



## **ABSENCE AND ATTENDANCE**

Orton Wistow Primary School is committed to providing an education of the highest quality for all its pupils / students and recognises that this can only be achieved by supporting and promoting excellent school attendance for all. This is based on the belief that only by attending school regularly and punctually will children and young people be able to take full advantage of the educational opportunities available to them. High attainment depends on good attendance.

The whole school community – pupils / students, parents and carers, teaching and support staff and school governors – have a responsibility for ensuring good school attendance and have important roles to play. The purpose of the policy is to clarify everyone's part in this.

Ours is a successful school and your child plays their part in making it so. We aim for an environment which enables and encourages all members of the community to achieve excellence. For children to gain the greatest benefit from their education it is vital that they attend regularly and your child should be at school, on time, every day on which the school is open unless the reason for the absence is unavoidable.

All staff (teaching and support) at our school have a key role to play in supporting and promoting excellent school attendance and will work to provide an environment in which all our pupils / students are eager to learn, feel valued members of the school community and look forward to coming to school every day. Staff also have a responsibility to set a good example in matters relating to their own attendance and punctuality.

### **Attendance Leader**

A member of our staff will oversee, direct and co-ordinate the school's work in promoting regular and improved attendance and will ensure that the Attendance Policy is consistently applied throughout the school. This person, known as the Attendance Leader, will also ensure that up-to-date attendance data and issues are shared weekly with the Senior Leadership Team, are made regularly available to all staff, pupils / students and parents (who will regularly be reminded about the importance of good school attendance) and that a report is prepared for the governing body half termly. S/he will ensure that attendance issues are identified at an early stage and that support is put in place to deal with any difficulties.

It is very important therefore that you make sure that your child attends regularly and this Policy sets out how together we will achieve this.

### **Why Regular Attendance is so Important:**

#### **Learning:**

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may also affect the learning of others in the same class.

Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason is an offence in law and may result in prosecution.

### **Safeguarding:**

Your child may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each child is everyone's responsibility and within the context of this school, promoting the welfare and life opportunities for your child encompasses:-

Attendance  
Behaviour Management  
Health and Safety  
Access to the Curriculum  
Anti-bullying

Failing to attend school on a regular basis will be considered as a safeguarding matter.

Helping to create a pattern of regular attendance is everybody's responsibility – parents/carers, pupils and all members of school staff.

### **To help us all to focus on this we will:**

- Give you details on attendance in our regular newsletters;
- Report to you regularly on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainment and rate of progress;
- Celebrate and reward good attendance;

### **The Law relating to attendance:**

Section 7 of the Education Act 1996 states that 'the parent of every child of compulsory school age shall cause him / her to receive efficient full time education suitable:-

- (a) to age, ability and aptitude and
- (b) to any special educational needs he/ she may have

Either by regular attendance at school or otherwise'

### **The Law relating to safeguarding**

**Section 175 of the Education Act 2002 places a duty on local authorities and governing bodies to have regard to guidance issued by the Secretary of State with regard to safeguarding and promoting the welfare of children and students under the age of 18.**

### **Understanding types of absence:**

Every half-day absence from school has to be classified by the school (not by parents/carers) as either **AUTHORISED** or **UNAUTHORISED**. This is why information about the cause of any absence is always required, preferably in writing.

**Authorised absences** are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

**Unauthorised absences** are those which the school does not consider reasonable and for which no "leave" has been given. This includes:

- parents/carers keeping children off school unnecessarily;

- truancy before or during the school day;
- absences which have never been properly explained;
- children who arrive at school too late to get a mark;
- shopping, looking after other children or birthdays;
- day trips and holidays in term time which have not been agreed.

This type of absence can lead to Peterborough City Council Attendance Service using sanctions and/or legal proceedings.

Whilst any child may be absent from school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents/carers and the child. If your child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually makes things worse.

### **Persistent Absence (PA):**

A pupil becomes a 'persistent absentee' when they miss 15% or more schooling across the school year for whatever reason. Absence at this level may cause considerable damage to any child's educational prospects and we need parents fullest support and co-operation to tackle this.

We monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and you will be informed of this immediately. PA pupils are tracked and monitored carefully through our pastoral system and we may also combine this with academic mentoring where absence affects attainment.

All PA, or potential PA cases are automatically referred to our link Peterborough City Council Attendance Officer.

### **Absence Procedures:**

#### **If your child is absent you must:**

- Contact us before 9.15 am on the first day of absence, and every day thereafter until your child returns to school;
- Send a note in on the first day they return with an explanation of the absence – you must do this even if you have already telephoned us;
- Or, you can call into school and report to reception, who will arrange for a member of staff to speak with you.

#### **If your child is absent we will:**

- Telephone or text you on the first day of absence if we have not heard from you;
- Invite you in to discuss the situation with us;
- Refer the matter to the Peterborough City Council Attendance Service if attendance falls below 90%.

### **Telephone numbers:**

There are times when we need to contact parents/carers about lots of things, including absence, so we need to have your contact numbers at all times. So help us to help you and your child by making sure we always have an up to date number – if we don't then something important may be missed. There will be regular checks on telephone numbers throughout the year.

### **The School Attendance Officer:**

Parents/Carers are expected to contact school at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. If difficulties cannot be sorted out in this way, the school may refer the child to the School Attendance Officer from Peterborough City Council Attendance Service. S/he will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed and unauthorised absences persist, these Officers can use sanctions such as Penalty Notices or prosecutions in the Magistrates Court

Alternatively, parents or children may wish to contact the AO themselves to ask for help or information. They are independent of the school and will give impartial advice. Their telephone number is available from the school office or by contacting Peterborough City Council Attendance Service, Bayard Place, Peterborough.

### **Lateness:**

Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and do not spend time with their class teacher getting vital information and news for the day. Late arriving pupils also disrupt lessons, can be embarrassing for the child and can also encourage absence.

### **How we manage lateness:**

The school day starts at **8.50am** and we expect your child to be in class at that time.

Registers are marked by **8.50am** and your child will receive a late mark if they are not in by that time.

At **9.10am** the registers will be closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

If your child has a persistent late record you will be asked to meet with us to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

### **Leave of Absence:**

Taking leave of absence without exceptional circumstances in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children away in school time.

Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child's education.

There is **no** automatic entitlement in law to time off in school time to go on holiday.

All applications for leave of absence must be made in advance. In making a decision about whether to authorise this leave, the school will consider the circumstances of each application individually, including any previous pattern of absence.

It is important that you understand that we will **only** authorise such absences in **exceptional circumstances**.

Any period of leave taken without the agreement of the school (with at least four weeks' notice) and/or different from that agreed by the school, will be classed as unauthorised and may attract sanctions such as a Penalty Notice.

## **ACCIDENT FORMS**

A First Aid letter will be sent home with a child who sustains a 'head injury' indicating where and when the injury took place, but all other injuries will not require a letter.

## **ADMISSIONS CRITERIA**

Orton Wistow Primary School is a Foundation School which means that the staff are employed by the Governors of the school and we are our own Admissions Authority.

As its own admissions authority, the School gives priority to children whose parents have applied for a school place by the published deadline. The School does not always have enough places available for every child whose parents have applied for a place. In this case the School will use an order of priority for admissions to the school.

The school mainly serves the areas of Orton Wistow, Alwalton, Chesterton, Cherryfields and all roads in Orton Northgate that lead on to the Oundle Road. A plan of the catchment area is available in the school.

Children will be admitted to the school in the September of the academic year in which they reach their fifth birthday.

### **The admission limit for September 2014 is 60 pupils.**

The school will admit children with a statement of Special Educational Needs which names this school. This will be in addition to any specific arrangements to specialist provision.

The order of priority for all other children is as follows:

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order 67. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
2. Children who are both living in the catchment area\* served by the school and have siblings\*\* of compulsory school age still attending the school at the time of their admission.
3. Other children living in the catchment area\* at the time of admission.
4. Children who do not live in the catchment area\* served by the school, but who have siblings\*\* of compulsory school age attending the school (or are attending an infant or junior school on the same site) at the time of their admission.
5. Other children whose parents have requested a place who live outside the catchment area\* of the school.

\*An alphabetical list of streets and their school catchment areas is available on the Peterborough City Council website

\*\*For the purposes of admissions, the Department for Children, Schools and Families' definition of sibling is as follows:

'Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner, and in every case, the child should be living in the same family unit at the same address.'

Every effort will be made to ensure that brothers or sisters (as defined above) and those from multiple births can attend the same primary school, understanding that the Local Authority must comply with the Education (Infant Class Sizes) (England) Regulations 1998.

In cases of equal merit, priority will be given to the child living nearest the school as measured by a straight line. Distance is measured using the Council's Geographic Information System (GIS) from the Ordnance Survey (OS) seed point located at the child's home address to the OS seed point (or a specifically defined point) for the school, using a straight line. (The seed point is taken from the Ordnance Survey's (OS) Address- Point® dataset. It is used to locate individual residential and school addresses using grid references.)

It may be necessary to use other OS maps or on-line resources for any home address outside of the Peterborough Local Authority area not covered by the Council's GIS system. In the case of flats, the priority is that of floor level i.e. Ground, first, second etc. in that order.

In cases of exactly the same measurement where no differentiation can be established, a lottery will be used to decide the allocation of the place.

For late applications, the Local Authority will allocate places in the same order of priority. In cases of equal merit, priority will be given to the child living nearest the school as measured by a straight line as above

We will follow the Peterborough City Council's co-ordinated scheme with regard to the closing date for the receipt of the admission form and the issuing of an offer letter.

Unsuccessful applicants have the right to appeal and should ask the school to provide a copy of the appeal procedure.

## **ALLERGIES / MEDICAL CONDITIONS**

Parents / carers have to inform the school of any medical requirements or allergies that their child has. The School Nurse will then look at these and see if a Care Plan is required to be put in place. If their child already has a Care Plan in place before starting school, parents must inform the school and a record will be kept in school.

All allergy information will also be given to the school kitchen.

## **AMBASSADORS**

We have an Ambassadors Programme to develop the Year 6 children's leadership qualities which involves them undertaking responsibilities within the school. We believe that the programme helps them to develop work/life skills, leadership qualities and an understanding of the importance of making a contribution to the success of the school.

Every child in Year 6 has at least one Ambassador's role. The Ambassador roles include the following areas:

- Sports
- Literacy
- ICT
- Maths
- Music
- Office
- KS1 Support
- FS Support
- Assembly Technicians

## **ART GALLERY**

Each year we hold a BIG ART WEEK where the children experience a particular skill on an individual or collaborative project. As a grand finale of this, we open up the Hall as an Art Gallery where all the pieces are displayed. Parents are invited to join us for our Gallery event. Examples of the art work created in BIG ART WEEK will also be displayed in the Gallery Corridor in the new entrance to the school.

## **ASSEMBLIES**

It is a legal requirement that all registered school age pupils take part in an act of worship each day. These acts of worship must be "wholly or mainly of a broadly Christian Character" for the majority of the time. They must also be "appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils".

Families who send their children to this school are in the main 'nominally' Christian, but we do have some children from practising Christian families. In addition there are children who are from religions other than Christianity and some from non-religious backgrounds. We recognise that in asking our children to worship we have to consider the background that our children come from and it is therefore not the practice of this school to preach to or convert the children. The faith background of both the staff and the child's family is respected at all times.

At Orton Wistow Primary School collective worship is set within the context of 'Assemblies' – which may include other features besides those required of Collective Worship. Worship has a wide range of meanings and forms of expression. For some people this might be devotion to a divine being, power or personal God; for others it might mean reflection on and understanding of those elements of life which are of value and worth. Whilst recognising our statutory duty, Orton Wistow is a multi-faith school and our assemblies reflect this. Our prayers and forms of worship are inclusive and broadly non-denominational.

### **The School Community**

Our school community is made up of people from many different religions and cultures. Assemblies are non-denominational and conducted in a manner which is sensitive to the faiths and beliefs of all members of the school community. We are proud of the diversity of our school community and as such hold assemblies that reflect and celebrate the traditions of the main religions, particularly those that are represented in the school and the wider community.

### **Aims and Purpose**

During collective worship we aim to:

- Fulfil the statutory requirements of a daily act of collective worship for all pupils;
- Reflect on and understand elements of life which are of value and worth;
- Provide a variety of opportunities for spiritual, moral, social and cultural development;

- Provide opportunities for expressing shared experiences and interests and for celebrating special occasions together;
- Provide opportunities in which pupils interact with other year groups, staff and, on occasions, the wider community;
- Provide an all-inclusive opportunity to build and reinforce community values.

### **The definition of school worship adopted by the school**

Worship is regarded as a collective act or opportunity to think about and relate to God, and to consider and reflect upon how belief and faith in God may affect our lives. Worship regularly incorporates prayer and reflection.

### **Through collective worship we aim to:**

Contribute to the personal development of the individual;

- Enhance pupils' spiritual and moral development;
- Encourage our pupils to explore and question their own beliefs and to
- consider the beliefs and feelings of others;
- Build a community identity through which individuals feel valued;
- Offer the opportunity for celebration and reflection;
- Offer consideration of issues which are important to the ethos of the school and the wider community.

### **Organisation of Collective Worship**

Collective worship involves members of the school coming together and participating in an assembly every day. These assemblies normally involve all the pupils in the school and may be whole school assemblies or separate Key Stage assemblies, with their times varying accordingly. Assemblies will usually last about 15 minutes. We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time and expect children to behave in an appropriate manner. We ask them to be quiet and thoughtful and to listen carefully.

Our assemblies also reflect the achievements and learning of the children. We encourage children to participate by holding achievement assemblies during which we celebrate the children's work and successes. These assemblies provide an opportunity to reward children for their achievements both in and out of school and to celebrate them together. They also play an important part in promoting the ethos of the school - that all children and their achievements are valued. Assemblies are normally conducted by the Head Teacher, Deputy Head or other members of staff, but are sometimes led by visitors to the school.

