



What Our School Aims To Do

- To create a secure and happy school environment where courtesy, consideration, good manners and honesty hold high priority.
- To provide an excellent education, both academic and social, in a Christian context.
- To be an integral part of the community, working in partnership with the Church and local community through both organisations and individuals.
- To continually develop the school as a key focus for the community
- To provide a broad and balanced education for each child, acknowledging the needs of the individual.
- To give each child equal opportunity to develop independence, confidence and self esteem, whilst enjoying the process of learning.
- To encourage the children to care for others and work co-operatively, thereby valuing the growth of their own achievements and those of others.
- To help pupils to achieve their potential, contribute to the community beyond school and make positive contributions to the society and environment in which they live.
- To maintain an attractive and welcoming learning environment.

The true results of your child's primary education will not always be able to be measured in terms of marks or correct exercises or even knowledge acquired, important though they are. We also value highly integrity, honesty, effort, maturity and responsibility as well as care and consideration shown towards others.

The School Curriculum

We aim to give our students a variety of experiences which will help them to be as articulate, literate and numerate as possible. Our aim is that through these experiences the children will develop questioning minds, acquire skills and knowledge which develop the whole child. Our aim is that school is a happy place where learning, although challenging at times, is fun.

Staff plan lessons and themes based on the National Curriculum. Throughout the school year opportunities are provided for children to develop their personal, social, moral and spiritual awareness. Children are supported through differentiated activities and focused special educational needs intervention.

Continuity and progression is ensured by a curriculum plan based on a four year rolling programme.

Phonics

Children begin to learn letter sounds as soon as they start in the Reception class. They are taught in small groups which focus on a specific phase of phonics. All children in Reception, Years 1 and 2 have a daily 20 minute phonics lesson. Individual progress is closely monitored and the groups are flexible to fit the children's learning needs.

From Years 3-6 (KS2) children receive regular weekly spellings, which are tested to track progress. Interventions are put in place as soon as possible to support learning.

Reading

Children who attend a nursery or pre-school are taught the skill of segmenting and blending sounds orally. In Reception children build on these skills and develop new phonic skills. They are given opportunities to apply these in the context of reading and writing.

In Key Stage One we ensure systematic, daily, discrete teaching with opportunities to practice and apply in the context of reading, individual and guided reading and all areas of writing. We use Letters and Sounds in Year 1 and Support for Spelling in Year 2 where appropriate.

In Key Stage 2 we teach regular spelling sessions where children are given opportunities to apply new skills in a wide range of writing. We use SFS materials and Letters and Sounds where needed.

In Reception children are taught reading skills through sharing books and listening to stories. Children are given opportunities for individual reading with an adult, and daily guided reading sessions. Children are given further opportunities to develop an enjoyment of reading through the use of story sacks, listening to rhymes, jingles and stories using headphones and adult led daily story sessions.

Throughout school reading skills are also taught using a wide range of materials. Children develop reading skills through daily guided reading, shared reading and individual reading sessions. We also use the Oxford Reading Tree as a 'spine' reading scheme which is supplemented by a variety of phonic based reading books which supports the children's learning and reading enjoyment. Children in KS2 have access to a wide range of books from Barrington Stoke, a publishing house which specialises in books for children on the dyslexic spectrum.

In addition to class based reading, children can also develop their enjoyment for reading throughout school. They have the opportunity to access the school library to choose from a wider range of books on a regular basis.

Special Educational Needs

Pupils with SEN receive a broad balance curriculum, which ensures continuity and progression and which is differentiated to match their needs and abilities.

If a child is deemed to have a special need, a learning difficulty or learning disability, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs or learning difficulties and ensure that parents are involved with their child's Individual Education Plans (IEP). If a child displays signs of having special needs or learning difficulties/disabilities, his/her teacher will consult with the SENCo and headteacher. In most instances the teacher is able to provide resources and educational

opportunities, which meet the child's needs within the normal class organisation. If it is thought necessary, the Headteacher/SENCo may refer the parents to the appropriate external agencies (eg; educational psychologists, dyslexia specialists or speech and language therapists) for advice and further assessment of the child.

The school will have regard to the Special Educational Needs Code of Conduct.

Tracking Progress

The progress of every child is reviewed half termly and interventions: 1-1, small group work, class based support are put in place wherever necessary. Parents are encouraged to be involved in their child's learning through a variety of ways.

Equality of Opportunity

Children are encouraged to develop an awareness of their own local culture and to value that of others. Racism, sexism, homophobia and other forms of discrimination are not tolerated. The children are given opportunities to develop their spiritual, social, moral and cultural development through a variety of opportunities and experiences.

Enrichment

Enrichment activities are a powerful tool to enhance learning and make it more relevant, purposeful and engaging. These activities are planned at the start of each topic and may involve a visit and/or a visitor coming into school. We really enjoy using our local environment and take every opportunity to do so.

Homework

Homework gives children an opportunity to practice skills and to extend their learning through independent learning. We try to set homework so it's achieved during the week, leaving weekends free for family time.

Reading is a critical element of any child's learning and parents need to be aware of the vital part they play in both hearing their child read and sharing books as a family.

Phonics, word recognition cards and spellings are sent home weekly for the children to practice.

Sex and Relationships Education

Our children are given opportunities to consider and reflect on a wide variety of different relationships they have with others. We build on their relationship and social skills through the delivery and teaching of SEAL (Social and Emotional Aspects of Learning) and YCDI (You Can Do It).

Aspects of sex and relationship education are taught in accordance with government guidelines. Parents have the right to withdraw their child from this part of the curriculum.