



TERRINGTON ST CLEMENT COMMUNITY SCHOOL



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Dear Parents,

Welcome to Terrington St Clement Community School

On behalf of the staff and Governors, I should like to welcome you and introduce you to our school. We hope you and your family will have a long and happy association with us and we look forward to welcoming your child into school.

I trust you will find the information in this brochure useful. It is intended to provide initial information about the school and then be used for reference.

In addition, you will read about various ways in which parents can be involved in the day-to-day life of the school. This is important for we believe that parents and teachers should work in partnership if children are to obtain maximum benefit from their school years.

If you have any questions regarding the information in this brochure or any queries about the school, then please do not hesitate to contact a member of staff, one of the Governors or myself.

Our website is an excellent source of information and is updated at least twice a week: www.terringtonstclementschoo.co.uk.

Yours faithfully,

Miss E C Hackett (B.Ed) (PQSI)
Headteacher

OUR AIM

We aim to help all pupils achieve their full potential in a happy, caring and supportive environment.

The school offers a broad curriculum in line with the requirements of the Early Years Foundation Stage (EYFS), the National Curriculum and advice of the Department for Education and the Local Education Authority. The curriculum is designed to meet the needs of each and every child.

SCHOOL FACILITIES

The building consists of two main corridors running parallel to the courtyards. These provide sheltered areas for a variety of activities such as gardening, reading etc.

There is a modern library / computer suite which is timetabled for use and well-used. We have a computerised system for logging books and our school library for family lending sessions each week.

The school hall is well-equipped for gymnastics and is used for our acts of worship and school packed lunches.

We have a fully equipped food technology suite which is used for group teaching and cookery club.

The school is surrounded by hard-core play areas with a large grassed playing area complete with climbing frame to the rear, trim-trail, climbing wall and volleyball / short tennis court. We also have a seated amphitheatre complete with sun-sail. In addition, there are rectangular gardens, which are tended by the children in classes and our gardening club.

We have our own production kitchens producing 'home-cooked' meals which comply to the required food standards.



SCHOOL ORGANISATION

EYFS: Early Years Foundation Stage is for children aged 3 years to 5 years. Our EYFS classes are organised into mixed nursery and reception aged children. We do this to enable children to learn at the level most suited to their ability. We believe if a nursery aged child is able to access the reception curriculum, they should be able to. We also believe a reception aged child should access the nursery curriculum if more appropriate. Our staff are skilled at mixing the curriculum to meet the needs of all learners.

We pride ourselves on the number of children leaving reception being able to read, write and calculate independently. They are school ready.

KS1: KS1 caters for pupils from aged 5 years to 7 years. We organise our classes depending on the number of children we have on roll. Occasionally we have to mix year groups but avoid mixing different key stages.

KS2: KS2 caters for pupils aged from 7 years to 11 years. We organise our classes depending on the number of children we have on roll. Occasionally we have to mix year groups but avoid mixing different key stages.

The class structure throughout the school varies from year to year depending on pupil numbers but typically we organise pupils depending on their results at the end of the academic year so we can group like pupils together.

We are lucky to have a designated Specialist Resource Base (SRB) which caters for children with speech and language communication difficulties. Children from Early Years Foundation Stage (EYFS) and KS1 who have been referred through Norfolk's pupil entitlement service can access the Specialist Resource Base (SRB).

The Early Years Foundation Stage (EYFS) combines three learning areas. A very well-equipped and extensive outdoor learning area links the two indoor learning zones, making it one large classroom. The resources within the learning areas successfully reflect the rural nature of the immediate locality through for example: the working gardens, role play areas and small world play.

There are four Houses in the school ~ Peregrine, Eagle, Osprey and Merlin. Every child in the school belongs to one of these houses and can earn House Points, which are totalled every week and given out in assembly on Fridays. House Points are awarded for good behaviour, politeness and acts of kindness.

Our school has an excellent school council which votes its members from each class democratically. The school council is made up of members from each class and is responsible for making decisions about such things as school furniture, issues on the playground and fund raising events.

Provision for our pupils: MOST ABLE and SEND, interventions etc

All pupils' learning needs are catered for in the way staff plan their lessons. Each lesson, no matter what the subject, has a learning journey. This plans the steps the children can take to make progress in the lesson. The lowest step takes into account pupils who need additional support because they find learning difficult up to the top step which can sometimes plan for up to a key stage ahead such as in Y6 where the top step of the learning journey can be the level reached by an able Y9 pupil.

Our staff are very skilled in meeting the needs of all pupils. If a pupil's needs cannot be met by our staff, we seek outside advice from professionals who can help.

Our staff run a series of interventions to support pupils who need just a little extra support where their needs are not so severe they need outside help. Senior leaders track the success of these interventions to make sure they are doing what is needed to support the pupil. They also run interventions to stretch the most able.