Assemblies are planned around weekly themes. Themes are very broad to allow for flexibility and variety of delivery and include the major religious and cultural festivals as well as the SEAL (Social and Emotional Aspects of Learning) themes.

Children in the Foundation Stage do not attend assembly, other than 'special' whole school assemblies, such as Harvest Festival. Foundation children are gradually introduced to assemblies over the course of the year.

### **Right of Withdrawal from Collective Worship**

Every effort is made to show sensitivity towards personal faiths and to include all pupils and staff in collective worship. For example when using a prayer from a particular faith, this is introduced with sensitivity and pupils are not required to say or affirm prayers in which they do not believe. There may be parts of an assembly, for example when a Christian hymn is sung, in which a pupil does not wish to participate. It is perfectly acceptable to withdraw from a part of the assembly by not participating. A parent may make a request for their child/children to be wholly or partly excused



from attendance at religious worship at school. Staff should ensure that they have informed the Head of their decision to exercise their right of withdrawal from collective worship, but should note the requirement that they may be required to assist in the supervision of pupils in assembly, as necessary.

### **The Contribution of Collective Worship to the Spiritual, Moral, Social and Cultural Development of Pupils**

One of the key aims of collective worship is to offer pupils opportunities for spiritual, moral, social and cultural development.

Spiritual Development is promoted by:

- The celebration of special achievements
- Guided reflection
- Consideration of a variety of beliefs, values and feelings
- Appreciation of aspects of life which have special meaning and which contribute to a sense of awe and wonder.

Moral Development is promoted by:

- Consideration of moral codes found in school, in religions and in society
- Consideration of relationships
- Encouraging empathy by the consideration of moral issues from different perspectives

Social Development is promoted by:

- Coming together as a school / class group
- Bringing visitors into school from the community
- Sharing values and matters of concern

Cultural Development is promoted by:

- Using music, art, drama, story and artefacts from a range of cultural backgrounds
- Exploring and celebrating aspects of religion and culture

### **ASTHMA INHALERS**

Pupils need to inform the school if their child uses an inhaler. An inhaler will need to be kept in school at all times, and will be kept in a basket in your child's classroom. A list will be kept of all children who require an inhaler, and inhalers will be taken out on any school trip away from the school premises.

Children will not be able to undertake any trip if they do not have their inhaler and we are aware that they are asthmatic.

### **AWARDS**

Our approach to Rewards and Sanctions (see BEHAVIOUR) is that positive behaviour is its own reward. Through the ethos of the school and our PRIDE Code, we encourage the children to be **P**olite, **R**espectful, **I**ndependent, to **D**o their best and show that **E**veryone matters.

Positive behaviour is recognised and complimented upon.

There are occasions when a child might behave in an exemplary way, above and beyond what we would expect, perhaps epitomising our PRIDE Code or always being at a Level D. When this occurs, they might receive a HOUSE POINT, a PRIDE POSTCARD, a SHINING STAR AWARD in the Friday Celebration Assembly or an HONOURS AWARD in one of the ten special assemblies held across the year.

# B

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## **BALANCEABILITY**

To assist in the children learning how to ride a bike Foundation Stage have a number of balanceability bikes. These are basic wooden framed bikes without pedals. The children simply push themselves along using their feet and can practise the skill of balancing on the two wheels once they have got the bike going. When it slows they simply place their feet back on the ground and start again. They can learn how to steer a bike and allows the adults to teach them how to ride carefully and be aware of other people and objects around them.

## **BEHAVIOUR**

We use the Raise Responsibility System which develops the children's responsibility when it comes to their own behaviour. It encourages them to make the right choice in all situations in school and when they make the wrong choice we use these incidents as a learning opportunity. The children reflect on their behaviour and try to improve. It is based upon a hierarchy:

### **A – ANARCHY**

Lack of law and order, without rule.

### **B – BOTHERING**

Violating the courtesies and accepted standards of the class, violating others' rights and attempting to become the ruler and set standards.

### **C – COOPERATION/CONFORMITY**

Being connected and involved with others, accommodating people and accepting the values of the group (motivation is external).

### **D – DEMOCRACY**

The highest level of behaviour (motivation is internal).

An example to illustrate this involves a piece of paper, lying on the floor. A child at level D would pick it up because they know it's the right thing to do. A child at Level C would co-operate with a teacher's request and pick it up. A child at level B would kick it around and 'bother' people. Whereas a child at Level A would probably roll it into a ball and throw it at someone!

The hierarchy is displayed in all classrooms and is referred to by all members of staff when discussing children's behaviour and the expectations we have of them in all aspects of school life. It is vital to its success that all children understand the meaning of the 4 levels and can recognise when they behaving at each level.

This system enables ALL children to improve their behaviour as the goal is for them to be consistently at level D, making the right choices in all situations not because they have been told by an adult or are being watched by an adult but because they know it is the right thing to do.

Depending on the seriousness or consistency of the child's behaviour when at level B or A they may be asked to fill in a 'Stage form'. A Stage One form is kept in school and a copy is not sent home. If your child fills in a Stage Two form, you will be given a copy. If your child does something that is more serious then they will complete a Stage Three form with the Headteacher or Deputyhead and you will be given a copy.

As part of the consequence for the choice they have made, children completing Stage One and Stage Two forms have to choose their own sanctions. We believe that this helps the children to take responsibility for their own actions and to be accountable.

## **BIG ART WEEK**

In 2008 we had our first new extension finally replacing the mobile classrooms with five new KS2 rooms. Although we were overjoyed with our fabulous new building we were keen to improve the spaces around the school with the childrens work. The next year we started Big Art Week. Every team in the school plans a week with art as the main focus and the children all produce individual works of art and work with their peers to produce large collaborative pieces. There is often a theme and these have included portraits and textiles. As you walk through the school there are now several artworks on display in the corridors, library and school hall.

## **BIKES/SCOOTER PARKING**

As a school that promotes the travelling to school by any means other than car we have ensured there is ample space for children to keep their bikes and scooters during the school day. The parking area is located at the back of the hall and can be accessed in the morning through the pirate ship park or by walking around the back of the school building. There is no need for the children to lock their bikes or scooters as the site is secured during the day. We ask all children not to play in the bike/scooter parking area during break or lunch times.

## **BOOK FAIRS**

Each year we have two book fairs come to school. One of these is often during the same week as book week. The books are delivered to school and we allow children and their parents/carers to buy books at convenient times during the week. We always launch the book fair with a special assembly where several of the staff will choose a book that is on sale and tell the children all about it. We are normally supplied with three copies of each book but have the ability to order more copies if required. If we sell enough books the school benefits from being given a substantial amount of money to spend on books from the same collection for the school library for all the children to enjoy.

## **BOOK WEEK**

Each year we have a book week, often planned around world book day. Teams will choose a book, author or genre to look from Monday to Friday and a lot of the children's learning is centred around these texts. Several areas of the curriculum are included during this week, not just literacy and there are often WOW moments or celebration assemblies during the week. In the past we have focused on poetry across the school, Roald Dahl and non-fiction texts. The Friday is often a dress up day where children and adults come to school dressed as their favourite book characters.

## **BOOSTER CLUBS**

During the Spring term and the lead up to SATs many of the teachers, including all the team leaders, deputy and head run booster sessions for the Year Six children. Once a week they are invited to attend an extra session focused on reading, writing or maths that has been planned to help the children achieve the targets they have been set. We think carefully about which children would benefit and cope with these.

## **BUDDY BUS STOP**

Some children are happy to play alone but for those children who may be feeling sad or lonely we have a Buddy Bus Stop on the playground.

Underneath the sign there is a bench where children can sit and wait for an adult or another child who will talk to them, find out how they are feeling and what can be done to resolve the situation.

From September 2014 we hope to have Buddy Bus Stop Monitors so there will always be a helping hand for those children who feel the need to use it.

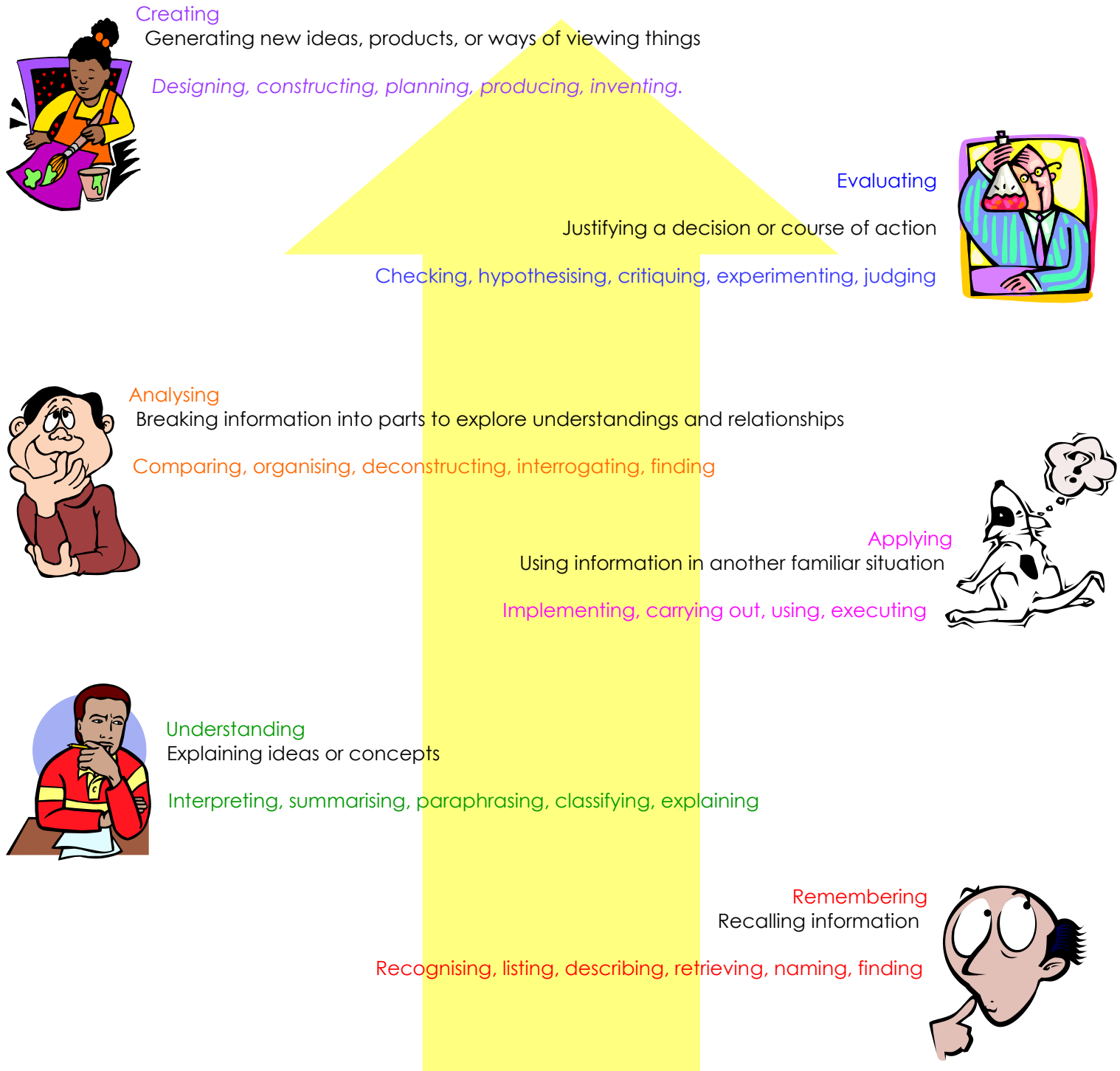
## **BUDDIES FOR NEW PUPILS**

Joining the school at any time can be a daunting experience but this can be especially so for a child who is moving here alone from another school. At OWPS, each new child is assigned a buddy from their class who will be on hand to help them settle in and get used to our routines and behaviour system.

## BLOOMS TAXONOMY

Since September 2013, we have added an extra dimension to our curriculum planning by challenging the children to develop the skills outlined in Blooms Taxonomy (see below). The skills progress from the easiest (Remembering) to the most complex (Creating).

### BLOOM'S TAXONOMY





## CAKE SALES

As part of their fundraising activities, the Friends of Wistow School organise a cake sale for each of the Houses. On the day of your child's House cake sale, we would like you to send a plate of cakes/biscuits in to school to be sold on the playground at the end of the day. On Cake Sale days, children are invited to bring some money to school so that they can purchase cakes or biscuits.

## CHARITABLE WORK

We believe that it is important that our children learn the importance of caring for others in their time of need and our PRIDE Code includes **Everybody Matters**. There are a number of charitable events that we traditionally support and these include; Jeans for Genes day in October, a Harvest Food Collection for the local Food Bank in October, Children in Need day in November and the Oxfam Send a Cow Appeal in December instead of sending Christmas cards to children in their class. There are also occasions when children in school ask to arrange their own fundraising event for a charity that is close to their heart.

In all cases, you are free to decide whether you wish to support the event or not and we only ask for a small voluntary donation.

## CHILDREN'S UNIVERSITY

Introduced to OWPS in October 2013, the Children's University is an international scheme designed to encourage children to take part in a wide variety of extra-curricular activities by advertising special events, and extra-curricular clubs and also rewarding the hours the children accumulate with graduation ceremonies and diplomas. Children can purchase a membership to the CU for £3 at any time during the school year; this covers the cost of a paper passport and an E-passport.

## CLASSES

Until September 2013, Orton Wistow Primary School was a one and a half form entry school, which meant that we admitted 45 children a year. From September 2013, we began to admit 60 children in to the Foundation Stage and we will eventually have 60 children in each year group in the school.

