

## Welcome to Kingsland Church of England Primary School

The world is an exciting and amazing place: there is so much to discover, to enjoy, to experience and consequently to learn. We are privileged as a primary school to work with you as your child continues to take those early steps of discovery; full of wonder, expectation and imagination. We aim to nurture a life-long love of learning by building independence, commitment and determination.

The world can also be a challenging and confusing place and it is our aim to provide an education in its fullest sense that will help your child to be confident in who they are and in their relationships with others, so that they will be more able to cope with life's disappointments and uncertainties. We hope that Kingsland CE Primary School is a place where individuals are cherished for who they are, where children can develop their own unique gifts and talents, realise and grow at the point where they need support and appreciate the rights of others to be special and valued people too. Kingsland CE Primary School aims to provide an environment of security, challenge, opportunity, fun, care and love in which individuals can flourish.

We view education in this broad sense as a joint responsibility between the staff in school and yourselves as parents and carers. We believe that the best for your child can be achieved through a partnership between home and school. We hope that you will share with us in making this a happy and successful stage in your child's life. My staff and I are always available to discuss any aspect of your child's education.

This information is designed to introduce you to Kingsland CE Primary School and we hope you enjoy reading about its ethos, teaching and learning and home/school partnership. We would welcome you to come and get a fuller understanding and appreciation of our school; please telephone if you have any questions or would like to visit - it would be a delight to meet you.

Angela Daniel  
Headteacher

## Our School Ethos

### **Aims**

As an Anglican church school we seek to promote Christian values and understanding, ensuring that these values permeate the life of the school. We aim to provide a caring environment where all the children can feel happy, valued and accepted. Being a relatively small school, we hope to create a family atmosphere with strong home/school links. Academic progress is considered important, and children will be encouraged to try hard, and to work to achieve their full potential, whatever this may be. However, we are also concerned to foster the emotional, social, spiritual and physical development of the children in our care. We aim to promote their social development helping them to develop tolerance for others and the ability to work co-operatively. They will be challenged to show increasing levels of self-discipline, to demonstrate initiative and to develop a sense of personal responsibility for their own learning. By adopting a positive attitude towards the children, staff will endeavour to maximise the children's sense of self-esteem and encourage them to value their own skills and achievements. All staff will ensure that their teaching methods and interactions with the children serve to foster the aims and values of the school.

### **Being a Church School**

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

The Rector within the Parishes of Kingsland, Eardisland and Aymestrey is involved with regular pastoral care and support of the school and as she inspires our worship each Friday.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

The school is eager to demonstrate the *inclusive* and *distinctive* nature of its Church School status from policy to practice.

## Values

Our school has a structured approach to the embedding of shared human values. Values such as honesty, co-operation, thankfulness, courage and forgiveness are of immense importance in giving a framework from which positive behaviour can be understood, nurtured and encouraged. The challenge and encouragement of values as found in the Bible are our yardstick and goalpost.

One value each month is unpacked and explored amongst the whole school community. Parents and carers are informed about what the value for the month is through the fortnightly newsletter and are asked to discuss and reinforce the value at home. At school the value will be considered and reflected upon in assemblies, discussed in class and referred to in conversations with individuals and groups of children, It is hoped that we shall all become more alert in recognising when that value is put into practise, so that good, positive behaviour can be celebrated. We all, as school staff and parents and carers, act as significant role models for children; school staff endeavour to demonstrate these values within their day to day relationships with the children and with each other, acknowledging and being honest about the times when, with all the best intentions, we get it wrong.



There is an on-going visual display of school values in the school hall.

## Behaviour

We believe firmly that every child has a right to come to school to be safe and to learn. Unacceptable behaviour is understood to be any behaviour that contravenes another's right to safety or spoils an atmosphere that is congenial to learning. All staff aim to be consistent and fair when they deal with children, ensuring that it is the behaviour that is deemed to be unacceptable, not the child. In most cases, it is understood that the best way forward is to do whatever can be done practically and emotionally to make amends, learn from the mistakes made and move on to a new day.

Our school emphasis on Christian values underpins a positive approach to modelling good behaviour that is infectious. Respect, honesty and good manners are amongst the many values that are discussed, celebrated and praised. Rewards such as stickers lead to a certificate that is presented in a Celebration Assembly and Headteacher's Awards are given for good behaviour as well as

effort and success in academic and sporting endeavours. As each child grows then rewards should become less necessary as there is the increasing understanding that we are good just because we are good - and when no-one seems to notice.

If a child does behave badly on a regular basis we try to find the reason and take positive action, consulting with parents when necessary. It is particularly important for a child to realise that we are working together on the kind of standards we advocate; school and home must be joint partners in the development of self-discipline. In the thankfully rare cases of serious and persistent indiscipline, a child may be temporarily excluded from school.

Parents and pupils entering the school are asked to complete our Home/ School Agreement, setting out expectations of all those concerned with the maintenance of good order and discipline at the school.

## **Worship Times**

Meeting together for worship is a vital and vibrant part of each school day at Kingsland CE Primary School. It is a time for us all to have the opportunity to 'find treasure' within ourselves and as a community. Important aspects of our assemblies are:

- the chances to 'listen' to our own feelings and empathise with the feelings of others
- space to consider big and often unanswerable questions
- time to celebrate and share
- opportunities to understand what worship is about through music and prayer
- great stories and stimuli that fire the imagination and inspire
- the possibilities of finding 'spiritual jigsaw pieces' which can help to build a map of our personal journeys to find meaning and purpose
- the consolidation of shared human values
- a growing awareness of the Christian year as celebrated in festivals such as Easter, Pentecost, Harvest and Christmas

Our general pattern for worship throughout the week is:

Monday:	Songs and Praise
Tuesday:	Mrs Daniel/Mr Maund
Wednesday:	Celebration assembly
Thursday:	Visiting speaker / Class-led
Friday:	Clergy

At least once each term there is a shared service for children, parents/carers, governors and staff in Kingsland Church, usually coinciding with Christmas, Education Sunday, Easter and the end of the school year. These are joyous occasions, which emphasise our sense of belonging to a whole school and village community.

The steel band playing in Kingsland Church on Education Sunday



Parents are also invited to share in Worship Times with us at school, especially for Class-led assemblies and Family Eucharist services.

## Our History

Kingsland CE Primary School is very much in the tradition of a village school in having close links with the Church and the communities it serves. While an ancient foundation, the School has been on its present site in the centre of the village since 1845. A fascinating history of the school was written when the 150<sup>th</sup> anniversary of its opening was celebrated in 1996.

The older part of the school now houses a modernised and extended hall, the library, a classroom, resources area and staff room. A block of three classrooms was built in 1978. In August 1999 a major building project was completed to link all three areas of the School and resulted in the School gaining a new school office and reception area and a state of the art computer suite.

The School is not only the provided school for Kingsland itself but also for the neighbouring village of Eardisland, whose children were brought to Kingsland following the closure of Eardisland School in 1979.

## **Applications and admissions**

The school will admit children at the beginning of the school year in which they become five, without reference to ability or aptitude. Parents considering sending their children to Kingsland CE Primary School are welcome to telephone for an appointment to meet the Headteacher and get a 'flavour' of the school whilst the children are at work.

For the school year starting September 2010 we expect to have around 140 children on roll. As a Church of England Voluntary Aided School, the Governors of the school are in overall control of admissions.

The specified date for applications for the academic year 2010-2011 is 15<sup>th</sup> January 2010, although unavoidably late applications will be considered by the school in most circumstances. Applications for places are now made via Herefordshire Children's and Young People's Services. School will be notified of applications that have been made in March. If you are applying for a church school place (see Appendix A) please complete the additional Church Place Information Form available from the School Office. If applications exceed 18, Governors will allocate places in accordance with the over subscription criteria as follows:-

## ADMISSIONS POLICY/OVERSUBSCRIPTION CRITERIA

If there are too many applications for places, the Governors will decide which children would be offered places at Kingsland C E Primary School according to the following admissions criteria, taken in order.