SCHOOL HOURS

Morning session **8.45 am – 12.15 pm**

Afternoon session **1.15 pm – 3.15 pm.**

The register is taken promptly at the beginning of each session. Children who arrive later than 8:45 am should report to the school office to be marked present and to record the time of arrival and the reason for their lateness in the 'Late Book'. Latecomers are marked as 'L' in the register. Late marks are totalled and monitored by the school. If the school identifies a concern, this will be reported to Children's Services Attendance Team.

Children should arrive no earlier than 8:35 am, as there is no member of staff on duty outside until this time.

Lessons finish at 3:15 pm therefore children should be expected outside school between 3:20 pm and 3:25 pm.

Unless children are staying for after school clubs, children should leave school promptly at the end of the day. It is expected all children in EYFS and Key Stage 1 will be collected by a parent, guardian or other nominated adult who is known to the class teacher.

All external doors are locked and alarmed at 8:45 am. If, for any reason, visitors need to leave later than this time, they must leave via the school office and not unlock or de-alarm our outside doors: we take security very seriously.

SCHOOL STAFF

Teaching staff...

Miss E Hackett	Headteacher
Miss K Adams	Deputy Headteacher / EYFS Leader
Mrs L Dymond	Y5/6 Phase Leader / Classteacher
Mrs H Tunnicliff	Y3/4 Phase Leader / Classteacher
Mrs K Rose	Y1/2 Phase Leader / Classteacher
Miss F Charlton	Moderation Leader / Classteacher
Miss G Newell	Classteacher
Mrs H Gascoyne	Classteacher (LIFT)
Mrs C Duncan	Classteacher
Miss R Ingham	Classteacher
Miss S Mattless	Classteacher

Miss J Riches	Classteacher
Mrs C Boulding	Classteacher
Mrs L Clare	Classteacher
Mrs J Wassell	Sports Premium Teacher

Peripatetic non-teaching staff

Mrs K Meehan	Speech and Language Communication Therapist
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Non-teaching staff...

Mrs S Kew	Business Manager
Mrs C Smith	School secretary
Mr D Heaton	Site officer

Support staff...

Mrs S Jackson	Cover Supervisor /PPA assistant
Mrs T Smith	Cover Supervisor / PPA assistant
Mrs T Palmer	Cover Supervisor / PPA assistant

Mrs B Alexander	Teaching Assistant
Mrs A Barnes	Teaching Assistant
Mrs S Blackburn	Teaching Assistant
Mrs C Coates	Teaching Assistant
Mrs C Craney	Teaching Assistant
Mrs S Evans	Teaching Assistant
Mrs N Eve	Teaching Assistant
Mrs J Eveson	Teaching Assistant/Midday Supervisor
Mrs Stead	Teaching Assistant/Midday Supervisor
Mrs S Fuller	Teaching Assistant
Miss L Heaton	Teaching Assistant/Midday Supervisor
Mrs J Hornigold	Teaching Assistant
Mrs N Kearvell	Teaching Assistant
Mrs L King	Teaching Assistant
Miss S Mills	Teaching Assistant
Mrs E Pickering	Teaching Assistant
Mrs E Sahin	Teaching Assistant/Midday Supervisor
Mrs V Sewell	Teaching Assistant
Mrs T Spillard	Teaching Assistant/Midday Supervisor
Mrs J Stocker	Teaching Assistant / Midday Supervisor
Mrs T Twite	Teaching Assistant
Mrs K Portass	Breakfast Club Chef /Chef Manager
Mrs L Cousins	Midday Supervisor /Breakfast Club Assistant
Miss M Bell	Midday Supervisor/Breakfast Club Assistant
Mrs G Leadbitter	Breakfast Club Assistant/Catering Assistant/ Cleaner
Mrs K Collison	Senior Midday Supervisor/Teaching Assistant
Mrs A Norman	Midday Supervisor
Miss J Cawthorne	Midday Supervisor
Miss F Allen	Midday Supervisor
Miss N Trundall	Midday Supervisor
Mrs S Needham	Midday Supervisor
Mrs A Sansom Moore	Midday Supervisor /Cleaner/Teaching Assistant
Mrs S Wheatley	Midday Supervisor
Mrs R Cowen	Catering Assistant

Mrs L Pitt	Cleaner
Mrs V Loomes	Catering Assistant/Cleaner
Mrs A Manning	Cleaner
Miss A Manning	Cleaner

GOVERNING BODY

Mrs C Whitehouse (Chair)	Parent
Mrs H Garrett (Vice-Chair)	Parent
Miss K Adams	Teaching staff
Mr P Kew	Community
Mr C Shipp	Community
Miss E Hackett	Headteacher
Mrs S Kew	Non-teaching staff
Mrs E Bennell	Parent
Reverend Warrick	Associate Member
Mrs L Clare	Associate Member
Mr M Little	Co-opted
Mr Stimpson	Co-opted
Mr Hodgson	Co-opted
Mr D Redding	Co-opted

The duties and responsibilities of governing bodies are laid down by law. Their main responsibility is to determine the aims and overall conduct of the school with a view to promoting high standards of educational achievement. In practice, this means working with the Headteacher to determine how the school should develop in order to improve its standards – and then agreeing policies, plans, targets and procedures which have been formulated within the school to support that development. The Headteacher is responsible for the implementation and monitoring of what has been agreed by the Governing Body and for managing and running the school.