With 45 children in each year group, we have to arrange the classes so that there is a mixed age class in each team. Until 2013, this meant that the arrangement was as follows:

Class 1 = FS Class 2 = FS	}	Foundation Stage Team
Class 3 = Year 1 Class 4 = Year 1 and 2 Class 5 = Year 2	}	Key Stage One Team
Class 6 = Year 3 Class 7 = Year 3 and 4 Class 8 = Year 4	}	Lower Key Stage Two Team
Class 9 = Year 5 Class 10 = Year 5 and 6 Class 11 = Year 6	}	Upper Key Stage Two Team

Each year we create new classes with a balance of gender, ability range and emotional needs. We ask the children to pick three friends who they think they work well with and we guarantee that every child has at least one friend in their new class.

There is no disadvantage to being in the mixed age class and no advantage to being in the single aged class. Our results show that the children in the mixed classes do as well as their counterparts in the single aged classes.

The teachers in each team plan together to make sure that there is an equality of experience and consistent approach across all three classes and that we differentiate our expectations to meet the needs of the children in each class, whatever their age.

Teachers challenge and support children in many ways:

- Tasks differentiated to meet need
- Level of support – e.g. an adult supporting a group
- Time allowed to complete task e.g. a more able child expected to complete the same task but in less time
- Support materials - e.g. writing prompts, physical apparatus, cue cards, visual prompts, etc
- Tailoring their questions to stretch the children using phrasing at an appropriate level

As you can appreciate, every child is an individual and there is no 'average Year 2' or 'average Year 1' child. We work hard to identify each child's strengths and areas for development and plan work that is matched to their needs, irrespective of the class that they are in.

There is a balance of ability in each of the classes and we give a great deal of thought to which class each child is in.

**Eventually the arrangement of classes will be:**

Class 1 = FS	}	Foundation Stage Team
Class 2 = FS		
Class 3 = Year 1	}	Key Stage One Team
Class 4 = Year 1		
Class 5 = Year 2		
Class 6 = Year 2		
Class 7 = Year 3	}	Lower Key Stage Two Team
Class 8 = Year 3		
Class 9 = Year 4		
Class 10 = Year 4		
Class 11 = Year 5	}	Upper Key Stage Two Team
Class 12 = Year 5		
Class 13 = Year 6		
Class 14 = Year 6		

**CLOSURE DAYS**

On very rare occasions, it is necessary to close the school due to unforeseen circumstances, such as adverse weather conditions where there is a health and safety issue or when staff cannot reach the school. We recognise that parents appreciate advanced warning when this happens but hope that

you understand that the unpredictable nature of weather means that we often have to make a decision on the morning in question.

If it is necessary to close the school, we would contact you via Parent Mail, Twitter and Facebook and would add an emergency message to the front page of our website. We also inform local radio when we have to close in winter and they broadcast this. If you do NOT hear from us, you should assume that the school is open – even if other local schools are closed!

## **CLUBS**

We run a wide variety of extra curricular clubs that take place at lunchtimes and after school, for example; knitting, netball, sign language, golf, art, etc. All clubs are free of charge and are run by staff in their spare time, on top of their teaching commitment and planning/staff meetings. A letter goes out at the start of each term to advertise the clubs and gives details of the number of places on offer as well as the age groups that they are targeted at. We endeavour to give each child a place in the club they want but as clubs are very popular this isn't always possible. Therefore we keep a record so that we can try to offer them their first choice in the following term.

## **COLLECTIVE WORSHIP**

See ASSEMBLIES.

## **COMPLAINTS**

No matter how hard we try, there may be times when you are worried or concerned and there will certainly be occasions when we make a mistake – we are, after all, only human. Please come and see us - we will be pleased to see you and will do whatever we can to move things forward.

If you would like to talk to a member of staff privately then it is best to make an appointment, although the Head Teacher or a member of the Senior Management Team is usually available when the matter is urgent.

If you are not satisfied after these discussions then a formal complaints procedure exists. You have the right to complain about the Curriculum (including RE.) to the Governing Body. A copy of the regulations is available on request from the school office and is available on our website.

## **COMPLIMENTS**

We hope that there will be many occasions when you are pleased with your child's experience at school. Please come and see us — we will be very pleased to see you!

We welcome the opportunity to pass things on to those who have earned it! All too often we only speak out when things are less than ideal. It is important that you let your child know when you are pleased. The school operates a policy of discussing progress and achievement with children and your support is an important aspect of this.

A selection of positive feedback comments are displayed on the Complimenttree near the Waiting Area.

## **CONTACTING THE SCHOOL**

Orton Wistow Primary School,  
Wistow Way,  
Orton Wistow,  
Peterborough,  
PE2 6GF.

Tel: 01733 370646 email: [office@owps.org.uk](mailto:office@owps.org.uk)

## **CURRICULUM EVENING**

We know that the way we organise and teach our curriculum is very different from when parents were at school. We also know that children do best when they are supported at home. For these reasons, we hold an Annual Curriculum Evening for Parents in the autumn term to explain how we teach an aspect of the curriculum. The evening usually begins with a presentation in the hall followed by time to visit the classrooms.

Our Curriculum Evenings offer you the best opportunity to find out what approaches we use in school as well as a chance to talk to staff and ask us questions.

We hope that **all** parents will make the time to join us for our Curriculum Evening and it is an expectation detailed in our Parents Charter.



# D

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## **DBS**

The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged to become the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks. A DBS check is needed for certain jobs or voluntary work - e.g. working with children.

Orton Wistow Primary School is committed to safeguarding and promoting the welfare of our children and expects all staff and volunteers to share this commitment.

All parent volunteers who work regularly in school are required to complete a DBS check with Mrs Orchard, School Business Manager.

## **DINNERS**

From September 2014, all children in the Foundation Stage and Key Stage One will be provided with a free school dinner each day. The school will be funded by the government to run this initiative.

We currently have just over 50% of children stay for a school dinner and this percentage is higher than national and local figures. We anticipate that the vast majority of children will stay for a school meal once the free school meal offer for the Foundation Stage and KS1 is rolled out.

We strongly recommend that all children should stay for a school meal as they are prepared fresh each day in our school kitchen. Sitting down to eat a hot meal with their friends provides children with an opportunity to develop their table manners, including using a knife and fork, which does not happen with a packed lunch. Also, as a school we have to follow strict Food Standards which ensure that our meals are well balanced and healthy.

From September 2014, our packed lunch children will be seated together in the dining room.

Parents are able to come for lunch with their child. The cost is £3.50 for adults. You will need to sign up for this at the school office as a maximum of ten parents are able to stay on any one day.

## **DINNER MONEY**

From September 2014, we are introducing a new system whereby parents must let us know by Friday of each week, which days their child is going to have a school meal the following week. We will no longer allow parents to let us know on a daily basis whether their child is having a school meal or not as this creates problems for the school kitchen to ensure that they have enough staff or ingredients. To make this simple for parents, a copy of all the menus for a half term will be sent home with a booking form to be completed. You may decide to book meals for the whole half term, rather than letting us know on a weekly basis.

If you send cash or cheques, you must pay a minimum payment of £10 and the money must have been received with the booking form on a Friday morning.

If your child has a regular pattern of school meals e.g. every day, or three days a week, you could pay for the half term or whole term in advance.

The school uses an electronic payment and communication system. We recommend that BOTH parents register as the system allows for joint access to any account.

To set up your child's account, please access [www.parentmail2.co.uk](http://www.parentmail2.co.uk) and follow the instructions on the attached letter. The letter includes an individual code, unique to your family.

Parentmail2 Data Protection information, please access:

[https://www.parentmail.co.uk/downloads/parent\\_terms\\_v3.2.pdf](https://www.parentmail.co.uk/downloads/parent_terms_v3.2.pdf)

## **DISCOS**

The Friends of Wistow School organise a very popular disco each term for the children. The Foundation Stage/Key Stage disco takes place from 5.30 - 6.30 and is followed by the Key Stage Two disco at 6.45 – 8.00.

The disco is a parent-free zone (apart from the parents who are helping FOWS with the event) and staff are available to care for the children as well as being a great dance partner! Discos are advertised in advance by the FOWS and all children are welcome.

## **DISPOSITIONS**

Our 20 Learning Dispositions are the foundation stones that underpin our curriculum. They set out the attributes that we hope children will develop in their seven years at the school as we believe that they provide the children with a well-rounded set of skills to help them flourish.

The dispositions are:

- Co-operation and collaboration
- Concentration
- Courage and self-belief
- Curiosity and enthusiasm
- Direction
- Empathy
- Flexibility
- Good judgement
- Humility
- Humour
- Imagination
- Independence and initiative
- An open mind
- Perseverance and tenacity
- Precision
- Reflectiveness
- Resilience
- Responsibility
- Risk-taking
- Self-discipline

We encourage children to develop all of the dispositions during their time at the school and draw their attention to when they are doing it. We might also prompt them to try a disposition they might find difficult e.g. 'Perhaps you need to persevere with that, even though you're finding it a challenge.'

Our Shining Stars (see separate info in 'S') are usually awarded to a child who has demonstrated a particular disposition. We hope that by mastering a disposition in one area of the curriculum, they will learn to transfer these skills in other areas. For example, if a child was struggling with using a ruler in maths, we might remind them that they had managed to work with precision in an art activity.

You can help your child by encouraging them in the same way. Sadly, the two dispositions that our children find the greatest challenge are 'Perseverance and tenacity' and 'Resilience'. Parents have told us that they want their children to learn to stick with something, even when it is a challenge.

## **DOGS**

Dogs are not allowed on the school site, even if they're being carried! Not everyone is a dog lover, so if you do bring your dog to school and tie it up by the school gate, please make sure that everyone can walk past safely.

## **DRESSING UP DAYS**

Our children and staff love dressing up! Not only are our costume days lots of fun, they can help enhance a child's understanding of the topic they are studying. We know that parents need some advance warning when a costume is needed so we try to let you know in plenty of time.

# E

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## **E SAFETY**

E-safety is part of our curriculum and staff reinforce e-safety messages in the use of ICT across many lessons. Where internet use is pre-planned, students are guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

Where students are allowed to freely search the internet, eg using search engines, staff are vigilant in monitoring the content of the websites the young people visit.

Students are taught to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.

We have a scheme of work that covers topics suitable for the children within each team across the school and these lessons focus on issues such as cyber-bullying, keeping personal information secure, using social networking sites responsibly and knowing when and who to tell if they are unhappy about something online.

## **ERIC THE ECO EAGLE**

Eric the Eco Eagle is an award each class can win each week. He is awarded to the class that have been the most environmentally friendly. This includes turning off lights, putting things in the correct bins and making sure there is not any litter on the floor; not only in the classroom but in other spaces those children have worked. Classes are given red and green eagles, the red eagles show areas they are not being eco-friendly and the green tell the class what they are doing well. Each letter of ERIC'S name stands for part of our eco code, which is as follows:

- Eat healthily
- Reduce, reuse, recycle
- Ignore the car, use green power
- Care for our local grounds and wildlife
- Save water and energy

## **EXTRA CURRICULAR ACTIVITIES**

Staff often say that what they enjoy most about working at Orton Wistow is that no two days are the same. Our parents tell us that they value the breadth of our curriculum and this is a strength of the school. We launch topics with WOW moments; something to peak the children's interests such as an archaeological dig or the sudden arrival of a meteorite embedded in the school field. Topics are then peppered with truffle moments to maintain enthusiasm or to launch a secondary theme. This might include a trip to a place of interest, a visiting speaker or an exciting activity.

# F

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## **FAB FRIDAY**

Our school's Vision Statement includes the following statements:

- Our success is built on an ethos of a supportive and caring school community where everybody's strengths are utilized.
- Each child's uniqueness is valued and children are given the opportunity to showcase their talents.

There are lots of ways that we utilise the strengths of our staff and children. One of our favourite ways is Fab Friday; a day of fun, unusual activities that provide the children with a taster of something new. (Although we aim for the event to take place on a Friday, there has also been a Wonderful Wednesday and a Terrific Tuesday!)

## **FACEBOOK**

You can find our Facebook page at <https://www.facebook.com/OrtonWistowPrimarySchool>

Since its launch in 2012, our facebook page has gone from strength to strength and by June 2014, we had 280 people who have 'liked' our page. Our Twitter tweets are automatically posted to our facebook page. We also post news, events and achievements which have proven to be very popular. We only ever post a child's name or their photo with your permission and never together.

## **FAMILY GROUPS**

School Council now involves every child belonging to a family group made up of children from Years 1-6. These families meet two or three times each term to discuss issues raised by the children or staff. Every child has a chance to give across their view and these thoughts and suggestions are recorded by one of the Year Six children in the group. The family vote for one of the Year Six children to be their family group representative at the school council meetings and it is their responsibility to take the thoughts of their family to the school council meetings where final decisions are made. As well getting to know children from all ages in the school, this system allows the children to influence changes in the school.

## **FETE**

Our summer fete is the main fundraising event for the Friends of Wistow School. It traditionally takes place in early July and includes food, drinks, entertainment, challenges, games, fun activities and stalls. The school relies upon the funding provided by the FOWS and we hope that you will take the time to support their summer fete, by donating items, helping or bringing along family and friends.

## **FILM AWARDS**

For many years we have taken part in the Peterborough Children's Film Awards, which take place in the summer term. Each class makes one or more films and we decide which one we will enter for each year group. The final of the Film Awards is a glamorous and glitzy evening event held at Kingsgate Church in Peterborough and staff and children attend. Although we have not yet won a prestigious award, we have been a runner up. We then hold our own film event in school and give all the children a chance to see all of the films.

## **FIRST AID**

- There are 4 trained First Aiders in school.
- All midday supervisors have been trained in Emergency First Aid.

Any child requiring first aid during the school day will be sent to the School Office.

At lunch times children will be treated by the Midday Supervisors.