1. Looked After children
2. Pupils whose home address is **within** the catchment area of the school as defined by the LA and who have a **sibling in school** at the time of entry.
3. Pupils whose home address is **within** the catchment area of the school as defined by the LA and who request a **Church (faith) place** supported by the appropriate Vicar / Rector / Minister. Faith in this context is defined as being an adherent to the Christian Trinity. (see Appendix A)
4. Pupils whose home address is **within** the catchment area of the school as defined by the LA and who have the **shortest available walking route to school** .
5. Pupils whose home address is **outside** the catchment area of the school as defined by the LA and who have a sibling at the school
6. Pupils whose home address is **outside** the catchment area of the school as defined by the LA, but who are living within the parish boundaries of Churches within that catchment area, and whose family is actively involved in the worship, life and work of a Christian faith Church. This application must be supported by the appropriate Vicar / Rector / Minister
7. Pupils whose home address is **outside** the catchment area of the school as defined by the LA but who live nearest by the shortest available walking route as defined by the LA

Please note that

- Church is taken as meaning an organised body subscribing to the doctrine of the Trinity, which is either a member of the local Christian Council / Council of Churches or affiliated to Christians together in England .
- shortest available walking route to school is determined by the LA using computer assisted OS maps and post codes to ensure accurate measurement. This measurement will simply be used to differentiate between candidates who fulfil these criteria in the event of oversubscription, rather than being a requirement under the criteria itself.
- Parents include all those who have a parental responsibility for a child as set out in the Children Act 1989. Where responsibility is shared, the person receiving Child Benefit is deemed to be the parent responsible for completing application forms and whose address will be used for admission purposes.
- The Home Address will be the address used for correspondence related to where Child Benefit is paid. In cases where there is doubt of the home address, or where a child lives between two homes (split families) or other relevant circumstances, proof of the home address must be provided to the school to confirm the address on the application form. Home address will be the address that complies with the above at the closing date for applications set by the Local Authority.
- sibling is defined as:
  - A full or half brother or sister
  - A step brother or step sister
  - An adoptive brother or sister
  - Children or parents who are married or cohabiting, where the parents and children live together in the same family household.

The closing date for applications, set by the Local Authority, is in January preceding the relevant academic year. Subsequent to this date the Governors will allocate places in accordance with the admission policy. If a place is refused, then under the 1996 Education Act, a parent has the right of appeal, for which application should be made in writing to the Diocesan Director of Education, The Diocesan Office, The Palace, Hereford GR4 9BL.

Diocesan Director of Education  
The Diocesan Office,  
The Palace,  
Hereford  
HR4 9BL

Further information regarding applications can be obtained from:  
Mr Andrew Blackman  
Admissions Office  
Hereford Education and Training Centre  
01432 260000

## Where Are We?



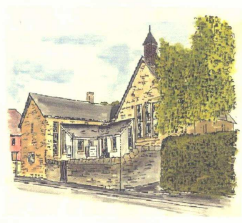
### Directions

From Leominster - Follow the A44 west and turn right just out of Leominster, where Kingsland Village is clearly signposted. The school can be found on the left side of the main street a short distance after the church.

From Eardisland - Follow the B4529 and signs for Kingsland village.

From Mortimers Cross - Travel south (signposted for Leominster) and turn left into Kingsland village at Luctonians' Rugby Club. Follow the road through the village where Kingsland School can be found on the right side of the road shortly after a small staggered crossroads.

## A Warm Welcome Awaits



Our Reception teacher, Mrs Green, builds links between pre-schools and school in order to make a child's first days in school both happy and confident. The teacher will also make a home visit giving you an opportunity to share your understanding of your child with us, so beginning a partnership of support and encouragement. Invitations will be offered for your child to spend two or three sessions in school before the summer holidays and you will receive booklets explaining how best to prepare your child for this new adventure.



## Our Pupils

### Every Child Matters

Kingsland CE Primary School supports the national 'Every Child Matters' agenda ensuring that all children in our care are enabled to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

School is about the children and every decision made, whether it is about teaching and learning, policies or budget is made for the benefit of the children in our care; we want school to be right for them today and every day.

Diversity and uniqueness are celebrated and we aim to create an environment of acceptance and tolerance in which individuals can flourish. Bullying, harassment and discrimination have no place in our school.

*The challenge is to be yourself  
in a world that is trying to  
make you like everyone else.*



### Listening to Children

Our pupils' opinions and ideas are valued. Pupils are encouraged to share ideas and concerns with their class teachers and viewpoints are sought more formally through an annual pupil questionnaire.

The children are given responsibilities in classrooms and throughout the school so that initiative, independence, helpfulness and leadership skills can develop. The Eco-group, Librarians and Junior Road Safety officers have specific duties.



## School Council

The School Council is made up of representatives from Years 2-6 and is facilitated by Mrs Pritchard. They have been responsible for helping to appoint new teaching staff, organise charity events such as the Shoebox Appeal and their opinions and ideas influence many aspects of school improvement.

## **Our Staff**

We have an excellent team of staff at Kingsland CE Primary School, who are all concerned for the welfare of your child. They work together in a professional and caring manner, role modelling good relationships and sharing their own areas of expertise for the benefit of the school community.

Mrs Leather and Mrs Lewis, our School Administrators, deal with everything from the school budget and attendance to grazed knees and nose bleeds. If you have any problems they will usually be on hand or at the end of a telephone to help to solve them.

## **Teaching Staff**

2009 -2010

Class 1: Reception/Year 1	Mrs Sue Green
Class 2: Year 1/Year 2	Mrs Marion Webster
Class 3: Year 3/Year 4	Mrs Sian Hughes/Mrs Helen Wilson
Class 4: Year 4/Year 5	Mr Matthew Maund/Mr Roger Wiebkin
Class 5: Year 5/Year 6	Mrs Beth Pritchard/Mr Roger Wiebkin
Learning Support	Mrs Caroline Smith
Deputy Headteacher	Mr Matthew Maund
Headteacher	Mrs Angela Daniel

Mrs Daniel teaches in some classes whilst the class teachers are given their 10% statutory non-contact time for Planning, Preparation and Assessment (PPA)

## Teaching assistants

Class1/First Aid	Mrs Tracy Davis
Class 2/First Aid	Mrs Mandie Canning
Class 3 am	Mrs Sarah Poulter
Class 4 am	Miss Yvonne Williams
Class 5 am	Mrs Rachel Jones
Special Educational Needs (SEN)	Mrs Donna Gorman
SEN	Mrs Rachel J Jones
SEN	Mrs Alison Parfitt
SEN	Mrs Rachael Reno
SEN	Mrs Helen Williams
SEN	Miss Yvonne Williams
SEN	Mrs Becci White

## Administration and welfare

School Administrators	Mrs Debbie Leather (afternoons, Wed am)
	Mrs Sue Lewis (mornings, Wed pm)
Lunchtime supervisors (5 on duty each day)	Mrs Helen Flook
	Mrs Julie Lewis
	Mrs Cathy Perrigo
	Mrs Val Read
	Mrs Katie Smith
	Mrs Sally Staples
	Mrs Helen Williams

## Maintenance

Caretaker	Mr Maurice Evans
Cleaner-in-Charge	Mrs Ruth Evans

We are also grateful to the voluntary team of parents, governors and members of the local community who help in school.

Any adults working with children in school undergo CRB (Criminal Records Bureau) checks.

## Our Governors

The School Governors have overall responsibility for every aspect of the school. They have legal duties, powers and responsibilities laid down by legislation.. More specifically, Governors are appointed to:

- ∇ decide what is taught in the light of statutory requirements laid down by the government
- ∇ set standards of behaviour
- ∇ interview and select staff
- ∇ oversee the school budget
- ∇ make policy decisions

The Governors meet as a full Governing Body five times each year as well as meeting in sub committees to take decisions on areas relating to Health and Safety, Buildings, Budget, Staffing, Curriculum etc. Governors are allocated particular areas of responsibility; visiting the school and consulting with the staff in the school self-evaluation process and to oversee school development.

School Governors are parents, parish and local council representatives and school staff. The work of the school is reported to parents annually via the School Profile, which is an online document.

### Who are the Governors of Kingsland CE Primary School?

The Governors are there to decide how our school operates. They work in partnership with the Headteacher and staff to support, challenge and advise; providing a structure of accountability, ensuring that the school builds on its strong traditions.