The Governing Body has a continuous role to play in assessing the quality and standard of what has been achieved. The Governing Body receives reports on the results of implementation and monitoring, both from the Head and others. The Governing Body then reviews the policies, plans, targets and procedures and agrees the changes needed to secure further improvement. This distinction between the strategic role of the Governing Body and the role of the Headteacher applies equally to all the particular legal responsibilities of governing bodies – for the school budget, the curriculum, staffing and a range of other areas of school activity.

SECURITY

Every attempt has been made to make the school as secure as possible. The gates leading into the main playground are locked once school has begun and are not re-opened until the end of the school day. There are locks and alarms on all the external doors and visitors are asked to report to the main reception where you will sign the visitor's book and be given a badge to wear for the duration of your stay in school.

PARENTS /CARERS

Parents and Carers are welcome in school however they are asked not to enter into a long discussion with their child's teacher before school when (s)he is preparing work for the day nor come into school to talk to a teacher whilst school is in session. Please ask our office staff to make arrangements for you to meet with your child's class teacher as they will be more than happy to see you after school.

There are two more formal occasions for you to discuss your child's progress with the class teacher. The first meeting is in the early part of the autumn term: this is to meet your child's teacher to discuss how your child has settled into the new class.

Early in the spring term, you will receive a written report relating to your child's progress. A further meeting takes place after this report has been published.

A final report is sent out at the end of the year. This will give your child's final results for the academic year.

Parents and Carers are often seen around school helping in various ways. They may be taking groups for cooking, helping with school visits, hearing readers, etc. All parents and carers are invited to become parent helpers.

If you would like to take part in this scheme, please make sure you complete a DBS (Disclosure and Barring Service) check. Appointments to do this are made with staff in the school office. Once you have been cleared to work in school, your name will be added to a list of volunteers and staff will approach you to discuss opportunities for helping. We are very grateful for parents' and carers' help.

COMPLAINTS

We expect all pupils, staff, parents and carers to listen carefully and respectfully to each other. Parents and carers who are not happy about something should contact the school as soon as possible. Minor complaints should be dealt with by the class teacher.

If you are not satisfied at this stage, then please contact the Deputy Headteacher. If you feel it is a complaint of a more serious nature, you should ask at the school office for a complaint form which gives you the opportunity to explain the nature of the complaint and what has been done so far to resolve it. This is then passed to the Headteacher who will acknowledge the form and begin an investigation into your concerns.

If the problem is not resolved, then parents or carers should consult the Chair of Governors (details of how to contact the Chair can be obtained from the school office). Should the need arise, a booklet about the formal complaints procedure can also be obtained from the school office.

If the complaint is about the headteacher, please ask for a complaint form which should be returned to the school office marked:- Confidential for the urgent attention of Chair of Governors.

EQUALITY

At Terrington St Clement Community School, we have a single equality scheme, which enables us to strive to make the best possible provision for all learners, regardless of disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.

Our scheme enables us to meet our duties under:

- The Race Relations Act (1976)
- The Race Relations (Amendment) Act (2000)
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)
- The Sex Discrimination Act (1975)
- The Equality Act (2006)

It is against the law to discriminate against anyone because of any of the 'protected characteristics'.

BEHAVIOUR

"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)

We believe strongly in establishing a positive environment in which standards of behaviour are high. We like to work with parents to make sure every pupil behaves well and works as hard as they can. Our school is always recognised for the good behaviour of its pupils both in and outside of school.

STANDARDS OF BEHAVIOUR

At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

All pupils play an active role in our 'Good to be Green' reward system. The purpose behind this is 3-fold:

1. It enables parents and school to track any trends in behaviour, rewarding improvement and acting upon a downward turn quickly and efficiently.
2. It enables the SLT and Governors to collect evidence about general behaviour in school.
3. It gives the opportunity to reward children whose behaviour is always good.

The 'Good to be Green' cards are monitored daily. Any concerns raised from the monitoring of each child's behaviour is discussed with the Senior Leadership Team (SLT) and if necessary then fed back to parents. SLT will then implement strategies to try to resolve the unwanted behaviour. This constant liaison between staff and parents is an essential part of the system.

LOOKED AFTER CHILDREN

At Terrington St Clement Community School, we work with our partners, schools, social workers, carers, and other professional organisations to achieve our shared goals. We aim to ensure every child in care benefits from the same opportunities as all other pupils to gain a first class education from early years through to Y6 and to prepare them for the next stage of their education.

