their own identity and the world today.

Learning GEOGRAPHY

Through Geography we aim to inspire the children's curiosity and fascination with the world and its people that will remain with them in the future. They will be equipped with knowledge and understanding of their local area as well as the wider world. The children learn how to draw and interpret maps, develop research skills, investigation, analysis and problem solving. Human geography gives children an appreciation of life in other cultures and is key in teaching British Values.

School Performance 2018-19

Early Years GLD: 70%

Year 1 Phonics: 88%

KS1 SATs: Cohort x 55 pupils (results were the impact of SEN needs)

	EXS	GDS
Reading	55%	7%
Writing	51%	2%
Maths	64%	6%

KS2 SATs: Cohort x 30 pupils

	EXS	GDS	Progress
Reading	64%	23%	0.6 Average
Writing	67%	7%	0.5 Average
Maths	60%	30%	0.8 Average
RWM	60%	3%	

Term Dates 2019 - 20

Terms	First day	Last day	Holidays
Autumn 2019	Wednesday 4 th Sept	Wednesday 18 th December	<u>Autumn Half-term:</u> Monday 21 st October to Friday 1 st November
			<u>Christmas Holidays:</u> Monday 23 rd December to Friday 10 th January
Spring 2020	Monday 13 th Jan	Friday 3 rd April	<u>Spring Half-term:</u> Monday 17 th February to Friday 21 st February
			<u>Easter Holidays:</u> Monday 6 th April to Friday 17 th April
Summer 2020	Monday 20 th April	Wednesday 22 nd July	<u>May Day Bank Holiday:</u> Monday 25 th May <u>Summer Half-term:</u> Monday 25 th May to Friday 29 th May

Please note

Staff in-service training days (INSETs) will be held on:
2nd, 3rd September 2019, 3rd April 2020, and 22nd May 2020.
The children will not attend school on these days.

INSET days this year will be used for:

- Power Maths
- English training (Pobble)
- Multi Academy Trust Moderation Day (with Bourne Education Trust)
- School Development Day

CHARGING AND REMISSIONS POLICY

Sometimes we arrange special activities that involve a cost to the school, under Government regulations; no child is excluded from an activity regardless of whether or not their parent is willing or able to make their child's share of the overall costs. However, if we are unable to raise enough funds, the activity may have to be cancelled. Our policy is to let parents know what we are planning and how it will benefit their child.

CONCERNS/COMPLAINTS

1. In the first instance, any problem should be discussed with the class teacher if it relates to behaviour or work within the class. If there is no resolution ...
2. Discuss the problem with the Phase Leader who will investigate your complaint fully and fairly. If there is still no resolution ...
3. Discuss the problem with an Assistant Headteacher. If there is still no resolution...
4. Discuss the problem with the Headteacher.
5. Refer to the Chair of Governors, c/o Broadmere Primary School, who will consider the problem and seek a solution.

We hope that any complaint can be resolved satisfactorily within the school in a fair and just way. All complaints are dealt with in accordance with guidance from Surrey County Council.

Attendance

We urge all families to take attendance and punctuality seriously, and have their children in school on time every day. We work closely with the Inclusion Officer attached to our school to monitor the attendance of any child in danger of becoming a persistent absentee.

Fixed Penalty Notices

Please be aware that The Education (Pupil Registration)(England) (Amendment) Regulations 2013, which became law on 1st September 2013 state that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. The Headteacher should determine the number of school days a child can be away from school if leave is granted.

In accordance with the above Regulations, requests for leave of absence are treated sympathetically, but only in exceptional circumstances can they be approved. Parents who take their child(ren) out of school for five days or more during term time, without the authority of the Headteacher, may each be liable to receive a penalty notice. Penalty Notices will be issued by the Local Authority.

The penalty is £60 if paid within 21 days of receipt of the notice, rising to £120 if paid after 21 days but within 28 days of receipt of the notice. If the penalty is not paid in full by the end of the 28-day period the Local Authority must prosecute the recipient for failing to ensure regular school attendance under section 444 Education Act 1996.

Please be aware that **each** parent is liable to receive a Penalty Notice for **each** child who incurs unauthorised absences, for example, if there are two parents and one child, each parent will receive one Penalty Notice.

If there are two parents and two children incurring unauthorised absences, each parent will receive two Penalty Notices, which in this case would amount to £120 each if paid within 21 days.

Penalty notices may also be used by the Local Authority in the following circumstances:-

When a pupil is stopped during school hours by the Truancy Team, and there is a history of unauthorised absence, a warning letter will be sent to the parents informing them that their child's attendance will be monitored for the following 15 school days. If there are further unauthorised absences, a Penalty Notice will be issued.

Where a parent is failing to ensure their child's regular school attendance, and is failing to engage with any supportive measures proposed by the school or the Inclusion Officer. Before a Penalty Notice is issued, the parent will be sent a formal warning of their liability to receive such a notice.

Transfer to Secondary Schools

Most of our pupils transfer to one of the following Secondary Schools:

Bishop David Brown
St John the Baptist
Fullbrook Academy
Woking High School

During the Summer Term our Year 6 staff and children work through a transition programme with the local secondary schools to ensure that our pupils are well prepared for the next stage of their education.

We welcome visitors to our school – please contact the school office if you would like to book a visit.