Wendy Priday	Chair	Tel: 01544 388570
Rev. Nigella Tyson	Foundation Governor	Tel: 01568 708255
Emma Lyttle	Parent Governor	
Graham Parfitt	Parent Governor	
Andrew Cross	Foundation Governor	
Melanie Gittoes	Foundation Governor	
Patsy Greene	Foundation Governor	
Mark Bishop	Foundation Governor	
Hilary Roberts	Foundation Governor	
Dr Jeremy Gray	Foundation Governor	
Cllr. Sebastian Bowen	Local Authority/Vice Chair	
Matthew Maund	Staff Governor	
Amanda Canning	Staff Governor	
Sue Lewis	Clerk to the Governors	

## Our Community

Kingsland CE Primary School values its role within the local community. There are strong links with Kingsland Church and local businesses, such as Border Oak, Tyrrells and Kingspan. The school is thankful to friends from the village who help the children on a voluntary basis. Visits are made to Glendaph Nursing Home to share carols at Christmas. Sporting activities are well supported by groups such as Luctonians rugby and cricket club, as well as the inter-schools Sports Partnership. The Wigmore cluster of schools is of mutual benefit for all our pupils. Events, such as Sports Day, concerts and plays are opportunities for the children to share their skills and talents for the pleasure of those in the local community.

Kingsland CE Primary enjoys welcoming visitors and experts from across Herefordshire and participates in many county events, such as the Herefordshire Festival of Speech, Dance, Music and Drama, county sporting tournaments and the Hereford Scripture Union quiz.

We are keen to remember that we are part of our much wider national and international community and consequently have responsibilities to understand what it means to be a global citizen. Friendships have been developed with Woodfield Primary School in Wolverhampton and the school has a very strong global partnership, founded through the Leominster -Tengeru link, with Moivaro Primary School in Tanzania.



Our community responsibilities are demonstrated through our eagerness to be increasingly aware and practically involved in issues of conservation and ecology; our Wildlife Wonder Zone and Wild Woods are places where pupils can reflect on natural beauty and be actively involved in conservation and the Eco-group are key in leading the school forward as we consider the world's climate and resources.

During the year many local, national and world needs are considered and charities are supported, such as the Samaritan's Purse Shoebox Appeal, International Book Aid, Barnardos and Christian Aid. Our children are incredibly proactive and generous in this respect and often choose the charity and method of fund raising themselves.

The school is mindful of its global interdependence and aims to support Fairtrade products as much as possible, for example providing Fairtrade tea and coffee in the staff room.

## Home and School Partnerships

How shall I know what is happening in school?

We are eager to promote a learning partnership with parents and value us working together for the good of the children. The respectful relationships that we develop are essential foundations on which our pupils can build as they 'learn to love and love to learn'.

Good communication is essential to this partnership. Our fortnightly newsletter will bring you up to date with celebrations of school events, our monthly value and forthcoming information; we do appreciate you taking time to read this school news. Our Virtual Learning Environment (VLE) is being developed and will become a useful communication tool in the next academic year. Your child will also bring home a stream of letters on particular issues, for instance requesting approval for school trips. At the beginning of each term you will receive an 'Information for Parents' sheet that explains the topics for each subject that your child will be learning in class. We hold parents' evenings in October and February at which your child's class teacher will update you on their welfare, effort, attainment and progress. A detailed written report is issued towards the end of each academic year.

We operate an open-door policy and do encourage you to come and speak with your child's class teacher or Headteacher if the need arises. Most issues are best 'caught in the bud' and it is never a problem to clarify any uncertainties. Staff are usually available at the start and end of the day. If for any reason this is not possible an appointment can be made for a mutually convenient time at the school office. Our administrative staff are always happy to help with any queries relating to after-school clubs, lunches, visits etc.

Copies of the school policies are available should you wish to see them in the school office. Please notify the school in advance if you would like to do so.

From time to time Parent Workshops are held to discuss particular aspects of the curriculum and ways in which you can help your child's learning.

### Parent, Teacher Association (PTA)

At Kingsland CE Primary School we have an active Parent Teacher Association; all parents are automatically members. The main aims of the PTA are to develop links between everyone in the life of the school and to help the school financially by raising funds.

The PTA organise a remarkable number of social and fundraising events throughout the year such as disco nights for children, Christmas Fair and Summer Fete. The PTA does not attempt to provide the school with normal curriculum materials but the school has benefited hugely from the additional resources that the PTA funds have provided. For items such as the new school playground markings, our staging and team sports kits we are most grateful.

## School hours, teaching time and breaks

Our school day starts at 9.00am and finishes at 3.15pm.

Children should not arrive at school before ...	8.50am
Children line up to enter the school building	9.00am
Registration	9.05am
Morning Break	10.30am - 10.45am
Lunchtime	12 noon - 1pm
KS1 Afternoon Break	2.30pm - 2.45pm
School finishes at...	3.15pm

Please ensure that your child is on the playground only 10 minutes before school starts. We are not in a position to accept responsibility for children before staff begin their playground duties at 8.50am. Similarly, please make every effort to meet your child at 3.15pm. Children will be kept safe in the school entrance if you are unforeseeably delayed.

Actual 'teaching time' each week is 22.5 hours for KS2 pupils and 21 hours for KS1 pupils.

Worship times last 15 minutes and are held after registration on Mondays and Fridays. On Tuesdays, Wednesdays and Thursdays we meet together at the end of the school day.

Each class develops its own weekly timetable balancing routine and flexibility. Literacy and Maths lessons are *usually* timetabled within the two morning sessions.

### Emergency or Early Closure of the School

Very occasionally it becomes necessary to close school earlier than usual in unforeseen circumstances. Sometimes it happens that bad weather overnight or over the weekend will prevent the school from opening. On such occasions, the Local Authority has an arrangement with BBC Hereford & Worcester (94.7FM) to broadcast information about school closures from early in the morning. Where possible, signs will be posted at the school entrances to inform parents of closure arrangements.

- \* Key Stage 1 pupils are those in Reception, Year 1 and Year 2  
Key Stage 2 pupils are those in Years 3, 4, 5 and 6

## Healthy Eating

Kingsland CE Primary has 'Healthy School' status and we encourage the children to be healthy physically, as well as emotionally, intellectually and spiritually. An important aspect of this is making the children aware of what it means to eat a well balanced diet. It is good to work in partnership with parents as we endeavour to nurture healthy lifestyles.



## Lunchtimes

We have a hot meals service at lunch times. School meals currently cost £1.90 per day. These can be ordered for the whole week or for specific days. Orders should be placed by Friday preceding the week they are required. Otherwise children can bring their own packed lunches from home. Lunches are eaten in the School Hall at portable tables or in an adjacent classroom in one sitting. Lunchtime supervisors are on hand ready to help, with Years 5 and 6 pupils supporting as table monitors. Lunchtime followed by playtime lasts for one hour. The children are supervised throughout the lunch hour by our five mid-day supervisors. Teaching staff are usually on site at lunchtime but do not carry out a formal duty at this time, although some extra-curricular activities led by staff are scheduled for lunchtimes. A prayer of thanks is said before each meal.



We do not allow chewing gum, chocolate bars or other sweets and are delighted to see the children eating well-balanced lunches. We do recommend that fresh fruit or carrots feature in the diet if possible. Healthy lunchbox information and ideas are available from school.

Children whose parents are in receipt of Income Support may be entitled to free school meals. If you think this may apply to your child, please ask Mrs Leather or Mrs Lewis for the relevant form. Applications are treated in complete confidence.