All Looked After Children share a mentor who provides 1:1 support where appropriate and in the areas identified by the child's classteacher. She is also responsible for tracking and analysing the progress of Looked After Children in partnership with the Headteacher who leads the Special Educational Needs Team.

In circumstances where a Looked After Child is enrolled without prior notice, the teaching assistant is deployed solely for the purpose of creating a welcoming environment for the child and setting up the resources needed to ensure the needs of the child are met as soon as possible.

TRANSFERRING TO HIGH SCHOOL

During your child's final year with us, the following arrangements are made for September transfer to secondary schools:

- Early in the autumn term, parents receive information about secondary schools together with a preference form and full instructions.
- Later in the autumn term, secondary schools arrange evenings for parents to assist in the making of this important choice.
- Parents are notified in the spring term of their child's secondary place.
- In the Autumn term, the children begin to spend introductory days at St Clements High School and parents are invited to another parents' evening.

PARKING AND SCHOOL TAXIS

There is no parking for parents or carers on the school premises unless either the child or parent/carer is registered as disabled. If this is the case, please make sure your blue badge is clearly displayed and only used when the disabled person is in the vehicle.

We have cycle storage at the back of school. If you wish to use this facility, please walk your cycle behind the school building and secure it in the bike shed. We cannot accept liability for cycles stored on the premises.

Children who travel on a school bus or taxi assemble inside the school for roll call. A member of staff either takes the children to the vehicles and makes sure they are safely seated and strapped in or the taxi drivers themselves collect the children from inside the school. If, for any reason, your child, who normally travels by taxi, is not travelling on this transport, please notify the class teacher in writing.

SAFEGUARDING

Every member of staff has a duty to ensure the safety of the children who attend Terrington St Clement Community School. We wish to work with you as parents and carers, to ensure the best possible care for your child.

It may be necessary for us to contact Social Services if we are worried about the well-being of your child.

Because of the daily contact with children, school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents and carers should be aware, therefore, where it appears to a member of the school staff a child may have been abused, the school is required by law to follow procedures laid down by the Norfolk Safeguarding Children Board. Use of these procedures in this way does not infer that any parent or carer is being accused of wrongdoing.

Every school is required to have a designated teacher for Child Protection and Safeguarding and at Terrington St Clement Community School this is the Headteacher, Miss E Hackett. In her absence the Deputy Headteacher assumes the role under the direction of Miss Hackett.

The Governing Body of Terrington St Clement Community School also has a Child Protection representative on the governing body. Currently this is Mrs C Whitehouse

If, as a parent/carer, you suspect any child is a victim of abuse, please report any concerns to Miss E Hackett. You can also report child abuse anonymously via the NSPCC website.

We work in association with Norfolk police who will contact us if any of our pupils have been exposed to domestic violence. More information can be found on the safeguarding section of our website.

ASSESSMENT

Assessment is an ongoing process throughout the school day. Assessment happens throughout each lesson and informs classteachers of the needs of each child in their class and helps them plan the next stages of your child's learning.

At the end of each unit of work, children's knowledge and understanding is also measured to monitor achievement and attainment in all subjects.

At the end of both Key Stages 1 and 2, children's attainment is measured in the end of Key Stage SATs (Standard Attainment Tests)

Twice a year, formal assessments are set for all children from Y1 – Y6. These assessments show us the strengths and areas for development in reading, writing, maths and science (Y3 – Y6). They also give detailed information about the progress made.

In Y1, teachers set children assessment tasks to test their levels of attainment and in the EYFS, children's progress is measured against the EYFS Profile.

At the end of Y1, pupils are screened for their phonic knowledge. Parents receive the results of this screening and school results are published nationally.

ABSENCE

In the case of diarrhoea and sickness, your child must be completely clear for at least 48 hours after the last bout before returning to school. We keep a list of infectious diseases in school and we are only too pleased to give you advice if you are not sure

In the interests of safety, please telephone the school on the first day of absence. When you phone the school number, you will be directed to the Absence Reporting Line by pressing 1 on your key pad. Please leave a message giving your child's name, class and reason for absence. We are keen to make sure all children arrive safely at school and will phone you if we have received no phonecall to explain an absence. All absences from school must be covered by a letter from the parent or carer when the child returns to school.

If you are unable to make doctor and dentist appointments outside school hours, please write to the school in advance to ask permission.

Our target for attendance is 97.5%. The attendance of pupils whose percentage falls below this level will be closely monitored. Parents or carers of children whose absence falls below 95% by the end of each half term will be notified in writing that attendance is a cause for concern. If appropriate, a meeting will be arranged with the headteacher so the underlying causes can be discussed and addressed before the need for intervention from the school's attendance officer arises.

If any pupil's attendance falls below 90% we send a referral to the Norfolk Attendance Team. This may result in action being taken but we hope this will not be necessary.