**The First Aider** must have completed a training course approved by HSE and will be updated every three years. He/she will:

- Be contacted to give immediate help to casualties if required during lesson time or break times (not lunchtime). Any pupil complaining of illness or who has been injured is to be sent to the school office for the First Aider to inspect and, where appropriate, treat.
- During lunchtime any pupil complaining of illness or who has been injured is to be sent to the midday supervisors who will inform the staff as soon as possible and the first aider will be contacted if further treatment/care is required.
- Where the injury or illness requires, or if there is any doubt over the health and welfare of a pupil, parents or carers should be contacted as soon as possible so that the pupil can be collected and taken home.
- If the situation is life threatening or of cause for concern any member of staff can ring 999 and request ambulance help. Should a child be taken to hospital before a parent or carer arrives at the school a member of staff will accompany the child to hospital and parents will be directed to go straight there.
- For their own protection and the protection of the patient, staff that administer first aid will follow necessary precautions.

A First Aid letter will be sent home with a child who sustains a 'head injury' indicating where and when the injury took place, but all other injuries will not require a letter.

## **FOOTWEAR**

As part of their school uniform children should wear plain dark shoes or sandals. Children should NOT wear fabric shoes as these are not waterproof or as hard wearing as leather shoes. Although we are happy for children to wear shoes with velcro fastening, we do not allow children to wear trainers to school.

In the winter, girls may wear plain, dark boots. Girls should not wear shoes or boots with a high heel as these are not practical for school activities or playtimes.

## **FRIENDS OF WISTOW SCHOOL**

The FOWS is an association of up to 16 people including parents and school staff who have formed into a committee primarily to advance the education of the pupils of our school. Committee members normally serve for a period of three years. New members are elected every year to fill the vacancies left by people whose term of office has expired or who wish to stand down.

The committee members meet on a regular basis to discuss and organise fundraising events. The parent representatives are an invaluable back-up team for the committee and help set up and run events. If you are interested in finding out more about how FOWS works before applying to join the committee, being a representative is a good way of finding out how everything works. There are lots of ways you can help and support your child through FOWS.

Offering to help before events or at other times during the year is so valuable – it really is a case of 'many hands make light work'. It doesn't matter if you can't help on a regular basis, or even if you can't come into school. There are always little jobs that can be done from home if you have half an hour to spare, e.g. wrapping gifts, preparing raffle tickets etc. We really couldn't achieve what we do without the unseen 'army of help' that exists in school. You can also become a parent representative and be added to our list of helpers available to assist at fundraising events, like manning a stall at our Summer Fayres. You can, of course, if you feel able, volunteer to be a committee member.

You can help by letting us know if you have any contacts or skills we could use - everything is potentially valuable to us. There is a brief questionnaire included in this pack. Please complete and return to us at your earliest convenience.



## GOVERNORS

**School Governors** are people who wish to make a positive contribution to children's education. No special qualifications are required, but enthusiasm, commitment and an interest in education are important qualities to bring to a governor post.

The Governing Body has a legal responsibility to conduct the school with a view to promoting high standards of educational achievement at the school. Governors work in partnership with the Headteacher and other school staff to promote high standards of educational achievement at the school.

Orton Wistow Primary School is a Foundation School, which means that the Governing Body runs the school, employs the staff and sets the admissions criteria.

Orton Wistow has a thriving, active Governing Body which works in close partnership with the staff to ensure the continued success of the school. Our Governing Body is made up of a diverse group of people who perform different roles. These roles are outlined in the table below.

The Governing Body meets regularly throughout the school year as a Full Committee, Sub-Committees and Working Parties.

There are different types of governors:

### **Parent Governors**

Parent governors are elected by and from the parents of registered pupils at the school. The school will advise parents when there are vacancies.

### **Staff Governors**

Teacher governors are elected by and from the teaching staff at the school. At Orton Wistow the Headteacher has chosen to be a governor. Support staff governors are elected by and from the non-teaching staff employed at the school.

### **Authority Governors**

These appointments are made by the local authority and may reflect the local political balance. Nominations are put forward by the school governing body and local political parties.

### **Community Governors**

These appointments are made by the governing body to enable the governing body to add specific areas of expertise especially from local businesses. If you are interested this post, please contact the school directly.

### **Partnership Governors**

These appointments are made at foundation schools to represent the local community and can include parents of children at the school. Foundation Schools can advise when the next vacancy will occur and can register interests.



**GOVERNOR'S COMMITTEE MEMBERSHIP**

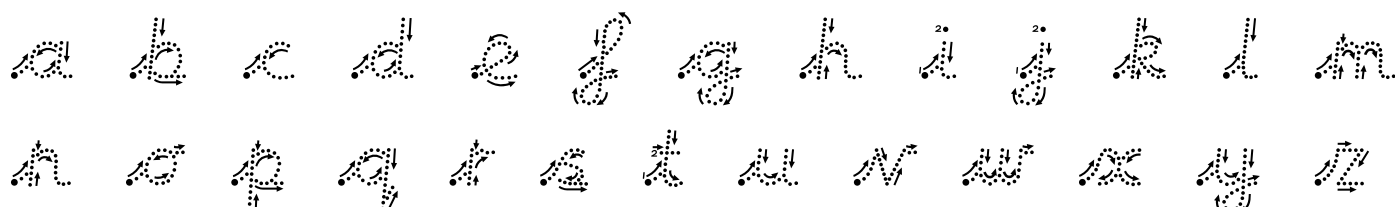
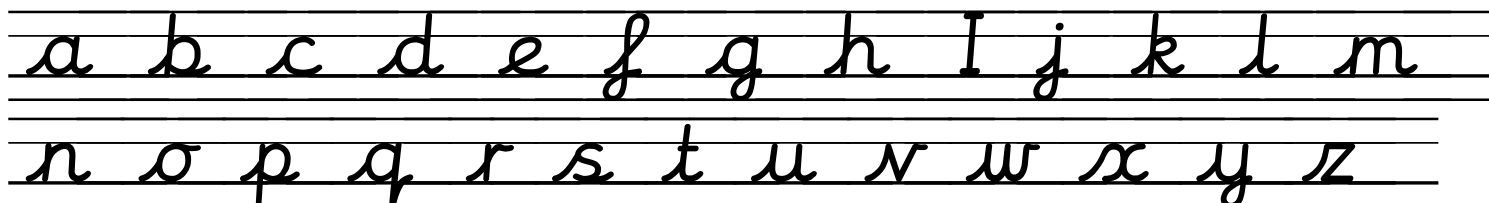
<b>COMMITTEE MEMBERSHIP</b>	<b>POSITION</b>
<b>ACCOUNTING FOR RESOURCES</b>	
Finance Deployment of specific funds eg. pupil premium Staffing / personnel Premises Staff Appraisal	
MARK HUTCHINS	<b>CHAIR</b>
MIGUEL REGOJO	<b>ASSISTANT</b>
SIMON EARDLEY	
COLIN MARKS	
SARAH ALTON	
DAVID BATTERSBY	
DAVID PERKINS	
JACKIE ORCHARD	
PETER RAWSON	
STUART CLEWORTH	
MICHAEL BULLARD	
MATTHEW BECKETT *	
<b>PERFORMANCE AND STANDARDS</b>	
Pupil achievement data Closing the gap including SEN / Pupil Premium Pupil Development Parent satisfaction Community involvement School Improvement Plan	
ANTONY EAGER	<b>CHAIR</b>
FAYE ATTWOOD	<b>ASSISTANT</b>
SIMON EARDLEY	
DAVID PERKINS	
REVEREND MALCOLM INGHAM	
SUE MATTHEWMAN	
KATY WYATT	
MATTHEW BECKETT *	
RACHEL ILGUNAS	
<b>PLATFORM 1 STEERING GROUP</b>	
MARK HUTCHINS	<b>CHAIR</b>
MIGUEL REGOJO	<b>VICE</b>
SIMON EARDLEY	
MARIAN MACEY	
SARAH ALTON	
RACHEL ILGUNAS	
<b>LEADERSHIP AND MANAGEMENT COMMITTEE</b>	
SARAH ALTON	<b>CHAIR</b>
PETER RAWSON	
MIGUEL REGOJO	
<b>PAY COMMITTEE</b>	
MIGUEL REGOJO	<b>CHAIR</b>
FAYE ATTWOOD	
MARK HUTCHINS	

# H

## HANDWRITING

We use the Kingston script, which is a fully cursive (all letters join on to the next). Our reasons for using this script are:

1. Aids left to right movements - through each word and across the page.
2. Word treated as a unit - a joined style with loops under the line (top loops are unnecessary) enables the pupil to go from the beginning to the end of a word without a break.
3. Eliminates reversals and inversions - the differences in similar letters in cursive writing are not determined entirely by difference according to direction but are differences in appearance and MOVEMENT PATTERN.
4. More efficient use of movement - continuity of cursive script helps the flow of movement.
5. Smoother flow reinforces tactile learning - the sound and shapes can blend together as you go along.
6. No need to change or relearn shapes later - if cursive is taught from the start most children will have mastered the mechanics of writing by the time they want to express their ideas more freely on paper.
7. Gives spaces between words - they stop when they get to the end of the spoken word.
8. Gives spaces between letters - automatically with the joining stroke.
9. Facilitates earlier development of personal style.
10. Gives potential for speeding up.



The quick brown fox jumps over a lazy dog

## HEADLICE

If your child brings home a letter about head lice, please check their hair, even if you think they are clear. If your child has head lice please treat and notify us. Be vigilant and check regularly. It is advisable to keep long hair tied back.

## HOLIDAYS IN TERM TIME

See ABSENCE/ATTENDANCE

## HOME/SCHOOL AGREEMENT


All schools are required to have a Home- School Agreement that sets out:

- The school's aims and values
- The school's and parents' respective responsibilities (including pupil attendance, behaviour and homework)
- What the school expects of its pupils

An effective Home-School Agreement raises standards and contributes to the school's effectiveness by enhancing partnerships between parents and teachers. Our Agreement clearly shows the shared responsibility between the school, parents and children. Our Home-School Agreement and partnership with parents has led to:

- **better home-school communication**
- **parents and teachers working together on issues of concern**
- **parents supporting and helping their children's learning at home more effectively**
- **the identification of issues that need to be addressed through the School Improvement Plan**

A copy of the Home/School Agreement is included at the end of this section.

	<b>As parent/carer (s) I / we will do our best to:</b>	<b>As a school, we will do our best to:</b>	<b>As a pupil, I will do my best to:</b>
Being ready for school	<p>Send my / our child to school dressed in their school uniform.</p> <p>Make sure my/our child has the correct PE kit in school each day.</p> <p>Make sure that my/our child comes to school with their Reading Diary.</p>	<p>Promote the wearing of school uniform and other appropriate forms of dress.</p> <p>Ensure you know what PE kit your child needs.</p> <p>Encourage children to bring their Reading Diary to school each day and to take it home each night.</p>	<p>Take pride in my appearance and dress correctly for school.</p> <p>Always remember my PE kit.</p> <p>Bring my Reading Diary to school each day and take it home each night.</p>
Attendance /Punctuality	<p>Endeavour to make sure that my / our child attends school on time every day.</p>	<p>Encourage good attendance and punctuality and reward these with individual certificates and class awards.</p>	<p>Attend school every day on time.</p>
Class and Homework	<p>Take an active interest in the work of my / our child.</p> <p>Encourage my / our child to always do his / her best.</p> <p>Make sure my / our child does his / her homework.</p>	<p>Set appropriate work that interests and challenges your child and is marked regularly in a manner designed to extend their understanding.</p> <p>Teach your child a range of subjects.</p> <p>Provide regular homework in accordance with the homework policy.</p>	<p>Participate in lessons and try hard to complete the work I have been set.</p> <p>Listen to my teacher and do my best.</p> <p>Complete the homework I am given and hand it in on time.</p>
Behaviour	<p>Encourage my / our child to have high standards of behaviour at all times and follow the school behaviour policies.</p>	<p>Promote high standards of behaviour at all times.</p>	<p>Follow school rules and to behave sensibly.</p>
Pastoral Support	<p>Let the school know if there are any problems likely to affect my / our child's learning.</p>	<p>Listen and respond quickly to any concerns.</p>	<p>Let my teacher or another adult in school know if I have any worries.</p>

Links with the school	<p>Attend parent consultations.</p> <p>Read letters from the school and reply if necessary.</p> <p>Support the school if sanctions become necessary.</p>	<p>Hold regular Parent Consultations.</p> <p>Communicate with you on your child's progress, attendance and punctuality.</p> <p>Inform you immediately of any worries or concerns, where necessary.</p>	<p>Take all letters home to my parent/carers (s) and make sure I give the letters to them.</p>
Extra-Curricular	<p>Support events in which the school is involved and encourage my / our child to take an active part.</p>	<p>Inform you in good time of school events.</p>	<p>Find out what opportunities are available to me at lunchtimes and after school.</p>

## HOMEWORK

### Philosophy

At Orton Wistow School we believe that with the assistance, support and co-operation of parents the setting of homework can help each child's progress towards achieving his or her full potential. Homework, which will not necessarily be written work, is any task that a child is asked to complete at home. It may consist of reading, learning by heart and reinforcement of class work, research and project work or further practise of skills learnt in class. By setting a little homework on a regular basis and on an increasing ratio, from Reception to Year 6 we can adequately prepare children for the demands and responsibilities of secondary school.

### Aims

- To provide an enjoyable and purposeful supplement to class work.
- To provide opportunities for the child to practise what has been learnt in class, including the development of the basic skills e.g. tables, spellings, independent research skills etc.
- To provide a practical opportunity for parents to become involved in the academic development of their child.
- To provide a practical opportunity for the child to begin to take responsibility for organising their own workload.

### Outcomes

- Tasks sent home relate to the current work undertaken by the pupil.
- Tasks sent home are accompanied by an explanation from the teacher.
- Information about homework expectations is given out to parents via the termly topic leaflets that are compiled by team leaders.
- Homework is marked where appropriate and feedback given.
- Children have homework files that they use to store their homework safely.