## A typical menu:

Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday
<u>WEEK ONE</u> 07/08/09 28/09/09 19/10/09 16/11/09 07/12/09	Oven Baked Sausages  Homemade Cheese & Potato Pie Creamed Potatoes Green Beans Eve's Pudding with Custard	Mild Chunky Chicken Curry  Ratatouille Pasta Steamed Rice, Sweet Corn Seasonal Fruity Trifle	Pasta Bolognaise  Vegetable Stir Fry Garlic Bread, Mixed Vegetables  Bread and Butter Pudding	Roast Beef with Yorkshire Pudding Roast Vegetable Crumble Roast Potatoes, Carrots, Broccoli Homemade Fruit Cookies	Breaded Fish  Homemade Cheese & Onion Pasty Chips, Garden Peas, Baked Beans Chilled Chocolate & Banana Mousse
<u>WEEK TWO</u> 14/09/09 05/09/09 02/10/09 23/11/09 14/12/09	Shepherd's Pie  Stir Fried Vegetable Rice  Mixed Vegetables Oaty Fruit Crumble with Custard	Homemade Chicken Pie Vegetable Lasagne Parsley Boiled Potatoes, Garden Peas Strawberry Fruit Mousse	Homemade Beef Lasagne Macaroni Cheese Garlic Bread, Sweet Corn Seasonal Fruit Jelly	Roast Chicken with Stuffing Broccoli and Cauliflower Bake Roast Potatoes, Carrots, Cabbage Homemade Fruit Flapjacks	Salmon Pasta Pizza Margherita Chips, Garden Peas, Baked Beans  Homemade Carrot Cake
<u>WEEK THREE</u> 21/09/09 12/10/09 09/11/09 30/11/09	Savoury Beef & Potato Bake Potato & Beany Layer Sweet Corn  Homemade Banana Cake and Custard	Chunky Chicken & Sweet Corn Pasta Jamie Oliver's Sweet Potato Curry Garlic Bread, Rice, Mixed Vegetables Homemade Iced Lemon Sponge	Jacket Potato Day with Various Fillings  Mediterranean Pasta Baked Beans  Fruit Shortbread	Traditional Roast Pork with Apple Sauce & Seasoning Vegetable Hot Pot Roast Potatoes Carrots, Broccoli Homemade Fruit Cookies	Cod Fish Fingers Home Baked Cheese & Tomato Flan Chips, Garden Peas, Baked Beans Chocolate & Pear Sponge with Chocolate Sauce
Fresh Fruit or Yoghurt will be available daily as an alternative to the dessert of the day					

## Snacks

Snacks can be eaten during the morning break time and we request that these be healthy snacks, most typically, a piece of fruit. Fruit can be provided for any child through school as part of the 'Five-a-Day' scheme. These cost 10p/day and can be ordered through the school office.

## Drinks

We operate a School Milk scheme, which provides cold milk from children during the morning break. A charge is made for milk of currently 13p per day. Unfortunately we cannot give refunds in the event of an absence. If you wish your child to have milk, please contact the school office.

Water is available in school throughout the day. To access water from school's cooled Aquaid filter, pupils should use water bottles that are available from the school office for £1.



## The School Calendar

<b>AUTUMN TERM 2009</b>		
Term Starts	Monday 7 <sup>th</sup> September 2009	<i>70 days</i>
Half Term	Monday 26 <sup>th</sup> October 2009 - Friday 30 <sup>th</sup> October 2009 inclusive	
Recommence	Monday 2 <sup>nd</sup> November 2009	
Term Ends	Friday 18 <sup>th</sup> December 2009	

<b>SPRING TERM 2010</b>		
Term Starts	Monday 4 <sup>th</sup> January 2010	<i>59 days</i>
Half Term	Monday 15 <sup>th</sup> February 2010 - Friday 19 <sup>th</sup> February 2010 inclusive	
Recommence	Monday 22 <sup>nd</sup> February 2010	
Term Ends	Thursday 1 <sup>st</sup> April 2010	

<b>SUMMER TERM 2010</b>			
Term Starts	Monday 19 <sup>th</sup> April 2010	<i>61 days</i>	
Half Term	Monday 31 <sup>st</sup> May 2010 - Friday 4 <sup>th</sup> June 2010 inclusive		
Recommence	Monday 7 <sup>th</sup> June 2010		
Term Ends	Tuesday 20 <sup>th</sup> July 2010		
		<i>Total</i>	<i>190 days</i>

Good Friday	Friday 2 <sup>nd</sup> April 2010
Easter Monday	Monday 5 <sup>th</sup> April 2010
May Day	Monday 3 <sup>rd</sup> May 2010

## School uniform, PE clothing and equipment

Kingsland CE Primary School has a uniform, which we encourage all our children to wear. We believe a uniform looks smart, is appropriate for school activities, gives children a sense of belonging and avoids discrimination on the grounds of appearance.

**Please ensure that all items of clothing are clearly labelled with your child's name.**

### q **Boys**

- ∨ Grey trousers or shorts
- ∨ Red polo shirt, preferably with a school badge available from Club Sports, Leominster
- ∨ Red sweatshirt with a school badge available from Club Sports, Leominster
- ∨ Grey or black socks
- ∨ Black shoes (not trainers)
- ∨ Summer
  - § Black, brown or blue sandals

#### Uniform current costs

Sweatshirts:	£8.50
Polo shirts:	£8.00
Fleeces:	£15.00
Games T shirt	£4.50
Games shorts:	£3.99

### q **Girls**

- ∨ Grey skirt, pinafore or trousers
- ∨ Red polo shirt, preferably with a school badge available from Club Sports, Leominster
- ∨ Red sweatshirt with a school badge available from Club Sports, Leominster
- ∨ Grey, black or white socks/ Grey or black tights
- ∨ Black shoes (not trainers)
- ∨ Summer
  - § Red and white checked dress with collar
  - § Red sweatshirt (as above) or plain red cardigan
  - § Red, white, brown or black sandals

Red fleeces and reversible jackets with a school badge are also available from Club Sports, Leominster **for outdoor wear.**

## Shoes

It is important that school shoes are safe for children and do not inhibit them when they play. They should therefore be flat or very low heeled with lace-up, 'velcro' or buckle fastenings.

## Does your child wear glasses?

If so, please tell your child's class teacher when they should be worn and send them in a case clearly marked with your child's name.

## PE and Games Clothing

In the interests of safety, hygiene and team spirit, we ask for your co-operation in providing the following appropriate clothes for PE and Games.

### PE Clothing

- ∨ Red shorts
- ∨ Plain white, round necked, short sleeved T-shirt available
- ∨ Black pumps
- ∨ Trainers for outdoor PE
- ∨ Football boots, shin pads and long football socks (KS2)
- ∨ Trainers
- ∨ Dark blue or black tracksuit bottoms for cold weather games
- ∨ Red school sweatshirt with school badge available from Club Sports, Leominster or a plain red, dark blue or black sweatshirt
- ∨ For swimming sessions, pupils will require trunks or a swimsuit. A swimming cap is a legal requirement of Leominster Leisure Pool for school swimming lessons

Key Stage 2 pupils may be recommended to wear football boots and shin pads for some sessions. You will be advised of these in advance. Some shin pads are available in school for hockey and football lessons.

All children should have a simple PE kit bag, with their name on, to keep their PE clothing in. Bags should be small as we don't have the space to store large bags and when they are left lying in the cloakrooms they can cause a dangerous obstruction.

For teams representing the school in matches and tournaments school kits are provided.

## **Jewellery and decoration**

In the interest of safety we prohibit the wearing of jewellery, other than a watch. In particular, children must not wear dangling earrings or necklaces to school. Simple studs only should be worn to preserve pierced ears. Children are not allowed to swim, take part in PE or games wearing jewellery or earrings and for health and safety reasons, school staff are not to take out, or put jewellery into piercings. On swimming, PE and games days, parents are respectfully asked to remove all keepers before school.

Make-up and nail varnish are not permitted during school hours for boys or girls. Hair accessories should be in keeping with school uniform and hairstyles natural and appropriate for school.

## **Equipment**

All **exercise books and stationery** are provided in school, although many pupils in Key Stage 2 like to use their own pencils, rulers, rubbers and coloured crayons. When children start to use pen it is preferable for them to have their own cartridge pen, which should be carefully labelled. Ink erasers are discouraged and white 'plastic' erasers are recommended for pencil errors. Pencil cases should be small and clearly named.

**Book Bags** with the school logo are available from the school office for £2.50. These are for pupils to safely transport items such as their reading book, reading record book, homework diary, spelling book and homework book/sheets to and from school on a daily basis. They are not for carrying food and drinks.

**Small bags for PE and lunches please!** We really appreciate any bags brought to school being as small as possible; we are quite limited for cloakroom space. Large rucksacks should not be used.

**Water bottles** for children in Classes 2,3,4 and 5 can be purchased from the school office for £1.

**Recorders and tutor books:** The recorder is taught to all pupils from Year 2 upwards as part of their class music lessons. For hygiene reasons and to enable children to practise at home, we appreciate each child having their own good recorder and tutor book. They make excellent presents and are available from the school office, costing £3.50 for a book and £8.50 for a recorder.

We do not want your child to bring any of the following to school: money (unless as requested for a specific purpose), toys except when requested, any valuables, sweets or chewing gum.

