Little Paxton Primary School

Learn ~ Enjoy ~ Achieve
“This is an outstanding school”

“Pupils’ good and often excellent progress is being maintained in each key stage and the cumulative effect is outstanding achievement for most pupils from their starting points”

“Pupils’ skills when using computers are exceptionally high.”

“Outstanding teaching over time results in exceptional progress and high standards.”

“High levels of attendance for the past three years show how much pupils enjoy coming to school.”

“Pupils are adamant that they feel safe, cared for and valued.”

Ofsted, February 2012

Welcome to our school

We are committed to providing a happy, secure and purposeful environment where our children can learn successfully and develop fully.

We have an ‘open school’ policy and welcome everyone to visit us and see us ‘in action’. We particularly value the partnership between child, home and school, and our School Association gives everyone in the community the opportunity to become involved in school life.

If you would like to visit please contact the school office.
Our motto is:  

Learn ~ Enjoy ~ Achieve

Our Statement of Purpose

Our 'Statement of Purpose' is the starting point for all activities in our school; hence it comes at the beginning of our prospectus.

We believe our school is a place where our children can enjoy their learning in an atmosphere of happiness, security and confidence. The wellbeing of every member of our school community is of primary concern.

To achieve our statement of purpose we aim:

• to provide a broad, balanced, continuous and appropriate curriculum
• to provide learning that is positive, fun and rooted in life experiences
• to encourage children to develop enquiring minds with a willingness to ask questions and to think and act creatively
• to ensure children are happy, secure, respected and valued as individuals
• to instil the belief that everyone is of equal value and encourage children to be tolerant of and to celebrate cultural and other differences
• to encourage children to have high expectations of themselves and high aspirations for the future
• to encourage children to develop respect for themselves, for others and for their environment
• to form effective partnerships with parents, governors and outside agencies and to make a contribution to the wider community.
**School Accommodation**

Little Paxton Primary School was opened in 1972, marking the return of a school to the village after nearly 25 years.

The school has been extended over the years and has recently had new facilities added. The accommodation now consists of eleven teaching bays/classrooms with various additional administration and intervention areas.

We also have a Community Room which is attached to the school. A Children’s Centre opened at the end of summer 2009 and provides an office from where activities can be signposted. The village Pre-school moved to the school site at Easter 2009.

Our school is mainly open-plan, and this enables us to share resources and expertise in a flexible way. Each class has a home base and uses other areas as appropriate.

The school is fortunate in being situated in spacious grounds. We have extensive areas for play, both on tarmac and on grass. We have a Jubilee Garden that can be used as an outdoor classroom with a stage facility. There is also a secure, covered outdoor play area for our foundation children. There is a variety of ‘trim trail’ equipment placed around the grassed areas of school.

**Admission to School**

Our school serves the village of Little Paxton.

In common with all Cambridgeshire schools we have a policy of ‘Early Admission’. This means that we offer a place in our Foundation Class at the start of the academic year in which a child attains the age of five, despite the fact that parents are not legally obliged to send their children to school until the term after the fifth birthday is attained. We believe that it is beneficial for all children to begin their learning journey as soon as possible.

For the first couple of weeks of the Autumn Term we operate a staggered part-time entry for the Foundation stage so that the youngest children are admitted gradually and have time to settle properly. This gradually builds up to
full-time education. We tailor the length and style of the induction to each individual child.

For a place in our Foundation Class in any September you will need to have applied to the Local Authority (LA) by mid January of that year, as places are allocated in April by them; this is the National Closing Date. Depending on the number of applicants from within the village there may be places for children from further afield. Requests for places are decided upon using clearly defined criteria, and places are offered by the Admission Team based in Cambridge.

If you are requesting a mid-term transfer from another school due to a move, please contact the Admissions Department for the relevant form. A placement may be offered in consultation with the Admission Office at the LA. Arrangements for visits to the school by prospective parents can be made through the school office.

Further details of how the LA prioritises applications can be obtained at www.cambridgeshire.gov.uk/admissions.

There will normally be a meeting for parents and staff in May/June, once places have been centrally allocated, followed by several school time visits for the children, and a final meeting in July. We find that this structured introduction to school gives children and parents alike a gentle start to their new school career.

**Inclusion**

Our school aims to be an inclusive school. We make all our children welcome and provide them with an education that is personalised to their needs. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.
Moving from Nursery, Playgroup or Home to Little Paxton

At Little Paxton Primary School we have close links with our feeder playgroups and nurseries, of which we are very proud. Children are introduced to their new learning environment, their new teachers and part of the school routine before they start in September. Once we have the admissions information the Foundation and Key Stage One team begin visiting our feeder early-years settings. Our staff can get to know the children and begin a relationship. This also allows teachers and keyworkers to discuss the new intake. The children then have visits to our school where they have an opportunity to meet their new teacher and the other children who will be in their class, and to look round their new classroom. The children are usually very confident coming to school on their first day; this is as a result of good links between pre-school settings and the Foundation stage team.