ATTENDANCE REGULATIONS

The Department for Education's regulations define authorised absence as being when a child is absent on any day:-

1. when prevented by attending by sickness or any unavoidable cause;
2. exclusively set apart for religious observance by the religious body to which his/her parents belong;
3. on the grounds that suitable transport has not been provided and the school is not within walking distance.

All other absence is therefore to be recorded as unauthorised. This includes late arrival.

The law states leave of absence should not normally be granted for more than 5 consecutive days in any one academic year. Parents who arrange holidays in term time are advised these will be recorded as **unauthorised**. Holidays are not considered exceptional circumstances.

Any pupil who has an attendance of 90% or less in a period of 12 school weeks – unauthorised absences bringing attendance below 90% where some or all of the absence may be attributed to an unauthorised holiday in term time (ie. 13 or more sessions of unauthorised absence) will meet the criteria for legal intervention (Fixed Penalty Notice).

Any pupil who has 15% unauthorised absence over a period of 6 school weeks for reasons other than unauthorised term time holiday (ie. 9 sessions or more) will meet the criteria for legal intervention (Fixed Penalty Notice).

If a Fixed Penalty Notice is issued it is a fine of £60 per parent per child which must be paid in one payment in 21 days, if unpaid a further invoice for £60 per parent per child is issued, both individual invoices would then have to be paid making a total payment of £120 in 28 days.

Failure to pay the total amount within the timescale will result in legal action being taken by Norfolk Children's Services.

CHARGING

To enrich the curriculum, we look for opportunities to take the children out into the environment or have visitors into school who can provide special expertise. Unfortunately these often cost money. In order for these activities to take place, we often have to ask parents for voluntary contributions.

Charges are made for activities organised by the school in the following circumstances:

- The full cost to each pupil of activities deemed to be optional extras taking place outside school hours. ie: theatre trips, residential trips etc.
- The cost to each pupil for providing instrument tuition.
- The cost of materials, ingredients, equipment for certain aspects of the curriculum if the parents have indicated in advance that they wish to own the finished product.

In certain circumstances where there may be cases of family hardship, parents are encouraged to discuss the matter with the Headteacher.

Pupil Premium funding is used to subsidise educational visits to make them accessible for all.

It is the school's policy to:

- charge parents for wilful damage to property caused by misbehaviour.
- Refund the cost of the educational visit, excluding the cost of transport, if a child is ill (over £2.50)

In the unlikely event of a profit being made out of an educational visit, the difference will be divided between those parents/carers who have contributed and therefore the £2.50 limit will not apply

INSURANCE

Although we exercise every possible care, accidents do occasionally happen. It is sometimes assumed by parents that if an accident occurs at school, the school can be held responsible and automatic financial compensation made. However liability is strictly limited to cases where there is proven evidence of negligence. In the vast majority of cases the circumstances normally reveal little, if any, evidence of negligence on the part of the school or the Local Education Authority. Therefore, if they think it necessary, parents should make their own arrangements for personal accident cover for their children.

Privately owned musical instruments should be insured, as the school cannot be asked to pay for repair or replacement. Similarly, the school cannot be held responsible for items of value bought into the school by pupils.

ADMISSION POLICY

Information can be found at the Norfolk County Council website at www.schools.norfolk.gov.uk.

MONEY IN SCHOOL

Money which needs to be bought into school, for example for dinners or school trips, should always be placed in a sealed envelope, with the child's name and class on the outside together with details of what the money is for and how much there is.

Money should never be left in the cloakroom. If there is any doubt about the child's ability to look after their money, the class teacher should be asked to keep it in a safe place until lunchtime. Children are allowed to bring healthy snack money to school each day. Children in KS1 are asked to give this to their teacher for safe keeping (this should be in a named purse and given to the class teacher at morning registration.) Children in KS2 are expected to be responsible enough to care for their own money.

Whilst the school will take every care to look after individuals' money, it cannot be held responsible for money which goes missing.

PASTORAL CARE

When the children are in school, the teachers stand in *loco parentis*. This means the children are under direct supervision of teachers and other appointed staff ie: midday supervisors and teaching assistants. The staff deal with all minor accidents but parents are contacted if there is an emergency. For this reason it is vitally important that we are informed of any changes of address or telephone number. All staff are qualified first aiders. This includes a number of paediatric first aid trained staff in EYFS.

MEDICINES

It is Norfolk Children's Services' policy no 'over the counter' medicines are allowed in school. However, in certain circumstances this may be possible with prior agreement of the headteacher. If you wish the school to administer medication such as painkillers, please discuss this with the headteacher who will give your request due consideration.

If a child has been given prescribed medicines, it should be clearly labelled with the child's name and class and the appropriate forms completed. These are available from staff in the school office. All medicines are kept in a locked cupboard and administered / supervised by a member of staff who will monitor the situation and inform parents / carers should any adverse reaction take place.

In the case of medication used in conditions such as epilepsy, staff members who are prepared to administer have to receive training from trained medical staff and the parents / guardians have to sign a form to say they accept liability.