## **Financial Issues**

The Education Reform Act, 1988, requires that the school operates a specific policy about charges to parents. A full version of this policy is available at the school office. In brief, however, the governing body of Kingsland CE Primary School recognises that your child has a right to free education during school hours; and with some very specific exceptions we will not make any charge for any activity that takes place during school hours.

Nor do we normally charge for anything produced during cooking, craft or technology activities - unless your child intends to take their end product home and keep it, in which case the school *may* request a contribution towards the materials.

The Act allows for some exceptions, for instance individual music tuition. We also make a small charge for school milk. In addition, some activities can only be organised on the understanding that parents are willing to make a voluntary contribution towards the cost. These include educational visits and swimming lessons. You will be informed in advance about the proposed activity and the cost. If sufficient support is not forthcoming, the activity may be cancelled.

No pupil will be discriminated against because his or her parents have not contributed towards the cost of any voluntary activity. Where charges are made, you may qualify for exemption if the family is receiving Income Support or Family Credit. Please ask at the school office for details.

### **Payments**

All monies brought into school must be in an envelope clearly marked with the child's name, class and what it is respect of. The correct amount must be enclosed as no change is given. These can be placed in the red box in the entrance area.

### **Damage**

Any wilful breakage or damage to school equipment or premises will be charged to the parents of pupils concerned.

## Attendance and Absence from School

We require a note of explanation if your child is absent for any reason. We do however operate a policy allowing us to check absences at the earliest possibility. It is nevertheless the parents' responsibility to inform the school of any absences at the earliest possibility.

If you know in advance that your child will be missing any part of a day's schooling, or if late arrival or an early departure is needed, please let us know in advance - preferably by sending a note to the class teacher with your child as soon as possible or by phoning the school office (01568 708436). It is necessary for you to inform the school on each day of absence if, having paid for school meals, you wish to claim a lunch credit.

We ask for your cooperation in not sending children to school who are obviously sick or unwell. In the case of sickness and/or diarrhoea it is suggested that parents allow 24 hours symptom free before returning the children to school in order to prevent the spread of germs

If you cannot let us know in advance, please telephone the school on the *first* day of absence - do not wait until your child returns.

A child who is absent for unexplained reasons or who arrives late for school will be deemed to have 'unauthorised absence' and the register will be marked accordingly. Unauthorised absences appear on a written report, which you will receive at the end of each academic year; we are also obliged to notify the Educational Welfare Officer of any ongoing absence or lateness.

We discourage the taking of holidays during term time since this can be disruptive both to your child's education and to the class in general. Children may be granted leave of absence - *but only in special circumstances*. Should the need arise, please ask the school secretary for the appropriate Leave of Absence form and return it completed at least six weeks before you propose to remove your child. Failure to do so may mean your child's absence is classed as unauthorised.

### **Attendance 2008 - 2009**

Total number of pupils	140
Total percentage attendance	96.2%
Unauthorised absence	0

## Travelling to and from School

### Travel Plan

The need for travel plans has arisen due to growing concerns over:

- increasing congestion associated with the 'school run'
- pupil health concerns and lack of exercise
- children's reduced opportunities to gain important road sense and independence
- road safety issues and concerns, partly generated by school run related traffic

We are aware that many of our children travel at least 3 miles to school and so walking to school is not an option for many. We are asking parents whenever possible to try to make arrangements to minimise the number of car journeys by either using the service bus or making car share arrangements with other families. The service bus transports children from Leominster and Eardisland at the beginning and end of the school day.

Parents and visitors are asked to avoid dropping children off in front of the school. Whenever possible we request that people park and walk from either the Church car park or the Coronation Hall car park.

During the school year children will be actively encouraged to think about travel plan issues.

- cycle training will be provided for pupils in year 6
- road safety training
- children will be encouraged to join in national and local walk, bus and 'bike to school' weeks
- children will spend some of their curriculum time discussing and working on Travel Plan issues

A school Travel Plan committee which included pupils was set up to actively look at ways of promoting travel issues. As a result of this the access to the school has been improved by the installation of new gates. The school is also investigating other issues such as the provision of bike sheds. If any parents have any suggestion please feel free to contact Mr Maund,

## **Health and Welfare**

All children are seen by the School Doctor and Nurse when they first enter school and routine screening tests are provided during a pupil's school life. The current policy includes vision, hearing, growth assessment and dental health.

Medicines are not to be administered in school. Only special circumstances where permission has been sought and a completed form returned. These medicines will be administered by one of the Administrative staff (Mrs Leather, Mrs Lewis) or a First Aid staff (Mrs Canning, Mrs Davis, Ms Hughes) or another designated member of staff.

If your child becomes ill or has an accident during the school day, appropriate first aid or other care will be administered and you will be notified as soon as is practical.

The law requires us to have a named Child Protection Liaison Officer (CPLO) at the school who will liaise between the school and other support agencies including the Social and Health Services. Currently the CPLO at Kingsland CE Primary School is the Headteacher, Mrs Daniel.

A detailed Health and Safety policy document is available to read in the school office.

## **Staying Safe**

Within the limits of what is feasibly possible, the school provides a safe, secure environment for the children and staff, and balances this with the need to allow access by parents. This balance is not an easy one to maintain and requires the cooperation and understanding of parents, pupils and staff alike.

Parents of reception pupils are able to accompany their children in to school during the first few weeks of a new school year. We do ask that children then begin to take responsibility for themselves by hanging up their own coats, bags etc. Parents of pupils in Classes 2 to 5 should allow their children to take responsibility by delivering messages to teachers on their own. We strongly believe that children are capable of taking responsibility for themselves and that, as adults, we should allow them to do so.

Teaching staff are very busy in the mornings preparing for the day ahead. Please take this into consideration and relay messages via your children or Mrs Lewis/Mrs Leather if possible. If there is an urgent matter staff will be more than happy to speak to you.

In order to provide better security for your children it is necessary for visitors to 'sign-in' and wear a visitor pass. This shows that they are known to staff at the school. Gates and doors are closed after the start of the school day. This restricts access to the school and means that visitors have to use the main entrance.

Security is reviewed annually as part of the school's Health and Safety policy.

We are vigilant about ICT security and pupils are taught about internet safety.

Aspects of safety are taught to the children through the curriculum, for example in DT and Science and through specific programmes such as 'Crucial Crew', cycling proficiency and road safety.

We do not tolerate bullying and pupils are encouraged to speak to a member of staff or older pupil if they ever feel unsafe. The school positively nurtures an atmosphere of care and mutual respect.

# TEACHING AND LEARNING

## Personalised Learning

Kingsland CE Primary School adopts a personalised approach to learning, in which each child is appropriately supported and challenged. We aim to tailor learning to the needs, interests and aspirations of each individual.



It is recognised that children learn in different ways through visual, auditory and 'hands on' activities. Excellent teachers provide engaging learning opportunities that are varied and ensure coverage of the National Curriculum. Interactive whiteboards enhance teaching and learning in every classroom; pupils work individually and corporately in pairs or groups; activities are differentiated so that each child can make progress and teaching assistants support and inspire learning.

We aim to create an environment in which it is 'cool' and fun to learn.

Pupils are encouraged to be increasingly involved in assessing their own learning and, with the help of the teacher, each child should know the next small step that is needed for them to make progress.

## **Special Educational Needs (SEN)**

Many children experience barriers that prevent them from learning; we aim to identify those barriers and tackle them, allowing each child to reach their potential. These barriers may arise from a particular learning need, for example in Maths when an early concept has not been fully comprehended or children may have problems decoding words. Barriers may be there because English is an additional language (EAL); there may be physical disabilities or barriers arising from emotional, social or behavioural situations. Currently around 15% of children in the school have been identified as having varying levels of special educational needs.

Mrs Green is our school SENCo (Special Educational Needs Co-ordinator) and, working in partnership with parents, class teachers, SEN support assistants and external agencies endeavours to help pupils as they overcome barriers that restrict personal progress. We are careful to identify and meet such needs as early as possible and the school encourages early communication with parents of

children with special needs. In many cases timely and appropriate intervention for a short period can be very effective.

Pupils with more persistent special needs will, as far as possible, follow the National Curriculum though changes can be made to suit their needs. Some pupils may be given one-to-one or small group teaching. Mrs Roberts is a specialist teacher who works with some children, helping them with literacy skills. Some children will require an Individual Education Programme (IEP) which will provide a specific framework of aims, activities and assessment criteria. Regular progress reviews are held and parents are kept well-informed. It is essential that there is good partnership between school and home to support pupils with special needs.