### Equal Opportunities

All children will be given equal opportunity to be assigned tasks to do at home, irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted.

### Front cover for homework

NB. The child's comment box only appears on homework front covers for children it is appropriate for (usually UKS2).

Class / Set	
Date Sent Home	
Date Due Back	

Description / Example	
Parent's comment box	Child's Comments Box
Parent's Signature	
Teacher's Feedback	

## HONOURS AWARDS

Ten times during the year we hold a special assembly where a child from each class receives an Honours Award. These awards are given to children who have given above and beyond, made an exceptional contribution to their class, demonstrated the PRIDE Code or consistently been at Level D in our BEHAVIOUR SYSTEM. Sometimes, an award is given to a child who has made exceptional progress in an area that they find difficult.

When a child has been nominated, we contact their parents who are invited to join us for the special assembly as a surprise guest! The final Honours Award of the year is given to two children from each class who have shone from the very start of September throughout the whole year.

Honours Awards are given on merit. Therefore, it is possible that a child may receive an award in more than one year. It is a difficult decision to pick our award winners and we recognise that it is possible that a child may not receive an Honours Award during their time at the school.

## HOUSES

All children and staff at the school belong to one of the four Houses; Mallard, Nene, Fens and Dempsey. Children are given an OWPS badge when they join the school and the colour around the outer rim shows which House they are in.

A boy and girl from Year 6 are chosen to be the House Captains for each House and House Points are given out during the week for exceptional work or conduct. The House Captains collect the House Points each Thursday and we find out which House has won the House Cup in our Friday

Celebration Assembly. At the end of the year, the House which has gained the most points during the year is awarded the House Shield and their name is engraved alongside previous winners.

There are also opportunities during the term for the children to come together with other children and staff from the same House for motivational talks from their House Captains.



## **I AM LEARNING**

I Am Learning is an online service that allows students to revise areas of the curriculum through playing fun and interactive games. Teachers have the option to set homework via I Am Learning and this can then be accessed by the children in their class. Alternatively pupils can choose to use the site whenever they like, earning points to unlock new games by answering questions and solving problems linked with the national curriculum. All children are given a username and password and their class teacher can change these if forgotten.

## **ICT**

We are fortunate to have a wealth of ICT equipment in school and try hard to keep up to date with changes in technology. In recent years we have moved away from desktop PCs towards mobile devices which enable greater freedom to use ICT around the school. We have iPads and netbooks across the school as well as Interactive Whiteboards or iBoards in all of the classrooms. Children use ICT in all areas of the school curriculum and are taught discrete ICT skills.



## JEWELLERY

We do ask that children do not wear jewellery for school, unless it forms part of their faith. Health and Safety regulations state that children with pierced ears must remove their earrings for PE and swimming, or the earrings should be taped over.

Most children with pierced ears avoid wearing their earrings to school on PE or swimming days. **If worn, earrings should be small, plain studs as hoops can easily be caught when children play.**



# K

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## **LEARNING WHEELS**

'The Creative Learning Journey' is an online planning tool used by the teaching staff to plan each topic the teams of children across the school will cover. It allows us to link the areas of the curriculum together and track and monitor the coverage of all the necessary objectives for each year group and subject. When a team has planned a new topic a Learning Wheel is created and we send a copy home and attach them to the school website for parents and carers to see. They show all the learning objectives that will be covered during that topic plus they have extra information on the activities, WOW moments and trips/visitors that the children will experience.

## **LETTERS HOME**

Like any large school, we have a lot that we need to tell parents. We recognise that the vast majority of communication is now done electronically so since September 2013, we have used Parent Mail as the way we communicate and every family in school has signed up! To make it easier for parents to know when to expect our letters we tend to send them out on Thursday each week, unless it is something more urgent.

Parent Mail also have an app which you can use to view letters. They are about to launch a new service which will allow parents to give permission via email, rather than having to send a paper reply slip back in to school.

## **LOST PROPERTY**

Despite our request that every item of clothing is clearly labelled with the child's name, we constantly have a Lost Property box bulging with items of un-named clothing. This can include beautiful, nearly new uniform, expensive coats and even branded footwear.

Parents are reminded to look through the Lost Property box as soon as they realise that something has been lost and we routinely invite parents in to view the lost property. As we do not have the space to store a large quantity of lost property, we regularly empty the box and donate the contents to the FOWS for resale or to local charity shops.



## MEDICINES

Most children will at some time have short-term medical needs, perhaps entailing finishing a course of medicine such as antibiotics. Some children, however, have longer term medical needs and may require medicines on a long-term basis, for example children with EPI pens. Children with severe asthma may have a need for daily inhalers and additional dose during an attack.

### **Support for Children with Medical Needs**

Parents have the prime responsibility for their child's health and are required to provide the school with information about their child's medical condition. Parents should obtain details from their child's General Practitioner.

Staff managing the administration of medicines and those who administer medicines will receive appropriate training and support from health professionals. There will be robust systems in place to ensure that medicines are managed safely.

### **Prescribed Medicines**

Medicines should only be taken to school when essential, that is where it would be detrimental to a child's health if the medicine were not administered during the school day **i.e. four or more times a day**. The school will only accept medicines that have been prescribed by the doctor, dentist, nurse prescribed or pharmacist. Medicines must always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration.

### **Non-Prescription Medicines**

Staff will **never** give a non-prescribed medicine to a child unless there is specific prior written permission from the parents.

If a child requires a non-prescribed medicine during the school day, a member of staff will contact the parent to obtain verbal permission.

### **Administering Medicines**

No child will be given medicines without their parent's written consent. Any member of staff giving medicine to a child will check:

- The child's name
- Prescribed dose
- Expiry date
- Written instructions provided by the prescriber on the label or container.

If in doubt about any procedures staff are instructed not to administer the medicines but check with the parent before taking further action. If staff have any other concerns related to administering medicine to a particular child, the issue should be discussed with the parent, if appropriate, or with a health professional attached to the school.

Written records must be kept each time medicines are given. Staff must complete and sign a record each time they give medicine to a child.

### **Refusing Medicines**

If a child refuses to take medicines, staff will not force them to do so, but will note this in the record. Parents will be informed of the refusal on the same day.

## **MEDICAL CONDITIONS / ALLERGIES**

Parents / carers have to inform the school of any medical requirements or allergies that their child has. The School Nurse will then look at these and see if a Care Plan is required to be put in place. If their child already has a Care Plan in place before starting school, parents must inform the school and a record will be kept in school.

All allergy information will also be given to the school kitchen.

## **MODERN FOREIGN LANGUAGES**

At Orton Wistow we pride ourselves on offering a rich and varied curriculum. We have been teaching French throughout the school, as part of our enriching and creative curriculum for a number of years.

We take advantage of language specialists in our school, such as foreign language students and members of our own school community who are able to speak other languages.

This gives the benefit of not only teaching a language as a discrete subject, but allows the children to have the opportunities to find out about the different cultures. This year we have also introduced Spanish as well as a Latin club.

Modern Foreign Languages have always been well embedded in our curriculum. To enable teachers to teach effectively and children to learn in a practical way we have invested in different ICT packages and training to allow non-specialists to deliver varied, challenging and fun lessons.

## **MUSIC TUITION**

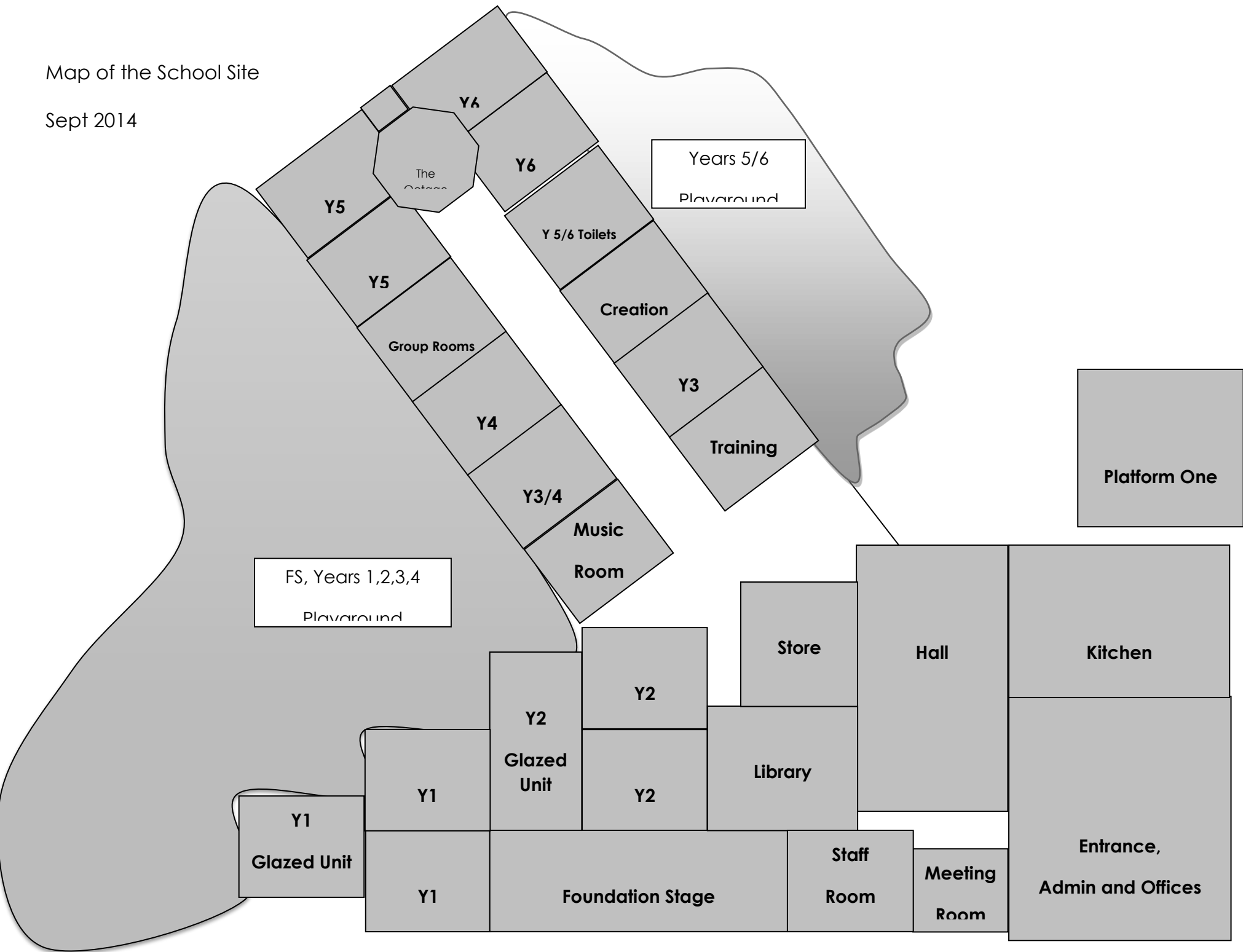
Additional music tuition is on offer to pupils during school hours. We currently offer piano, violin and guitar lessons which are taught by qualified music teachers who are DBS checked. Parents can choose whether they would like individual or group tuition and lessons will be charged accordingly.

Lessons are organised by each music teacher and they will issue you with an invoice for their termly fees (this cannot be paid for via Parent mail as it is a private arrangement between you and the teacher).

If you would like your child to take advantage of any of the lessons available, please contact the office or the music coordinator and they will give you contact details you require.

Map of the School Site

Sept 2014



## NATIONAL CURRICULUM ASSESSMENTS

All pupils are assessed against National Curriculum targets during Year Two and again during Year Six. The results of these assessments form part of our annual report to parents. Year One pupils also take part in the national phonics assessment.

**The phonics screening check in Year One** is designed to confirm whether individual children have learnt phonic decoding to an appropriate standard. It helps schools to identify any children who need extra help to improve their reading skills.

**Statutory Assessment at the end of Key Stage 1** is done through teacher assessment in reading, writing, mathematics and science.

**Statutory Assessment Key Stage Two** - Statutory national curriculum tests (SATs) are taken at the end of Year 6. The main tests and assessments cover Levels 3-5 but we can also choose to select some children to sit the Level 6 tests.

Year 6 children will sit the following assessments during their SATS week:

### Literacy

Reading – a reading test broken down into sections testing Level 3, Level 4 and Level 5 reading skills.

Writing – is assessed through teacher assessment which is externally moderated.

A grammar, punctuation and spelling test.

**Mathematics**- two written tests and a mental arithmetic test.

National curriculum tests and tasks at the end of KS1 and 2 are designed to test children's knowledge and understanding of specific elements of the Key Stage programmes of study. They provide a snapshot of a child's attainment at the end of the key stage.

We assess every child's progress throughout the year and communicate this at our Parent Consultation Meetings.



## **OFSTED INSPECTIONS**

Like all schools, we are inspected by Ofsted and a judgement is given. In our 2008 Inspection we were judged to be a Good school and the inspectors identified several Outstanding features. In 2010 we were chosen to take part in an Ofsted survey inspection to specifically look at our partnership with parents and we were judged as Outstanding in all respects. Our last inspection was in 2011 and once again we were judged to be Good and the inspectors were able to identify Outstanding elements of our practise. All of our Ofsted reports can be viewed on the Ofsted website <http://www.ofsted.gov.uk>

## PACKED LUNCHES

The school encourages parents and carers to provide children with packed lunches that complement the National Nutritional Standards for Healthy School Lunches. We would be grateful if parents could make the effort to provide their children with healthy choices in their packed lunch box.

## PARENT'S CHARTER

We firmly believe that all children benefit where there is a strong partnership between home and school and we hope that you will feel able to support our Parent's Charter.