SCHOOL MEALS

Lunchtime is an important part of the school day. Good manners are expected and we regard school meals as an opportunity to practise social skills.

School meals must be paid for at the beginning of the week. All children should bring their money into school with the correct money in a sealed envelope, marked with the child's name and the days the child wishes to take a dinner.

Children may bring sandwiches if preferred. The packed lunch should be packed into one clearly named container. Please do not pack sweets into lunch boxes. We find that children do not eat their healthy food preferring to eat the sweets only. This diet will not sustain them through the afternoon at school. Fizzy drinks, cans or glass bottles are not allowed.

Our lunchtime supervisors are always on hand to help the children. We encourage the children to become independent but will always encourage them to eat their dinners. We do not allow the children to throw their food away, instead we ask them to bring home what they do not eat. This helps parents / guardians to see what children are or are not eating.

If you feel particularly strongly your child should be made to eat all their food, please write this on a label inside the lid of the lunchbox. Equally, if you feel particularly strongly your child should NOT be made to eat all their food, please write this on a label inside the lid of the lunchbox. We do our best to satisfy both points of view.

If your child is having problems with lunchtimes, please do not approach the supervisors outside school. They are not allowed to discuss school matters outside of the school. This is to prevent any breach of confidentiality. Do not be offended if they say they cannot discuss the matter. They are not being offhand. Please come into school to discuss the problem with the classteacher.

HOMEWORK

Style, content and quantity of homework changes as the children progress through school. The school Governors and staff work closely with parents to decide how much homework should be set and when it should be given.

Generally speaking, homework consists of reading, spelling and maths with the addition of other subjects where appropriate.

Each year, your child's class teacher will send home a homework timetable. This will explain what type of homework your child will be set and on which days it must be handed in for marking.

Our structured approach to reading is helped if parents encourage and support their children. Parents receive detailed guidance as to how they can best help their children. Reading books are sent home regularly and are accompanied by a reading diary that acts as a two-way dialogue between home and school. It is anticipated that children will spend approximately ten minutes a day reading with parents at the early stages.

As the children become more proficient at reading, they will no longer need to read to parents every evening but will read independently. They should be encouraged to build

up their reading stamina to at least twenty minutes of independent reading a day by the time they are in Year 6.

Spellings are set in all years. We hope parents will give invaluable support with learning these at home.

Multiplication is taught in school and multiplication tables are set for homework. Once again we hope parents will help their children to learn these.

SPECIAL EDUCATIONAL NEEDS

Terrington St Clement is an inclusive school and no pupils are turned away because of their level of need. We believe all children are special and as a school we adopt an inclusive approach to Special Educational Needs. Inclusive education enables all pupils to fully participate in any mainstream provision including primary and early years.

If a class teacher identifies a child as having special educational needs, his or her name is recorded on the special needs register. This gives details of the difficulties which the child is experiencing and the steps being taken to alleviate these difficulties.

If these difficulties still persist after a term, the class teacher, in consultation with the Special Needs teacher, will write an Personal Support Plan and this will be reviewed termly.

If the child's difficulties continue, other professional advice may also be sought.

A very few children whose needs are serious, complex and long term may be referred for assessment through an Educational Health Care Plan (EHCP).

At all stages we work in close partnership with the parents. If, after discussing this with the classteacher, you feel we are not meeting the needs of your child, please refer back to the complaints section of the brochure. More information is available on our school website.

SEX EDUCATION

Parents are the key figure in helping their child cope with the physical and emotional aspects of growing up and preparing them for the challenges and responsibilities sexual maturity brings. Our teaching of sex education is complementary and supportive.

During Key Stage 2, our pupils are taught aspects of body development. This is linked to health education and covers how and when the body changes. At this stage, the pupils do not learn about reproduction. This is taught as part of the programme in Y6.

Sex education is taught during the summer term of Year 6, just before they transfer to high school. The BBC video entitled "Sex Education" is used and parents of children receiving sex education may request to view it before deciding if they do or do not wish their children to view the video in school.

The approach used emphasises the love and care needed in the upbringing of children and the responsibility of bringing a new person into the world.

We answer children's questions in a frank, straightforward and sensitive manner at the level judged to be appropriate to the maturity of the questioner.

Due consideration is given to any religious beliefs or cultural traditions which may have a bearing on the discussion of sexual issues.

We hope any parents will welcome the fact sex education is included in the Y6 curriculum. However we respect the right of individuals to be able to withdraw their child from all, or part of sex education.