Our single-storey buildings mean access to the school for the physically impaired is generally good and a ramp into the hall allows wheelchair access from the outside into the main building. In the summer 2007 changing, toilet and shower facilities were provided.

Kingsland CE Primary School ensures that all children are encouraged, valued and accepted regardless of their ability or behaviour; there is so much that we can learn from each other.



## Gifted and Talented

Children with particular gifts and talents may also have special needs. It is our desire that every child should be challenged and inspired so that they can feel fulfilled and achieve great things. A register is kept of pupils who have extraordinary academic physical, social, artistic gifts and talents; again, we seek to work with parents in understanding children and identifying their strengths.

Class teachers plan effectively for such pupils and will ask questions or provide opportunities for them to reach a point of challenge. In KS2 pupils with academic strengths are naturally accelerated as a result of our mixed-year classes. Pupils with creative, social and sporting talents are offered opportunities within school and often at county level to develop and share their skills. Achievement and effort are celebrated in all aspects of life.



## The School Curriculum

At Kingsland CE Primary School the curriculum (the detailed specification of exactly what your child is taught) is based on the statutory requirement of the National Curriculum, as stated in the Education Reform Act, 1988.

We want our pupils to experience a curriculum that is broad and deep, stimulating and rigorous. Whenever possible we aim to make thematic links across curriculum subjects to provide the children with a coherent and memorable learning experience. Although we have a structured curriculum with clear learning objectives, these are not intended to act as a straight-jacket; teachers are encouraged to seize unexpected moments of awe and wonder or to go off at tangents that will develop children's curiosity, imagination and general knowledge.

In each area of the curriculum we will be helping children to acquire specific knowledge such as key concepts in mathematics or science. We are equally concerned to give children the ability to use the knowledge that they acquire, and positive attitudes to the work they do at school.

Every effort is made to *enrich* the curriculum with stimulating practical activities such as drama, themed days or weeks, mixed-age groupings, visits, visitors and the use of the outdoor environment

The National Curriculum is divided into these subject areas:

Core Subjects	Foundation Subjects
English	Physical Education
Mathematics	History
Science	Geography
Information and Communications Technology (I.C.T.)	Art
	Music
	Design Technology (D.T.)
	Personal, Social and Health Education (PSHE)/ Citizenship

We also teach **RE** weekly and provide daily collective worship.

**French** is taught as a modern foreign language (MFL) for pupils in Key Stage 2.

## **Early Years Foundation Stage (EYFS)**

The curriculum in the Reception Class is broad, well balanced and child-centred. Learning activities, which involve 'hands-on' experiences, are encouraged. A great deal of learning takes place through play in the early years.

Our philosophy is to start from where the child is and what the child can do and build on their experiences individually.

The curriculum for the Early Years Foundation Stage is made of five main areas. These are:

### **Personal, Social and Emotional Development**

At school children learn to share their toys, to take turns when playing games and to tidy up after themselves. Every child is a valued member of class and a strong positive image is promoted. Children are taught to respect themselves and each other. We like to use puppets to address various issues as they arise. These may include minor disagreements or behaviour incidents.

### **Communication, Language and Literacy**

This area of learning involves the children experiencing a wide range of opportunities to develop their speaking and listening skills e.g. listening to and talking about stories, imaginative play, predicting, self-expression. Children are encouraged to write in a variety of forms, draw and paint pictures to illustrate their ideas and enjoy a wide range of songs, rhymes and music. We like to develop a love of books by encouraging the children to listen to stories, rhymes and poetry through sharing books at home and school.

### **Mathematical Development**

This area of learning includes counting, sorting, matching, patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

Mathematical learning takes place in a practical context. Children will develop their understanding of mathematical concepts through role-play, malleable materials, construction and games. Each child will learn differently and it is important that each mathematical concept is taught in a variety of ways to meet the needs of all.

## **Knowledge and Understanding of the World**

In this area of learning, the children develop the crucial knowledge, skills and understanding that help them make sense of the world. This forms the foundation for later work in science, design and technology, history, geography and information and communications technology.

The children are encouraged to ask questions and develop an enquiring mind. We help them to develop a love and appreciation of the natural world.

## **Physical Development**

This area of the Early Years Foundation Stage is about improving skills of co-ordination, control, manipulation and movement. Physical development also helps children gain confidence in what they can do and enables them to feel positive benefits of being healthy and active. Effective physical development helps the child develop a positive sense of well-being.

We help the children develop their physical skills through movement, dance, gymnastics and games, as well as through activities designed to improve fine motor skills. Using scissors, threading beads, pre-writing exercises and painting are some of the activities used to develop the fine motor skills necessary to form good pencil grip and control.

## **Creative Development**

Creativity is fundamental to successful learning. Being creative helps children make connections between one area of learning and another and so extend their understanding. This area of learning includes art, music, dance, role-play and imaginative play. We aim to provide a stimulating environment in which creativity, originality and expressiveness are valued.

Children are given an extensive range of opportunities to explore using many of their senses. We also acknowledge that children need sufficient time to explore and develop their ideas.

Music takes a prominent role in the class and children are encouraged to sing spontaneously throughout the day. Your child will soon acquire a repertoire of songs and rhymes that will encourage confidence and develop language skills whilst having FUN!

**Religious Education (RE)** is taught in the Foundation Stage mostly through Bible stories. Children learn to recognise and discuss values. Skills such as imagination and reflection are practised and the children's eyes are opened to our diverse global world.

## English

We regard Language skills as being vital for children's learning throughout the curriculum and subsequently for life skills. Competency in language grows through an interaction between speaking, listening, reading and writing in all subject areas.

The Literacy strategy is followed and the school is beginning to use the Renewed framework model to enhance teaching and learning. In all aspects of English the children learn to be aware of purpose and audience.

### Speaking and Listening

Children are given the opportunity to try out many roles through drama and imaginative play and the use of well-chosen stories and poems. They are encouraged to discuss work with others in order to develop ideas and skills of clear explanation. Children are also given opportunities to report to the class and to the whole school. Children are encouraged to speak confidently and listen attentively. More formal oral settings such as debates, prepared talks and dramatic productions are also experienced.

### Reading

We foster a love of books by providing a wide range of materials and resources. A variety of methods are used to teach reading so that individual needs are met. Children are taught phonetics through the 'Jolly Phonics' and 'Letters and Sounds' approaches and these skills are developed alongside the recognition of high frequency words. Children read daily; individually and in guided reading and shared reading groups. Weekly, all pupils share a book with a 'reading buddy'. Comprehension skills are developed throughout the school through challenging questioning and a range of fiction and non-fiction texts are explored.

The reading progress of each child is carefully monitored. All children are encouraged to have a quiet reading session once a day and children are asked to share a wide variety of reading books with parents daily. Reading play a unique part in developing a lively imagination and is especially important as a practised skill and enjoyable pastime in our age of televisions and computer games.



Regular Book Fairs are held in school and we support World Book Day annually.

## Writing

We aim to provide a variety of stimuli to promote different kinds of written English. We wish to encourage independent writers who are capable of demonstrating creativity and the ability to convey meaning with increasing fluency and accuracy.

A structured developmental approach is used to teach spellings. Children are encouraged to revise these at home on a weekly basis. Other spellings are given to children as they arise from their own writing.

A wide range of punctuation is taught so that children learn to organise their writing clearly. They are encouraged to speak and write in standard English with correct grammar. A handwriting scheme is used throughout the school so that children progress to writing in a fluent, joined style. We set high standards of presentation. Children learn to redraft and check their work and writing is often displayed or used for a specific purpose, such as letter writing.

## Mathematics

Mathematics at Kingsland CE Primary School is based around the national Numeracy Strategy. The renewed framework that builds on the strategy is currently being introduced into school. Emphasis is firmly placed on direct teaching and learning that is tailored to the children in the class and interactive, with less reliance on commercial schemes. Teaching and learning encompasses number work, data handling, the study of shape and the use of various measures.

Mathematics is seen as a varied and enjoyable subject that prepares a child for everyday situations that they may encounter in adult life. The skills learned are vital for sharpening memory, logic, concentration and systematic thinking.