In January 2010 we were visited by Ofsted who were looking at the impact that links between parents/carers and schools have on supporting and encouraging young people's achievement, well-being and personal development. We were delighted to be awarded an 'Outstanding' in all areas of the report.

Ofsted found that we do a tremendous amount to involve parents in their children's education and that we go out of our way to give parents what they want wherever it is practical. However, as part of their feedback, Ofsted advised us that in order to maximise on this area of achievement we needed to ensure we are always clear on the school's expectations around how parents can be involved in their children's learning to ensure the partnership is the most beneficial for the child.

After consulting staff, Parents' Forum and Governors, we have created this Parent Charter which details an agreed set of expectations of parents with children at the school. We believe them all to be in the interests of optimising your child's experience of the school and that they are achievable given the pressures of work, family and life generally.

In principle therefore, our expectations are that you will:

### First and foremost:

- Engage in an active partnership with the school, sharing with us any information that you feel might affect your child's happiness or learning in school
- Approach the school if you have any queries or questions about what we do or how we do it.

### On a more practical level:

- Attend both Parent Consultations each year, as well as the Curriculum Evening for parents
- Read regularly with your children, whatever their age or ability
- Support your child in completing their homework and ensuring that it is returned by the date set
- Ensure your child comes to school with the equipment that they need, including their PE kit so that they can take part in all aspects of the curriculum
- Promote the wearing of our school uniform
- Ensure your child attends school regularly and arrives on time
- Support the School's Attendance Policy by only requesting a Leave of Absence in exceptional circumstances
- Involve yourself in the life of the school by wherever possible joining us for school events, such as Groundforce Day, the Summer Fair, performances and events organised by the Friends of Wistow School (FOWS)



## **PARENT CONSULTATIONS**

There is a formal opportunity for you to meet your child's teacher each term at our Parent Consultations, which take place across two evenings. Parents are notified of these dates at the start of the year on our Year Planner (see Year Planner).

### **How long are the appointments?**

All appointments are for 10 minutes only, if this time is not sufficient parents are encouraged to make a further appointment.

### **How are appointments made?**

We use an electronic booking system which has proven very popular with parents. Appointments are made on a first come, first served basis.

### **What is the focus of the meeting?**

Your child's class teacher will talk to you about the academic and personal progress that your child has made so far during the year.

They will also discuss any areas that your child needs to address and what we plan to do as a school to support them. We will also discuss how you can support your child at home.

You will be provided with a written report to show their progress and performance in each element of the PRIDE Code.

## **PARENTS' FORUM**

Throughout the year there are opportunities to attend a Parents' Forum meeting to discuss and influence projects that the school is working on. An agenda is sent out ahead of time and tea, coffee and cakes are served.

## **PARENT HELPERS**

In the past we have found the support from parent helpers invaluable and we are grateful for any help in school.

Helping in school could involve a huge range of activities; from working alongside a small group of children, putting up displays, sticking work into books, listening to children read, organising resources or simply being an extra pair of hands in the classroom during lessons.

You may also have some skills that we could use in other ways. In the past, parents have been happy to type up our collection of assembly songs onto our network, have helped out with gardening or have been happy to join the Friends and assist them in all the fundraising they arrange for the school. Perhaps your child has a grandparent who would enjoy helping in school.

Helping in school is also a great way to find out more about your child's day-to-day experiences.

## **PARENTMAIL2**

The school uses an electronic payment and communication system.

An account will be set up for each child in each family so that their parents can receive communications directly from the school and pay for school events. When you register, you will be asked to give your credit/debit card details. Parentmail2 is a web-based system which allows you to access the account that has been set up via the internet. There are several advantages to Parentmail2. You will be able to:

- Receive letters electronically from OWPS. You will receive them immediately and before parents who continue with paper copies.
- Pay for items e.g. swimming, residential trips, the £30 per year trip fee, etc., with one click.
- Pay dinner money
- Authorise trips
- Keep up-to-date with the school calendar
- View and organise calendars for each of your children
- Create and share your own calendar events and reminders
- Receive text alerts when there are unexpected changes to the school day i.e. a trip running late, school closed due to snow.
- Be alerted when your child's account has reached £20 for dinner money and when the due date is approaching for school trip money.

The beauty of the system is that you will be able to track all of this via the internet. You'll know what you've paid, what you still owe and will be able to see all of the letters that were sent to you – all in one place!

### **Advantages of Electronic Payments**

- You will be able to see a 'live' balance of what you have paid and what monies you owe the school.
- You will be able to pay at your own convenience, when you have the time! This will save you the time it takes to write cheques or to put money in envelopes.
- There is a small charge for each transaction and this will be absorbed by the school. To minimise the expense, we have set a **MINIMUM** transaction of **£10.00**. (This £10 can be credited across more than one event. For example, you could top up dinner money and pay for swimming at the same time.)
- If your child only has one or two meals per week, you could still pay £10.00 and this amount would cover more than one week.
- If you download the Parentmail2 app, you can view all of this on your mobile device and pay with one click!

### **Dinner Money**

From September 2014, parents **must** pay in advance for any school dinners that their child will have in the week ahead. This has to be done by the start of the school week. We will no longer allow parents to let us know on a daily basis whether their child is having a school meal or not as this creates problems for the school kitchen to ensure that they have enough staff or ingredients.

If you send cash or cheques, you must pay a minimum payment of £10 and the money must have been received by Monday morning.

If your child has a regular pattern of school meals e.g. every day, or three days a week, you could pay for the half term or whole term in advance.

We recommend that **BOTH** parents register as the system allows for joint access to any account. To set up your child's account, please access [www.parentmail2.co.uk](http://www.parentmail2.co.uk) and follow the instructions on the attached letter. The letter includes an individual code, unique to your family.

Parentmail2 Data Protection information, please access:

[https://www.parentmail.co.uk/downloads/parent\\_terms\\_v3.2.pdf](https://www.parentmail.co.uk/downloads/parent_terms_v3.2.pdf)

## PARKING

We recognise that for some families, their only viable choice is to come by car..

There is a **NO PARKING ZONE** outside the school entrance that allows children a clear view of traffic. However, we do have disabled parking bays and parents who need to use this facility can come to the office to arrange for a parking permit. Both the staff and governors are concerned for children's safety and urge you only to use your car when strictly necessary.

Unfortunately, some of our parents park on neighbouring roads, often causing a problem for our neighbours. This creates ill-feeling with the school often being the first port of call for a disgruntled resident. If you must park near to the school, please be considerate of others.

## PEN LICENCES

We teach a fully cursive script at school where every letter joins on to the next (see HANDWRITING). When a child is able to demonstrate that they can right fluently with a mature style, we award them a Pen Licence and a special handwriting pen to use in their books.

When a child has mastered writing with a pen, they will be awarded a DELUXE PEN LICENCE and a fountain pen to use in their books.

## PE KIT

Children in Years 1-6 take part in PE every week. Having the full, correct PE kit is both a key part of the PE curriculum and is also part of school uniform. Please check that your child has all of the below in school every day.

Children in KS2 are expected (and encouraged) to take personal responsibility for having the correct PE kit in school at all times.

- t-shirt (plain white or school house t-shirt)
- shorts (dark blue or black)
- socks (dark)
- trainers (KS1 may have additional plimsolls for indoor use if desired)
- tracksuit top without hood (any colour but preferably dark) for sport in colder weather and walking to events
- tracksuit bottoms

Long hair should always be tied back and earrings removed or taped up.

## PERMISSIONS

During their time at Orton Wistow School, children take part in many different activities. Some of these will involve visiting places in the local community, using the Internet, having their photograph taken and being videoed. Photographs and videos will be for school use only and will not be distributed to any other agent without your permission. Occasionally, we invite a photographer from the local newspaper into school to cover special assemblies and/or events.

When a child joins the school, their parents are asked to complete the permissions slip below:

I give permission for my child to have their:

- photograph taken/be videoed for educational use.
- photograph taken by the local media.
- photograph taken for use on our school website.
- photograph taken for use on Facebook and twitter.

We also ask parents to give us permission to take their child on spontaneous supervised trips around the local area.

Some parents can feel a little concerned about their child's photograph being taken. If this is the case, we encourage them to come in to school to discuss this so that we can put their mind at rest. When a parent specifies that their child cannot be photographed, this means that other parents cannot take photographs during class assemblies or school productions, although we try to provide an opportunity for them to take a photograph of their own child at the end of the production.

Our parents have been very positive about the photographs we post to twitter and facebook when we are on day trips or residential trips. Please note, if a parent has NOT given permission for their child to be photographed, they will NOT be included on any of these pictures.

## **PHONICS**

Throughout Foundation Stage and Key Stage 1, all children take part in a daily phonics lesson. The lesson lasts about 20 minutes and is made up of four elements; revisit and review, teach, practise and apply. First there is a quick bit of revision, maybe revising some sounds previously learnt. Next the children learn something new, a phoneme or an irregular high frequency word. Then they practise reading and spelling this, usually at a word level and finally they apply this, often in a game, but using their new skill or knowledge within a context. The children learn to segment and blend sounds to read a word and to segment sounds for spelling.

The children begin following the phonics programme, called Letters and Sounds, at Phase 2 in Foundation Stage. Each phase becomes progressively more difficult and new phonemes and irregular high frequency words are taught at each phase.

## **PHOTOGRAPHS**

There are two opportunities for parents to buy photographs of their children joining the year. Early in the autumn term, our photographer comes to school to take individual photographs of the children as well as photographs of them with their siblings. In the summer term there is the opportunity for parents to purchase photographs of their child's class. Every few years we also have a whole school, panoramic photograph taken.

## **PICKING UP AND DROPPING OFF**

The school gates open at 8.40 am and the Headteacher or Deputyhead will be on the playground to supervise the children and to talk to parents.

### **Foundation Stage Children**

Parents of children in the Foundation Stage are allowed to bring their child into the building each morning and to help them settle.

### **Year One Children**

In September, parents of children in Year 1 are allowed to bring their child into the building each morning from 8.40 to help them settle. This continues until the start of October, when the children have developed their own organisational skills.

From October, children should be on the playground for when the bell is rung at 8.45. The first bell tells the children to stand still silently. After the second bell, they should walk quietly to join their line on the playground. They are then led in to their classrooms where the register is called.

### **Year Two Children**

Year 2 children should be on the playground for when the bell is rung at 8.45. The first bell tells the children to stand still silently. After the second bell, they should walk quietly to join their line on the playground. They are then led in to their classrooms where the register is called.

## **Key Stage 2 Children**

Children in Key Stage Two are more mature and are allowed to enter the building on their own from 8.40. We always have a task for them to work on in class and find that this helps them to start the day with the right frame of mind.

## **Registration**

Registers are completed in the classrooms at 8.50. Any child who arrives between 8.50 and 9.10 am will be marked **LATE**. Children who arrive after 9.10 are classed as **unauthorised absence**.

It is important that children are punctual. During the first ten minutes of the morning we settle the class and ensure that they are ready for the day ahead. A child who arrives late, misses out on this settling activity and disrupts the class.

## **Can I come in with my child?**

Teachers are available on the playground each morning and this provides you with an opportunity to ask them any questions or to pass on any information that you think is relevant to your child.

Please remember that this is not the best time for a lengthy discussion with a member of staff. All staff are happy to meet parents at a mutually convenient time.

## **Where do I meet my children?**

Children will leave through the door that they used in the morning. We ask you not to wait in the cloakrooms as it is important that we ensure that all the children leave the premises safely.

## **Will children be kept in after school?**

No, the only time that your child will be late leaving is when they are taking part in an organised activity and you will be informed of this in advance.

## **What happens at playtimes?**

The children are supervised by a teacher and a team of support staff during morning and afternoon break

## **PING PONG THE PROUD ATTENDANCE PANDA**

We promote good attendance at the school (see ATTENDANCE). Each week we check the attendance for each class and the class(es) with the highest attendance are named in the Friday Celebration Assembly and awarded Ping Pong the Proud Attendance Panda (a soft toy mascot).

## **PLATFORM ONE**

Platform One is the Out of School and Holiday Club at Orton Wistow primary school. We have been open since April 2000 and have developed into a quality childcare establishment which is held in high esteem by the Peterborough Early Years Team.

We offer quality childcare with experienced and trained staff in a welcoming, homely and friendly atmosphere. Children are encouraged to experience all aspects of creative, social and explorative play. The opportunity to develop their social skills in a safe, supportive environment is at the core of our work with the children.

Parents are welcome to come and join in the 'Platform One Experience' after school when collecting their child or during one of our BBQ's held during the Summer Holiday Club.

We cater for children who attend Orton Wistow Primary School from Foundation Stage to year 6. We are a popular club so spaces are at a premium you can contact us on:- 01733 239900

Marian Macey Manager - mmacey@owps.org.uk

Sue Matthewman Assistant Manager/Bookings Administrator - smathewman@owps.org.uk

## **PLAYTIMES**

We have a whole school playtime each morning. In September 2014, we will open a second playground which will mean that our children have more space to play with children of a similar age. Play equipment is available for the children to borrow and we expect them to return it at the end of the session. Children are also invited to bring small toys to play with. Some of our children prefer to sit down with their friends and there are seating areas and shady spots to enjoy a quiet moment.

Teaching and support staff supervise playtimes. Key Stage One children have a second break time in the afternoon, as their school day is shorter. Key Stage Two teachers sometimes take their classes out for a short break in the afternoon, which we call Take Ten, if they would benefit from a breath of fresh air.

## **PRIDE AWARD**

When Sally Highfield, one of our longest serving governors decided to step down from her role, we introduced our Governor's PRIDE Award in her honour. Towards the end of the summer term, the teachers in the Year 5/6 team nominate three children who have epitomised the PRIDE Code and made a significant contribution to the life of the school. In the past, Sally Highfield would have the honour of choosing the winner. Now that she has moved away, the winner is chosen through a voting system which involves all staff. The PRIDE Award is the highest honour that the school awards to a pupil.