UNIFORM

At Terrington St Clement Community School, we believe a uniform looks smart, wears well and contributes to the feeling of belonging to the school community. Coming to school in school uniform fosters pride in the school and helps establish the correct attitude to school work. The school uniform is as follows:

Boys: Grey trousers or grey school shorts in the summer ~ any shade of grey (Combats, tracksuits, etc are not allowed)

White polo shirt or white school shirt

Navy sweatshirt

Grey or black socks

Black school shoes (**training shoes are not to be worn for school**)

Games Kit:

Plain white T-shirt with or without school logo (no football shirts for PE)

Plain navy blue shorts

Plimsolls or trainers for outdoor use (children will do all PE in bare feet in the hall)

Girls: Navy skirt, pinafore

Navy trousers / culottes

White polo shirt / white school shirt

Navy sweatshirt / cardigan

White socks or navy socks or tights

Black or navy school shoes (heels no higher than 3 cms) Boots are not suitable for indoor use. (**training shoes are not to be worn for school**)

Navy or yellow gingham dress (in summer)

A school sweatshirt or pullover embroidered with the school badge may be obtained from the school office. A small stock is kept, alternatively items can be ordered for you.

There are no restrictions regarding coats

- only **one** pair of small studs to be worn in the ears. **No** nose studs or navel rings to be worn. Children will be asked to remove extra 'rings'. These will be placed in an envelope and sent home with the child.
- children will always be asked to remove earrings and watches for PE. If your child cannot remove his / her own earrings, please remove them before they come to school on PE day. School Governors require parents who do not agree to removing earrings for PE to supervise their own children during this session.
- **no** jewellery to be worn except a wristwatch. The school cannot accept responsibility if these are lost.
- no technology should be worn to school. (Fitbits etc)

CURRICULUM

We make sure pupils have access to a broad and enriched curriculum which makes links to the wider world. We make use of our wonderful environment to ensure learning is appropriate to the needs of all our pupils.

You will receive half-termly overviews of what your child(ren) will be studying each half term. This will enable you to help your child in what they are doing in class.

Maths

We follow the new National Curriculum for Maths supported by resources from the NCETM (National Centre for the Excellence of Teaching in Maths) and ensure all pupils have a minimum of one hour of maths each day. Maths is also taught through other subject areas as described under I & E (see below)

Literacy

Literacy is taught using a combination of the new National Curriculum, the Framework for Literacy, the Literacy Strategy, the Pie Corbett approach to writing and Alan Peat. Literacy is planned on a 3 or 4-week cycle. Literacy teaching includes the skills of writing genres, spelling, grammar and punctuation. Staff looks at the areas the children find difficult, address these and concentrate on improving writing and reading.

I & E

I & E combines history, geography and science with all other subjects and aims to make the curriculum more exciting and boost standards. Science carries most weighting and is also taught in a separate lesson for at least an hour a week



Music

We aim to stimulate the creative imagination, cultivate an interest in music and develop musical abilities in all children. The children are given experience of sound, rhythm and melody through listening to, composing and performing music in accordance with the National Curriculum.

There is provision for children to receive whole class lessons through the Norfolk peripatetic music service. There are music clubs (percussion and recorders) and 1:1 tuition is offered on keyboard and violin.

We use a trained voice coach who works with all ages from EYFS to Y6 teaching them to sing properly. She also trains our school choir.

Physical Education

The children are encouraged to be successful in all aspects of physical education. Included in the curriculum are gymnastics, dance, swimming, games and athletics. Skills and the use of apparatus are developed to suit the needs of the growing child. Games help the child to enjoy and develop these skills and they promote social development, self-discipline and fitness.

At various times during the year there are extra-curricular activities in which the children may take part. These include cricket and football coaching, netball and country dancing.

- The following principles are applied – taken from page 100 of the Norfolk Children's Services AfPE guidance:

a) all personal effects should be removed
b) if they cannot be removed, staff need to take action to try to make the situation safe
c) if the situation cannot be made safe, the individual pupil(s) concerned should not actively participate.

- Some pupils may need to wear personal effects such as glasses or hearing aids. In these circumstances, the adult in charge should determine whether it is more hazardous for them to actively participate wearing such items, both in terms of their own safety and that of the other pupils.
- Taping over ear studs is sometimes used to make the situation safe. However, the adult in charge should be confident this strategy will be effective.
- Teachers must not remove or replace earrings. Parents cannot transfer this responsibility to teachers.

Art

In art the children are given experiences in: drawing, painting, print making, textiles, 3D work and sculpture. The children are provided with a variety of tools and materials and are given many opportunities to experiment and develop their skills.

The children are encouraged to value and develop a critical response to their own work as well as that of others. This includes studies of artists from different periods and cultures.



Religious Education

The 1988 Education Reform Act requires that syllabuses, whilst reflecting the fact that the religious traditions of Great Britain are in the main Christian, must take account of the teaching and practices of the other principle religions represented in this country.

We use a programme for teaching RE taken from the Norfolk agreed syllabus. The aim of this syllabus is to enable children to understand the nature of religion, its beliefs and practices, helping children acquire a knowledge about, and understanding of religions and reflect upon and respond to human experience. These targets are approached through the themes of writings, people, places, worship, festivals, rites of passage, self and the natural world. We support this with an approach called Big RE. More information is available on our school website.