Children are encouraged to have a flexible approach to number and will be taught to use a range of strategies and methods that will enable them to calculate mentally and on paper. Emphasis is placed on a sound understanding of place value, inverse operations, number bonds and multiplication/ division facts. Using and applying mathematical understanding in problem solving situations is developed. A wide range of mathematical vocabulary is used. It is essential that mathematical concepts are consolidated and progressively built on.



The school has developed a guide to the written methods that are taught in school for addition, subtraction, multiplication and division. We are eager to work with parents so that they feel confident to support their child as their understanding and enjoyment of Mathematics grows.

## **Science**

The essential elements of this initial experience of Science are to enable children to ask relevant questions, to explore, to relate science to everyday life and to develop the abilities to communicate. Our approach, therefore, is through practical discovery with the emphasis on personal involvement and enjoyment.

Exploration of Science is the major attainment target for primary children, taking 50% of the curriculum time, encouraging practical problem solving, questioning and first-hand experience. Children develop these skills through individual and group work when they are expected to work collaboratively towards their goal. Science will encourage your child to carry out their own investigations and find out things for themselves.

They will study:

**Life Processes and Living Things** - how plants, animals and humans reproduce, eat, move and keep healthy.

**Materials and their Properties** - children explore and recognise the similarities and differences between materials and how materials can be changed.

**Physical Processes** - studying the effects of forces, electricity, magnets, sound, light and the solar system.

## **ICT (Information Communication Technology)**

The studies in ICT focus on the following areas:

- § Communication skills e.g. word processing, email, multimedia presentations including graphics and sounds.
- § Handling data e.g. spreadsheets and databases.
- § Modelling e.g. simulation control using a tape recorder, programmable toys and software etc.
- § Monitoring e.g. using I.T. to measure physical changes.

The school has a purpose-built computer suite that each class has timetabled sessions in for ICT skills development and for cross-curricular use. All classes have access to either their own PC or portable laptop computers. We have a wider range of computer software and hardware to support the National Curriculum.

All teachers use interactive whiteboards in the classrooms and these enable teachers to model concepts to children and give direct access to the internet. We have access to high quality digital information, including video resources using the school broadband network.

## **RE (Religious Education)**

Religious education is about exploring often 'unanswerable questions' and learning to build bridges of understanding and tolerance that can span individual, cultural and national barriers.

Religious education has a unique place as a subject in the school curriculum for all learners in maintained schools alongside national curriculum subjects, yet it is the only one in which what is taught is decided locally.

Religious education enables pupils to be reflective about their own experiences and beliefs as well as knowledgeable and respectful towards the beliefs of others. It does this by identifying two attainment targets: 'Learning about religion' and 'Learning from religion'. Connections are made between the children's experiences, shared values and belief systems.

Whilst the majority of our time in RE lessons is spent exploring questions about Christianity such as 'Who is Jesus?' pupils learn about and from Judaism, Islam, Hinduism and Sikhism.

Every two years a special visit for KS2 pupils is made to places of worship other than Christian, such as a Gurdwara and Hindu Temple in Wolverhampton. The children will also visit different Christian places of worship in alternate years. Visitors to school also help children appreciate the diversity of religious experience even within one faith tradition. We recognise our unique Anglican school ethos and the children learn to grow in an understanding of the Anglican church year and celebrations. Yet we are mindful that Christianity is a world religion and in RE lessons we aim to present a broad appreciation and understanding. Creative approaches enable pupils to express their thoughts, feelings, ideas and questions.

## **PE (Physical Education)**

PE incorporates a variety of activities: games, swimming, dance and gymnastics. These activities expand in Key Stage 2 to include athletics, outdoor and adventurous activities, such as orienteering.

We aim to develop fitness, agility, co-ordination and confidence through physical activity. All pupils have at least two sessions of P.E. each week. We encourage a competitive spirit and recognise the value of co-operation with others.

The school has the use of the community's large playing fields and tennis courts as well as its own school playground, hall and all-weather cricket net.

We offer a range of extra-curricular activities including football, rugby, dance, netball and cricket.

The school has an outstanding sporting reputation and teams are active participants in intra and inter- school competitions and festivals. In 2003 the school was awarded the National Sportsmark award.

## **History/Geography**

The study of History and Geography helps the children to have an awareness of time and space.

Studies in History develop an understanding about the past in Britain and the wider world. A variety of skills are explored, looking at artefacts, investigating historical evidence and researching information.

Studies in Geography develop an understanding of the natural and human world. It develops knowledge of places and environments throughout the world, and an understanding of maps, research and investigational skills.

## **Art**

Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal lives.

We aim to provide a stimulating, aesthetic environment in which every child's creativity and imagination can flourish.

In Art and Design children will develop an understanding of colour, shape and space, pattern and texture and will explore a range of materials and processes to communicate their ideas and feelings. They will study the work of artists

from different times and cultures, nurturing their imagination, a sense of identity and a respect for the world around them.

We encourage visits from local artist, crafts people and designers and children have the opportunity to take part in Art workshops. There is an after school Art club for KS2 pupils.

## **Music**

In Music lessons the children are given opportunities to listen to, appraise, compose and perform music.

We really enjoy singing in school and pupils from Year 2 upwards learn to play the recorder. This gives them excellent experience in practising and performing with others, as well as learning traditional notation for pitch and rhythm.

Music brings great benefits to a child socially, intellectually and emotionally; it can bring lifelong pleasure and enrichment.

Specialist teachers from Hereford Music Services provide opportunities for pupils to have individual lessons in woodwind, string and brass instruments.

Fees for this tuition and the hire of instruments have to be paid for by parents, although the cost is usually good value compared with other private music teachers.



The school offers very special extra-curricular opportunities especially the joy of playing in one of the school's steel bands lead by Mrs Green. Mrs Daniel practices with the school choir and various recorder and instrumental ensembles. These groups perform regularly in assemblies, concerts, community events and festivals.

## **DT (Design Technology)**

In Design Technology we encourage children to explore and develop many of the practical skills need in the area of design.

Children are given opportunities to experiment and apply their knowledge in practical situations, closely linked to other curriculum subjects. Working in areas such as construction, mechanisms, textiles and food technology, children

investigate and evaluate products. Then, through imagination and experience, they design and make their own products. A wide range of skills and processes are taught through challenging, yet achievable tasks and children are taught to use hand tools and equipment safely.

## **PSHE (Personal, Social, Health Education)/Citizenship**

The national curriculum attainment targets for PSHE are met in school through excellent and sensitive RE teaching, our school Values system, our emphasis on being healthy in its broadest sense, the EYFS curriculum, aspects of the Science curriculum and worship times. Issues relating to PSHE are discussed and reinforced as they arise in class, small group and individual situations.

Each class has a Circle Time each week when PSHE issues are particularly discussed and skills such as emotional intelligence, empathy, tolerance and confidence are developed.

Philosophy for Children (P4C) is proving to be very powerful and enjoyable throughout the school. Philosophical enquiries encourage deep thinking, listening skills and sensitive debating abilities.

Sex Education is taught with great sensitivity in Years 5 and 6 with the support of our School Nurse. Parents are advised when such discrete lessons will be and the school policy is available in the school office.

Key message about the role of drugs are part of our curriculum; drugs as medicine and later in Key Stage 2, drugs that can have harmful effects. Our Year 6 pupils participate in the Crucial Crew programme that covers many aspects of health and safety.

## **Assessment**

An important part of teachers work is the constant assessment of children's work. Only by assessing can teachers decide what children should experience next and give them opportunities that are appropriate and challenging. Teachers employ a range of methods when assessing, some maybe practical work involving investigation, observation, questioning and discussion. Others are the more formal and traditional involving marking work and the using written tests with structured marking schemes devised around learning objectives from the National Curriculum. Assessment and review by teachers is an ongoing and continuous process that informs their own planning. Assessing Pupils Progress (APP) national scheme is used to inform fine judgements with regard to a child's abilities in Reading, Writing and Mathematics across the national assessment focus areas.

Importantly children are actively encouraged to engage in the assessment process. Children learn more effectively when they recognise what it is they are trying to achieve and what it looks like in practise. Expectations, learning objectives and success criteria are shared and discussed with children using vocabulary and language they understand. The teacher may model the expectations with key learning steps highlighted and discussed and even recorded formally as objectives for the task. Children are encouraged to assess their own and peers work to celebrating achievement by identifying what went well as well as the next step. Helping children to articulate what they can and can not do makes it easier to assess their progress and so involve them in the planning of the next small step. Children are encouraged to make themselves responsible for their own learning by setting goals for their own learning.