## **PRIDE CODE**

Our PRIDE Code underpins all that we do as a school and we expect all member so the school community to follow it.

**Polite**

**Respect**

**Independent**

**Do your best**

**Everybody Matters**

We refer to the PRIDE Code in assemblies and when we are discussing what we expect of everyone in the school. We are fortunate that the vast majority of our children follow the PRIDE Code every day.

## **PRIDE POSTCARDS**

When a child does something exceptional that shows an element of the PRIDE Code, we often send home a PRIDE Postcard. These postcards are sent through the post so that they are a surprise for the parents and the child.



## QUESTIONNAIRES

At Orton Wistow, we take pride in our high achievements and are committed to improving what we do. In the last few years, we have looked for more and more ways to find out what staff, parents/carers and children feel about the school.

Each year we distribute an annual questionnaire at the end of the school year. We send the questionnaire out early enough for us to draw on your opinions when we create the School Improvement Plan for the coming year.

The areas that are identified as needing improvement become our focus for the next school year. When the questionnaire is sent out we include an outline of the way we have responded to the areas raised in the last questionnaire as well as a reminder of the work we have already done.

Parents are sent a **separate** questionnaire for each child that they have in school. There is an option for them to include 'any other comments' on the reverse of the sheet. We encourage parents to sign and print their name in this section as this gives us the opportunity to speak to them in person. All such information will be treated in confidence. All of the comments are read and given careful consideration by the Senior Leadership Team and the Chair of Governors.

Lastly, like any organisation, or person, we don't get things right all of the time. Equally, it will never be possible to make decisions that everyone likes. However, we try to do our best for every child, every day with the resources that we have and with a great deal of hard work. We do need to know how we can make things better, but equally we need to know when we have got things right.

## QUESTIONS

We pride ourselves on having an Open Door approach to dealing with questions. If you have a question or concern, the best person to speak to is your child's class teacher as they know your child best. If you feel that the issue has not been addressed properly, then you might consider involving the Team Leader of the team your child is in (Foundation Stage, Year 1/2, Year 3/4, Year 5/6), the Deputyhead or the Headteacher.

We would always prefer you to ask the question as soon as it becomes a concern, rather than waiting until the next Parent Consultation Evening or even the end of year Questionnaire as this gives us a chance to deal with it as soon as possible.

Although we are sometimes able to meet with parents before school, this time is usually precious as we are setting up for the day, so we would prefer to make appointments for after school when staff can be available until 5.00 pm.

For more general queries, parents can approach the Headteacher or Deputyhead on the playground in the morning or give the school a call on 01733 370646.

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## **READING**

Evidence suggests that children who read for enjoyment every day not only perform better in reading assessments than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

Books can instruct, inform, entertain, motivate and inspire. Reading a wide range of authors in a variety of genre is a very effective way of helping children develop both as a reader and writer. All the different styles of writing, the range of voices used and the techniques employed by published authors will help develop their own style and voice.

All children have a Reading Diary, although the design of this changes as the children move through the school. We expect all children to read regularly at home and our PARENTS CHARTER states that parents should 'Read regularly with your children, whatever their age or ability'.

Each Reading Diary provides you with guidance and ideas about how to develop your child's reading skills and to provide feedback. In school, children will read to a variety of adults during the week in literacy as well as other areas of the curriculum. In practical terms, teachers are not able to listen to each child individually each week, which is why we rely on parents volunteers and Reading Buddies. Teachers will make comments in children's reading diaries and will check the diaries regularly to ensure that children are reading regularly at home.

Early readers select books from our graded reading boxes and their teacher will decide when they are ready to move on to a higher level. When they are a fluent reader, children will be encouraged to select books from our school library.

Teachers read regularly to their whole class. In the Foundation Stage and Key Stage One this will usually involve sharing a big book, perhaps using the visualiser to share the text and pictures. In Key Stage Two, children share one of our Reading Station books at the end of the day, often taking it in turns to read aloud.

## **RELIGIOUS EDUCATION**

Religious Education is part of the basic curriculum but not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus (Peterborough). Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education as to all other subjects. Religious Education should not attempt to alter a child's own beliefs but to provide knowledge of their own and other's beliefs. We believe that all children need to understand the nature of religion. Knowledge of beliefs and practices encourages children to develop positive attitudes towards themselves and others. We feel this is vital for all children so they are prepared for life in modern society, having respect, understanding and tolerance of others around them.

## **REPORTS**

We are committed to letting parents know how their child is getting on at school. In the autumn and spring terms we provide parents with a progress report at the parent consultation evening and the



report also includes advice on the targets the child needs to work on, as well as how well they demonstrate each element of our PRIDE Code.

At the end of the school year, parents receive a more detailed Annual Report. We encourage parents to complete the feedback section of the report and to return it to school. There is also an opportunity to come in to school on our Open Evening in July to talk to your child's current teacher and to introduce yourself to their new one.

## **RESIDENTIAL TRIPS**

We pride ourselves on the rich and varied curriculum that we provide our children and this includes the opportunity to attend a residential trip each year during Key Stage Two.

Year Three and Four children visit Burwell House in Cambridgeshire one year for three days, two nights and then visit Grafham Water also in Cambridgeshire the following year for the same amount of time. These visits take place at the end of the spring term or at the start of the summer term.

Year Five and Six children visit Kingswood in West Runton one year for five days, four nights and then visit Hilltop in Norfolk the following year for the same amount of time. Their visits take place at the start of the autumn term.

We open up the trips several months in advance so that parents can spread the cost of the payments. Places are allocated on a first come, first served basis and it is common for all places to be taken. The Governing Body will levy a charge to parents for the following:

1. Board and lodging.
2. Educational activities wholly or mainly outside school hours.



## **SAFE IN THE SUN**

During spells of hot weather we will apply sun cream to your child if you would like us to. If you send in a named bottle of cream we will store this safely and use when necessary. However it is much easier for all concerned if you use all day sun cream and apply it before they come to school. Older children can apply their own sun cream.

## **SCHOOL COUNCIL**

School Council now involves every child belonging to a family group made up of children from Years 1-6. These families meet two or three times each term to discuss issues raised by the children or staff. Every child has a chance to give across their view and these thoughts and suggestions are recorded by one of the Year Six children in the group. The family vote for one of the Year Six children to be their family group representative at the school council meetings and it is their responsibility to take the thoughts of their family to the school council meetings where final decisions are made. As well getting to know children from all ages in the school, this system allows the children to influence changes in the school.

## **SCHOOL PLAYS**

We provide lots of opportunities for the children to develop their performance skills through class assemblies and our school plays. The children in the Foundation Stage perform a nativity to their parents and the whole school at the end of their first term. The children in Key Stage One perform their own Christmas play with afternoon and evening performance to their relatives. Children in Year 3/4 show their talents in their end of spring term play, again at an afternoon and evening performance. Finally, we finish the school year with two evening performances from our Year 5/6 children.

## **SCHOOL SITE AND FACILITIES**

In September 2013, we increased our Published Admission Number (PAN) and began to admit 60 children in the Foundation Stage. As these children move through the school, we will grow to eventually take 420 children, with 60 children in each year group. From September 2014, we will have a 1 1/2 form entry (45 pupils) in Year 2- 6 and 2 form entry (60 children) in the FS and Year 1.

We began work on the final stages of our building programme in December 2013 and when the last phase is completed we will have;

- A large open-plan Foundation Stage Unit with easy access to a beautiful outdoor area
- Four new semi-open plan classrooms for Upper Key Stage Two around a central octagon
- A music room which is also used as a meeting venue and rehearsal space
- A training room
- A wonderful new foyer and waiting area
- Small 'break-out' rooms for children and staff to work on projects
- An extension to our hall which has given us a new drama room
- A library with a glass atrium roof
- iPads and 60 netbooks to be used across the school as well as iBoards in classrooms
- A cutting edge wireless network
- A second playground
- Woodland walks, tire play system, outdoor classroom, environmental area
- Improved landscaping/play area
- A fully refurbished school kitchen where meals are freshly prepared each day
- A children's kitchen thanks to the Friends of Wistow School
- A staffroom ensuring staff have adequate space to work and train
- Work spaces for staff to use during their PPA time
- Our own Before and After School Club
- Classroom to be used for art

## **SHINING STARS**

Each Friday in our Celebration Assembly we chose one child from each team to receive a Shining Star award, which is given for demonstrating one of our LEARNING DISPOSITIONS. We tweet the names of the winner each week.

## **SHOES**

As part of their school uniform children should wear plain dark shoes or sandals. Children should NOT wear fabric shoes as these are not waterproof or as hard wearing as leather shoes. Although we are happy for children to wear shoes with velcro fastening, we do not allow children to wear trainers to school.

## **SICKNESS**

If your child is ill please phone school so that the message can be forwarded to the class teacher. When your child returns to school please send in an absence note.

If your child has had sickness or diarrhoea it is important that they do not return before 48 hours has elapsed.

## **SNACKS**

The school understands that snacks can be an important part of the diet of young people and can contribute positively towards a balanced diet. We encourage children to bring a healthy snack to eat at break time. We discourage the consumption of snacks high in fat and sugar at break-time and would be grateful if parents could avoid sending chocolate and biscuit snacks. We also appreciate it if you could avoid sending snacks with throw away packaging as this creates a litter problem.

As part of a government initiative, Key Stage One children are provided with a healthy snack each day, such as fruit or vegetables. This stops when they enter Year 3.

## **SNOWDAYS**

On very rare occasions, it is necessary to close the school due to unforeseen circumstances, such as adverse weather conditions where there is a health and safety issue or when staff cannot reach the school. We recognise that parents appreciate advanced warning when this happens but hope that you understand that the unpredictable nature of weather means that we often have to make a decision on the morning in question.

If it is necessary to close the school, we would contact you via Parent Mail, Twitter and Facebook and would add an emergency message to the front page of our website. We also inform local radio when we have to close in winter and they broadcast this. If you do NOT hear from us, you should assume that the school is open – even if other local schools are closed!

## **SPLASH SUITS**

We recommend that children in the Foundation Stage have a splash suits which is an all-in-one waterproof suit. These help to keep the children clean and dry when they are learning outdoors and can be ordered through the school office.

## **SPECIAL EDUCATIONAL NEEDS**

We aim to identify difficulties and barriers to learning as early as possible, to ensure the best possible outcomes for the child. We recognise that children identified as having additional needs may require extra provision within the curriculum to enable them to make progress, whether their needs are academic, behavioural or medical. Wherever possible, we aim to include children in any decisions that are made and give them ownership of their learning.

All children are taught within their peer class group with learning outcomes differentiated to

accommodate the range of needs within the classroom. If appropriate, supplementary programmes are used to provide more focused, targeted support whilst also giving the children access to a broad, rich curriculum. This additional support is most often delivered by a Teaching Assistant on a one-to-one basis or within a small group.

We strongly believe that close partnership with parents is imperative if we are to fully meet the needs of our children and strive to develop mutually supportive relationships. This is a two-way relationship and we encourage parents to share information with us which may assist us in effectively support the child in school.

At times, it may be necessary to access a range of external educational and medical professionals who are able to assist us in assessing children's needs and providing specialist recommendations to support children's development. This is always done in consultation with the parents.

## **SPONSORED EVENTS**

Each year the school organises a sponsored event to raise funds for an initiative in school. The event usually takes places in the summer term when the weather is better. In previous years we have had an iWalk for iPads event so that we could buy iPads for the classrooms, we did a sponsored walk to see if we could walk the distance to the London Olympic village (we managed to walk to Italy!) which raised money for PE equipment and we climbed the distance of the ten tallest buildings in the world to raise money for playground equipment.

We encourage all children to take part in the events, whether they have got sponsors or not. Obviously, we are very grateful if the children do manage to get some sponsors as the money we raise is always spent on things for the children.

## **STAY AND PLAY**

Stay and Play gives the parents of children in the Foundation Stage the opportunity to stay and play and learn with their child. We start this after October half term when the children have settled in to school. Parents can attend Stay and Play sessions on Tuesday, Wednesday and Thursday mornings. All you need to do is let your child's class teacher know when you would like to come in and they will make a note in their diaries and if you would like to stay for lunch that day, you can book this at the School Office. On the day you will need to sign in at the School Office and then you will shadow your child for the morning. You will experience a phonics session and possibly a maths session as well as self-initiated play sessions. If you stay from January onwards, your child will go out to playtime and you will be invited to have a coffee with staff in the staffroom. You can come as often as you want. It is open to mums, dads and grandparents if they would like to experience a morning in the Foundation Stage. It is a wonderful opportunity to see your child in action and to observe how a busy FS Unit runs.

## **SWIMMING**

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, children should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively such as front crawl, backstroke and breaststroke and perform safe self-rescue in different water-based situations.

At Orton Wistow, children learn to swim in Years 3 and 4, with each year group having a weekly swimming session for one and a half terms. We ask that parents make a voluntary contribution towards the cost of providing swimming lessons.