The development of personal respect, relationships and moral values is taught alongside Religious Education. An act of collective worship is held daily and is non-denominational.

If you wish to exercise your right to withdraw your child from those parts of Religious Education that constitute worship or religious instruction as provided for in the 1944 Education Act, you should contact the Headteacher.

MOST ABLE PUPILS

Most able pupils have equal access to all aspects of the curriculum and school life. The school recognises some gifted and talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in the subjects in which they are gifted or talented without reducing the breadth of their curriculum.

Pupils who are identified by the school as being most able are entered on to the school register and parents are informed if they fall in this category (top 10% of the year group in any subject). Parents are encouraged to inform the school if they are talented in areas outside of school.

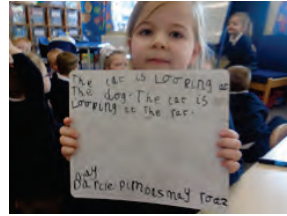
The school recognises in line with DfES guidelines that **“most able” pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group.** Nationally, this would be expected to be between 5 and 10% of each year group.

ADDITIONAL INFORMATION

Additional information about the school including policies can be found on the school's website. If you do not have access to the internet and would like further information, please ask members of staff in the school office who will be pleased to provide paper copies at a cost of 20p per printed page.

Specific Areas of Learning and Development - through these the three prime areas are strengthened and applied.

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design



The **Three Characteristics of Effective Learning** reflect the different ways children learn

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 1

Early Learning Goals (ELGs) - these summarise the child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1 at the end of their reception year. Our assessments are on-going formative assessment observations that recognise progress, understand needs and plan activities and support.

Each child's level of development must be assessed against the early learning goals at the end of the reception year. We must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging') and this information will be shared with you. This is the EYFS Profile.

Key Person – your child's class teacher is their key person. We are supported by the other EYFS team members. Together we will support your child to feel safe and secure and provide an environment where they enjoy learning and grow in confidence.

A Snap Shot of the EYFS Day

We will welcome you and your child with a smile and greeting at the start of the session. We believe this builds positive relationships and interactions. We encourage all children to become as independent as possible, to develop an 'I can' attitude to foster a belief that any challenge can be overcome if you try.



Each day the children will take part in small group mathematical and/or literacy focused sessions in class. These will have cross-curricular links. They will also have opportunities to work independently, applying the skills that they have learnt, inside and outdoors.

A lot of the learning in EYFS takes place through play-based opportunities both indoors and outside. These can be child-initiated or adult-led.

We are very lucky to have an additional classroom base called Limes. This is where the nursery-aged children eat their lunch (lunch club) and all children will visit to take part in creative based activities such as role-play, art and music throughout the week.

Lunch - All reception-aged children are entitled to a free school meal. The children will eat together in the Funky Food Hall. The rest of the lunch break is spent outside in the playground. If it is raining the children play in Lemons together.



We like to get out and be physically active in the outdoor environment and take every opportunity to be outside. We have wet weather gear so take advantage of the learning that different weather offers. Part of our learning outside includes looking after the school garden.

Snack – we have snack during both am and pm sessions. Sharing food is a very sociable thing to do so is always a great opportunity to develop language and social interaction. It is brilliant at supporting independence, and celebrating self-help and interaction. At this time we reinforce rules and routines, learn about making healthy choices and talk about children's interests. We provide a choice of milk and water and where possible a choice of fruits and vegetables. The children are involved in setting up tables and tidying away, including loading and emptying the dishwasher and washing and drying up.

Home/School Learning and Development

We value your support. We invite parents to spend time in session alongside their child to take part in activities and share in the learning experiences we have to offer. We encourage the children to share their learning at home. For our nursery-aged children we provide a home/school information sheet that gives an overview of the activities that day and a personal comment from the child following a discussion with a member of staff. For our reception-aged children we use their reading diary to communicate activities to try at home and snap-shots of things your child has been working on.



PHOTOGRAPH PERMISSION FORM

Dear Parents / Carers,

We frequently use photographs as evidence of the work the children do in class and include these in your child's Learning Journey book. However, these are often taken with their friends, or in groups. In order to be able to use them we must have permission to include photographs of all the children in each other's books. If parents / carers are happy for this to happen it will enable us to print these group photographs out for inclusion in your child's book.

Occasionally we have articles and photographs printed in the local press or on the school's website. The children are usually named. If you are not happy for your child to be included, you need to indicate this also on the form below.

If you have any questions, please ask.

Please sign below to indicate permission.

✂

PHOTOGRAPH PERMISSION FORM

Child's name

I do / do not* give permission for photographs of my child to be used as necessary for assessment in the classroom and understand that these will also go home.

I do / do not* give permission for photographs of my child to be used in newspapers and publications.

I do / do not* give permission for photographs of my child to be used on the school's website.

Signed Parent / Guardian

Date

*Please delete as necessary.