In line with National Requirements the school carries out certain statutory assessments.

### **Foundation Stage Profile**

During a child's first year in school, their Reception or Foundation Year (the school year a child is five) children are continuously assessed against Early Learning Goals as part of their Foundation Stage Profile. At the end of the year these are reported to Parents, the County and Nationally.

**Standard Attainment Test** more commonly known as SATs are end of Key stage assessments that legally have to be reported to parents, the County and Nationally. These SATs are reported to parents towards the end of the school year.

Keys Stage 1 (KS1 infant years age 5-7)

Key Stage 2 (KS2 junior school years age 7-11).

### **KS1 SATs**

During Year 2 (the school year a child is 7) children are continually assessed and sometimes more formally assessed using written test. These assessments are made by the class teacher using National Level descriptors or objectives for Reading, Writing, Speaking and Listening Science and Mathematics.

### **KS1 Level descriptors.**

**P Levels** (Scale 1-8, 8 being the highest) children's attainment is below Level 1 and is considerably below the National average.

**Level 1** Children's attainment is significantly below the national average.

**Level 2c** Children's attainment is low average.

**Level 2b** Children's attainment is average.

**Level 2a** Children's attainment is high average.

**Level 3** Children's attainment is above average.

## Key Stage 2 SATs

During the month of May of Year 6 (the school year a child will be 11) most children will sit formal National Tests that are marked externally. These tests are devised to test the children's knowledge and understanding against the National Level descriptors.

### KS2 Level descriptors

**Level 2** Children's attainment is considerably below the national average.

**Level 3** Children's attainment is significantly below average.

**Level 4** Children's attainment is average.

**Level 5** Children's attainment is above average.

The school will refine these levels on the pupils' reports to give you a more refined idea of your child's attainment as part of their annual report.

**Level 4c** Children's attainment is low average.

**Level 4b** Children's attainment is average.

**Level 4a** Children's attainment is high average.

As well as the Statutory KS1 and KS2 SAT's the school usually administers internal tests of all KS2 pupils during the month of May so stress the importance of good attendance and discourage the taking of annual holidays leading up to and during the month of May.

Kingsland School operates an open door policy and all class teachers are more than happy to arrange meetings to discuss attainment and other issues at a mutually convenient time. You will also be invited to formal Parents Evenings each term.

The following table gives a brief summary of the attainment levels used in teacher assessment grades that are reported to all parents in the annual report and may also be discussed in meetings.

	Low Significantly below average	Low average	Average	Good High average	Very Good Above average	Exceptional
<b>Year 1</b>	1c	1b	1a	2c	2b	2a+
<b>Year 2</b>	1a	2c	2b	2a	3c	3b+
<b>Year 3</b>	2c	2b	2a / 3c	3b	3a	4c+
<b>Year 4</b>	2b	2a / 3c	3b	3a	4c / 4b	4a+
<b>Year 5</b>	3c	3b	3a / 4c	4b	4a	5c+
<b>Year 6</b>	3a	4c	4b	4a	5c	5b+

## Homework

The school believes that homework is worthwhile because:

- § it encourages independent learning and gives time for self-reflection
- § it consolidates and reinforces understanding
- § it can be great fun to have time to develop and extend personal interests
- § it helps to develop child, parent and teacher partnerships, enabling parents to be actively involved in and informed about their child's learning
- § it encourages speaking, listening, thinking, research and creative skills
- § it prepares pupils for secondary education; developing age appropriate skills of self-discipline and time management

### **Expectations:**

Guidelines will be sent to parents each September with details of the specific homework requirements and arrangements for each year group.

#### **Reception: Reading**

Children will have a book bag (see School Uniform) in which to keep their book and reading record booklet. Guidance about early reading will be given to all new parents.

#### **Jolly Phonics**

#### **Year 1: Reading**

Children will continue to have a book bag and reading record booklet. 10 minutes each night is recommended.

#### **Spelling**

Occasionally children will be asked to learn how to write/ spell high frequency words.

#### **Years 2-6: Reading**

Children will be expected to be sharing books every evening for at least 15 minutes. This may be a story read to them, reading aloud or reading independently. Class teachers will guide parents as to the best strategies and expectations for their child at parents' evenings in October.

#### **Spellings**

Pupils will have spelling lists to be learned weekly.

KS2 pupils will also have a personal spelling bank of words that are relevant to their own personalised learning.

#### **Multiplication/ Division Facts**

All children will have multiplication tables to practise each week.

Guidance for parents/carers will be provided giving suggestions of strategies that will support and encourage children with reading, spellings, multiplication/division facts and mental maths.

We would really welcome you using the Reading Record book to communicate with your child's class teacher.

**Years 2-6** The following **written homework** will be given each **THURSDAY** and will be due in the following **TUESDAY**:

**Year 2:** approximately  $\frac{1}{2}$  hour Maths

**KS2:** approximately  $\frac{1}{2}$  hour Maths  
approximately  $\frac{1}{2}$  hour English task

In addition to the above, Years 5 and 6 pupils may be set occasional topic, research or project work: approximately  $\frac{1}{2}$  hour each week.

This may be a short task or it may be a long term project.

Topic, research or project work for Years 3 and 4 pupils would replace Maths and/or English so that the weekly time spent would not have to exceed 1 hour.

Pupils in KS2 are provided with a red **Homework Diary** in which to record details, clearly stating the task, date given and date due. Parents are asked to sign each entry in the homework diary when it has been completed and to support the children in returning their completed homework to school on time. Please feel free to communicate with your child's class teacher using the Homework Diary.

## **Extra-curricular Activities**

The school is able to offer a wide range of lunchtime and after-school activities for children with different interests and of different ages. In the academic year 2008-2009 the following clubs have been organised by committed members of staff and members of the local community:



*Art Club*



*Steel Band*

- Netball
- Football (boys and girls)
- Rugby
- Art
- Steel Bands (three groups)
- Choir
- Recorder ensemble

- Cookery
- Spotlight (a Christian group led by Peter Denis of Checkpoint Trust)
- Latin Club (Mrs Ruth Fisher - village friend of Kingsland CE Primary)
- Dance
- Cricket
- Soccer
- Netball

The extended school agenda has enabled us to invite experts from the county to lead some of these activities. A letter each half-term informs parents of the activities that will be offered. A half-termly fee of £1.50 per session (2008 - 2009) is payable for most of these sessions.

## Educational Visits



It is often felt that a visit out of school or a visitor/visitors to school can bring the children's learning to life in a special way. We do appreciate voluntary contributions towards such experiences.

Every other year our Year 5 and 6 pupils enjoy a 3 day residential visit to Malvern Hills Outdoor Education Centre.

### **Get Involved!**

Don't forget this is your school too. You can get involved.....

- ◆ By supporting and reinforcing the school's values and learning objectives at home
- ◆ By attending the Parents evenings in the Autumn and Spring Terms
- ◆ By attending plays and other school functions
- ◆ By helping in school. Many parents volunteer their help in the Wildlife Wonder Zone, classroom or the library
- ◆ By providing transport to take children to matches, music festivals and so on
- ◆ By attending Educational Evenings
- ◆ By supporting fundraising events
- ◆ By working for and supporting the activities of the PTA

## Learning for the Future

We are eager that your child develops a habit for life-long learning during their time at Kingsland CE Primary School. In a similar way our school itself never stops learning and endeavouring to improve the educational experience of our pupils.

The school has its own reflective and rigorous self-evaluation procedures that include the analysis of pupil progress and achievement. Our School Development identifies objectives for improvement relating to the school's self-evaluation. The process is monitored on a three-yearly cycle by Ofsted (the Office for Standards in Education). The school's Ofsted report 2007 (Appendix B) highlights the school's capacity for learning and developing.

### AFTER KINGSLAND CE PRIMARY

We aim to equip our pupils to cope in a rapidly changing world; confident in who they are, determined to learn and be outstanding citizens. Directly after Primary School our pupils transfer to various secondary schools: Wigmore High, Weobley High, Minster College, Ludlow College, St Mary's RC High School, Hereford Cathedral School and the Bishop of Hereford's Bluecoat School. We hear that they maintain the excellent reputation of Kingsland CE Primary and go on to great things.

*Education is not about  
filling a bucket; but  
about lighting a fire.*

*W.B. Yeats*