## STAFF LIST – June 2014

Teaching Staff	
Simon Eardley	Headteacher
Colin Marks	Deputy Headteacher
Linda Harries	FS Team Leader
Ros Mark	KS1 Team Leader
Katy Wyatt	LKS2 Team Leader
Martin McHugh	UKS2 Team Leader (Acting)
Emma Bumford	UKS2 Team Leader (on maternity leave)
Alex Bedford	Class Teacher
Sarah Miller	Class Teacher
Sylvia Boulton	Class Teacher
Anna Crook	Class Teacher
Stuart Dolby	Class Teacher
Andy Grainger	Class Teacher
Karen Campbell	0.6 Class Teacher
Jessica McIntosh	Class Teacher

Classroom Support Staff	
tbc	HLTA
Rosie MacColl	Unit TA
Lynda Johnson	Unit TA
Susan Gladwin	Unit TA
Sue Matthewman	Class TA
Caroline Heaton	Class TA
Natalie Fisher	Class TA
Julianne Lawrence	Class TA
Karen Banham	Class TA
Lynne Swindells	Class TA
Sylvie Danahar	Class TA
Kelly Judd	Class TA
Marisa Gauder	Class TA
Kelly Joiner	Class TA
Tina Wilbert	Nursery Nurse
Anita Lewis	FS TA
Shvonne Carrington	FS TA
Jackie Johnson	Class TA/Learning Mentor
Lisa Grainger	Named Child TA

Office Staff	
Jackie Orchard	School Business Manager
Hilary Worsley	Finance Secretary
Sue Nalton	School Administrator / Receptionist
Karen Russell	School Administrator / Receptionist
Lynda Craig	Finance Assistant

Catering Staff	
Audrey Cooper	Catering Manager
Libbi Anderson	Caterer
Ben Firth	Catering Assistant
Michelle Belding	Catering Assistant

Site/Cleaning Staff	
Mark Firth	Cleaner in Charge
Rachel Firth	Cleaner
Tom Mark	Cleaner
Doreen Gerrish	Cleaner

Midday Supervisor Staff	
Caroline Heaton	Senior Midday Supervisor
Jean Edge	Relief MDS
Marisa Gauder	MDS
Kerry Hayes-Palmer	MDS
Linda Craig	MDS
Shalini Nithaharan	MDS
Tracey Corrigan	MDS
tbc	MDS
Kelly-Anne Joiner	MDS
Shvonne Carrington	MDS
Natalie Fisher	MDS
Susan Gladwin	MDS
Jackie Johnson	MDS
Kelly Judd	MDS
Tina Wilbert	MDS
Julianne Lawrence	MDS
Helen Hutchins	MDS

Platform One Before and After School Club Staff	
Marian Macey	Platform One Manager
Sue Matthewman	Assistant Playleader
Natalie Fisher	P1 Play Leader
Caroline Heaton	P1 Play Leader
Libbi Anderson	P1 Play Leader
Ben Firth	P1 Play Leader

## TERM DATES

### OWPS Term Dates 2014/15

#### Autumn Term

Sep-14						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct-14						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Nov-14						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

#### Spring Term

Jan-15						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Feb-15						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Mar-15						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

#### Summer Term

Apr-15						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May-15						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jun-15						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
30						

Jul-15						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

#### KEY

	Term Time - Children In School
	Professional day
	Holiday

## **TOPICS**

Much of our work with children follows cross-curricular topics which are planned by our teachers in teams, taking into account the stage of development of individual children. Our curriculum strategy follows closely the regulations of the National Curriculum and our wish for our pupils to experience a "Connected Curriculum" which:

- Is broad, rich and inspiring
- Makes meaningful links between separate curriculum areas
- Builds on the children's prior understanding and draws upon their skills
- Allows the children to learn according to their preferred learning styles
- Allows flexibility for children to shape the direction of their learning
- Is clearly based on first hand experience
- Allows children to become better learners
- Enthuses and engages children and teachers
- Improves standards
- Strengthens inclusion.

## **TOYS IN SCHOOL**

We recognise that playing with toys is an important part of childhood and also helps the children to keep themselves amused at playtimes and lunchtimes. We are happy for children to bring toys in to school as long as they are small enough to keep in their bags during lesson time. We discourage children from bringing expensive toys in to school and do not allow electronic toys. Any toys brought in to school are the responsibility of the child and the school cannot be held accountable for lost or damaged toys. Children are not allowed to swap toys.

On the last day of the Autumn and Summer terms the children are allowed to bring bigger toys and games in to school which they can play with other children. For this reason we encourage the children to bring games that involves more than one player and do not have too many small pieces that can be lost! Games should be brought carried in a named carrier bag. We do not allow computer games as these are too expensive to have in school.

## **TRANSITION WEEK**

We take a great deal of care to make sure that children settle quickly into the school when they join in the Foundation Stage. We also believe that the transition from one year group to the next is equally important. Having taken care to construct the new classes we have a transition week in early July where the children spend a week in their new classes, with their new classmates, teachers and teaching assistants. Our transition weeks have proven to be a huge success as they give teachers a chance to set their expectations and get to know the children and the children benefit from getting their bearings in a new part of the school.

## **TRANSITION TO SECONDARY SCHOOL**

Most of our Year Six children go on to Ormiston Bushfield Academy for their secondary education, although some go on to Nene Park Academy or other local schools. Both OBA and NPA are in the Orton Cluster of schools and so we enjoy positive relationships with both schools. We are fortunate that OBA is within easy walking distance and so we are able to take the older children to their site to make use of their facilities. Staff from OBA also support learning in our school in many different areas of the curriculum, including sport, art, humanities, literacy and numeracy.

As part of their transition to secondary school, Year Six children will normally visit their new school towards the end of the summer term.

## TRANSITION MEETINGS FOR PARENTS

We know that there are a lot of new things for the children to learn when they move year groups and the same is true for their parents. For many years we have run a successful transition meeting for new Foundation Stage Parents in June. In the last year we introduced similar transition meetings for parents of children moving to Year 1/2, Year 3/4, and Year 5/6.

We strongly recommend that all parents make the effort to come to these evenings as they provide you with vital information about what the increased expectations are of the new year group as well as the practical day-to-day changes.

## TRAVELLING TO SCHOOL

### Can I bring / collect children by car?

We are a Health Promoting School and encourage children to walk, cycle or scoot to school if they are able. Each week we hold Walk on Wednesday when we hope that children who normally come to school by car, will make a special effort to walk.

We recognise that for some families, their only viable choice is to come by car. For safety reasons you must not use the school car park.

There is a **NO PARKING ZONE** outside the school entrance that allows children a clear view of traffic. However, we do have disabled parking bays and parents who need to use this facility can come to the office to arrange for a parking permit. Both the staff and governors are concerned for children's safety and urge you only to use your car when strictly necessary.

Unfortunately, some of our parents park on neighbouring roads, often causing a problem for our neighbours. This creates ill-feeling with the school often being the first port of call for a disgruntled resident. If you must park near to the school, please be considerate of others.

### Can children cycle to school?

Yes, yes, yes!

Bicycles should be locked in the cycle rack although we cannot take responsibility for them. All cyclists must dismount before entering the school grounds. Children must wear cycle helmets, and reflective strips and lights are recommended for the winter months.

The school organises 'Bikeability' training for older children so that they can be responsible road users. We are looking into a similar training for younger children.

Please can young children waiting with their parents at the end of the school day not cycle or 'scoot' around the school playground. You are not covered by the school's insurance if there should be an accident from such an incident.

## TWITTER

You can follow the school on Twitter. Look for **OWPSchool**

We aim to make regular posts to our Twitter account to show the things that we are doing in school. Parents have particularly appreciated the tweets we have made to confirm that we have arrived safely at a trip destination and when we are due to return.

Our Twitter feed appears on our facebook page (Orton Wistow Primary School) as well as the school website ([www.owps.org.uk](http://www.owps.org.uk)).

We only publish photographs of children whose parents have given us permission and we never use names with the photographs.



## **TWO CAN LEARN**

If your child is in Years 1-6, you will be invited to join them once a term for one of our '2 Can Learn sessions'. These are opportunities for you to learn alongside your child through a topic related activity, such as; making a toy, a science experiment, baking, etc.

## **TYLER THE TIDY CLOAKROOM TIGER**

We encourage all children to develop their independence and this includes keeping their cloakroom tidy. Each week we award Tyler the Tidy Cloakroom Tiger to the classes who have the tidiest cloakrooms and we announce this on Twitter.



## UNIFORM CODE

### Does the school have a uniform?

Yes. We believe that wearing a smart school uniform helps children to feel part of the Orton Wistow Primary School community. We are fortunate that all children at the school wear our school uniform and a smart appearance is promoted each week when the best dressed class is awarded Ulysses the Uniform Unicorn!

### What should my child wear?

School uniform embroidered with our logo, is available to order online via a weblink on the school website ([www.owps.org.uk](http://www.owps.org.uk)) or directly at [www.yourclothingshop.com](http://www.yourclothingshop.com). Alternatively, our uniform providers, TOTAL PROMOTIONS, have a shop in at:

Welbeck Way

Peterborough, Cambridgeshire

PE2 7WH

Tel: 01733 374705

We ask that children wear their choice of the following:

- ★ Sweatshirts/jumpers/cardigans - plain navy **NOT BLACK** (with or without school logo).
- ★ Polo shirts - white or royal blue (with or without school logo).
- ★ Long sleeved shirt/blouse - white.
- ★ Trousers or shorts – plain grey/black/navy. (Shorts should be knee length)
- ★ Skirts or pinafores - plain grey, black or navy. **(KNEE LENGTH)**
- ★ Summer dresses – pale blue or navy gingham or purple/lilac gingham
- ★ Plain dark shoes or sandals. **(NOT TRAINERS)**
- ★ Plain grey, navy blue , white or purple socks/tights
- ★ Splash suit for outside play (Foundation Stage Only)
- ★ Drawstring bag for spare clothes
- ★ Book bag

Most of the school uniform items can also be purchased (in the appropriate colours but without the school logo) from all the department stores and chain stores in Peterborough.

All items of clothing, including coats, **MUST** be labelled with your child's name. Sweatshirts and jumpers, in particular, are forever ending up in lost property. Without names, it is very hard to return them to their owners. We prefer uniform to be labelled with an iron on or sewn in label as handwritten labels tend to wash off.

'Simply Stuck' name labels are available from [www.simplystuck.com](http://www.simplystuck.com) The company provides iron on labels and stickers that attach to clothes, book bags, splash suits, shoes and water bottles. There is a leaflet enclosed in your pack.

### Footwear

As part of their school uniform children should wear plain dark shoes or sandals. Children should **NOT** wear fabric shoes as these are not waterproof or as hard wearing as leather shoes. Although we are happy for children to wear shoes with velcro fastening, we do not allow children to wear trainers to school.

### **Jewellery**

We do ask that children do not wear jewellery for school, unless it forms part of their faith. Health and Safety regulations state that children with pierced ears must remove their earrings for PE and swimming, or the earrings should be taped over.

Most children with pierced ears avoid wearing their earrings to school on PE or swimming days. **If worn, earrings should be small, plain studs as hoops can easily be caught when children play.**

### **PE Kit**

Children in Years 1-6 take part in PE every week. Having the full, correct PE kit is both a key part of the PE curriculum and is also part of school uniform. Please check that your child has all of the below in school every day.

Children in KS2 are expected (and encouraged) to take personal responsibility for having the correct PE kit in school at all times.

- t-shirt (plain white or school house t-shirt)
- shorts (dark blue or black)
- socks (dark)
- trainers (KS1 may have additional plimsolls for indoor use if desired)
- tracksuit top without hood (any colour but preferably dark) for sport in colder weather and walking to events
- tracksuit bottoms

Long hair should always be tied back and earrings removed or taped up.

### **Splash suits**

We recommend that children in the Foundation Stage have a splash suit which is an all-in-one waterproof suit. These help to keep the children clean and dry when they are learning outdoors and can be ordered through the school office.

### **ULYSSES THE UNIFORM UNICORN**

At regular times during the term, we check how well our children are following the uniform code. We also check whether clothing is named.

The classes who are the best dressed are awarded 'Ulysses the Uniform Unicorn' (a soft toy mascot) in the Friday Celebration Assembly.



## VISION STATEMENT

At the heart of all that we do, we teach children the skills, knowledge and understanding of what it means to be an independent, active learner and to participate in their own education.

We use a topic-based approach to learning, which begins with an element of mystery, awe and wonder to inspire the children. Our curriculum provides hands on, practical learning, using real life contexts. Learning is child-centred, enquiry based and topical, reflecting the times and culture in which the children live. We bring humour into learning, making it fun, interesting and relevant whilst ensuring that we challenge all pupils regardless of their ability.

Each child's uniqueness is valued and children are given the opportunity to showcase their talents. They are encouraged to pursue and share their own interests and present these in their own way.

Creative learning environments allow children to work independently and collaboratively to make discoveries of their own. Our children can choose their preferred method for learning; drawing on different techniques and media. They understand that making mistakes is part of the learning process.

Our school's success is built on an ethos of a supportive and caring school community where everybody's strengths are utilized. Through effective communication throughout the school, as well as time for teachers and support staff to come together regularly, we ensure that we meet the needs of all children.

All staff are given the opportunity to lead new initiatives and to have a say in how the school can improve. We regularly share expertise and best practice among staff by using their skills and talents. By allowing flexibility in timetabling and having a creative approach to our curriculum we ensure that teachers and children have time to discuss individual needs.

# W

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## **WALKING TO SCHOOL**

Each year we take part in the Walk to School Week challenge, a national project to encourage children and their families to avoid using their cars to get to and from school. During our walk to School weeks we keep a record of how the children have travelled to school

## **WATER BOTTLES**

We encourage all children to drink water throughout the day as this helps to keep them alert and hydrated. Water fountains are located throughout the school but children are also allowed to bring their own drink in a named bottle. Branded water bottles can be purchased from the School Office for £3.50 and plain bottles cost 50p.

## **WEB SITE**

We have a beautiful website containing lots of useful information about the school, the way it is organised and the curriculum we offer the children. Our website can be found at [www.owps.org.uk](http://www.owps.org.uk) and a smart phone app is also available.

## **WISTOW WAYS**

The school newsletter is called Wistow Ways and we endeavour to send out a copy at least every half term or more frequently if possible. More up to date news is shared on the school website, on our twitter feed and our facebook page.

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## **YEAR PLANNER**

At the very start of each year, we send home an A3 planner showing the events that we have planned for the whole of the year so that parents can add these to their own calendar or diary. We endeavor to include as much detail as possible but reserve the right to add extra events as the year progresses and to change the date of planned events if absolutely necessary.

# Z

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