Some information specifically for our EYFS parents

The Early Years Foundation Stage

During the children’s first few years at school, especially in their Foundation year, the curriculum is based upon structured play and investigations which are planned to foster curiosity, independence, imagination and skill. Children learn the appropriate skills in English, Mathematics and Science, which are carefully matched to their individual level of maturity and understanding. Staff plan work from the nationally agreed foundation curriculum; called the Early Years Foundation Stage and aim to continue to build on the foundations which have begun to be laid at home, nursery and or playgroup. The best way you can help to prepare your children for school at home is to spend time with them listening, talking and playing.

The Foundation Curriculum is made up of six areas of learning:

1. Personal Social and Emotional Development
2. Communication - language and literacy
3. Problem solving, reasoning and numeracy
4. Knowledge and understanding of the world
5. Physical development
6. Creative development
Here we take the first three strands to give you a flavour of what your child will be doing and how you can help at home.

1. Personal, social, and emotional development

In this area we aim for the children to:

- socialise in small and large groups in a safe and secure environment
- work with other children, both in class time & group time, where we have agreed clear boundaries and with the support of an adult where necessary
- work with other children where the rules have to be negotiated where adult intervention is kept to a minimum
- make friendships with children and adults
- develop confidence and positive self esteem
- reinforce positive behaviour and attitudes
- develop concepts of right and wrong and regard for others
- explore a range of feelings - their own and an awareness of others
- learn to apply self control
- be independent in dressing and hygiene
- treat living things, the environment and property with respect
- recognise, and be able to, express and deal with emotions

Helping at home

Many children start school well on the way to acquiring these concepts and skills, but some of them might need a little practice! Some children are not used to sharing adults with other children let alone toys and possessions. We encourage children to talk to each other before approaching an adult.

2. Communication, language, and literacy

Speaking and listening

We wish to encourage children’s skills in the use of communication and language, as these are at the heart of all young children’s learning. Speaking and listening opportunities occur throughout the whole curriculum and particularly in the following activities:

- Role play
- Show and tell times
- Sharing books
- Meal times
- Visits
- Cooking
• Seeing adults reading and writing
• Using talk to organise, sequence and clarify thinking, ideas and feelings

**Helping at home**
As parents some of the most effective “teaching” you can do is simply listening to your children and responding to their questions.

**Reading**
We want children to enjoy books and handle them carefully and to understand how books are organised, to know that words and pictures carry meaning and that in English, print is read from top to bottom and left to right.

Children will be offered the following experiences:

• To have opportunities to enjoy looking at and sharing a variety of appropriate books through group, class and self-directed activities. (Big Books, poetry and rhymes, fiction and non-fiction.)
• Captions for displays. Captions in role-play areas etc. Weather chart / date board. Name cards and resources labelled
• Labels around the classroom
• Scribed sentences on Smartboard. (Where the teacher “writes” on behalf of the children)
• Recognising letters of the alphabet by shape, sound and name
• Multi-sensory means that the children learn through not only using their eyes but also creating their own letters in shaving foam, sand, water
• To help the children to use various “clues” in the books they look at, like the pictures to begin to read the text on a page
• 2 weekly guided reading sessions with either the class teacher, a TA or a parent helper where books and activities are selected at the level of each particular group
• Opportunities to read for a purpose
• Reading in both the indoor and outdoor classrooms
• Reading keywords as passwords when they come in or out of the classroom

**Helping at home**
It may be very tempting, as a parent, to try to teach your children to read before they come to school. This is fine if the child has shown an interest in reading and is ready to learn this complex process. For most of your children the best preparation we can give is to share books and your love of reading books with them on a regular basis. Reading can be from books but also from instructions for games and toys, web pages, road signs, recipes etc. Making our children aware that print carries meaning is the first stage in their reading journey. You can go
further and begin to help them learn sounds but this is not essential unless your
child wants to do it. To prepare your child for school you could help them understand
that print conveys meaning and is read from left to right, top to bottom.

3. Problem Solving Reasoning & Numeracy

**Number**
- Recognising digits 1 - 9, counting with one to one correspondence. Remember it
  is one thing to recognise numbers in the correct order, quite another when
  they are in a random order.
- Writing numbers 1 - 9 and ordering.
- Using 1p coins to reinforce counting skills
- Using their own methods to solve 'real life' and practical problems
- Counting to 20, forwards and backwards
- Matching equal sets.
- Identifying a set with more/less.
- Finding one more and one less than a given number
- Using the language of addition and beginning to record their findings using more
  formal methods
- Using the language of subtraction within practical work.
- Using the language of sharing within practical work.

**Shape and space**
- Recognise, name and use 2D and 3D shapes in play and practical activities
- Recognise and recreate pattern
- Begin to understand the vocabulary of position and movement
- Begin to be able to sort a variety of materials by shape, colour and size

**Data handling**
- Collecting and recording information in: -
  - Tally charts
  - Sets - using real objects and symbols
  - Pictograms
  - Bar charts - using real objects, bricks and symbols
Measures

- Use standard (cms) and non standard (cubes, pencils, hands etc) units to measure a variety of objects
- To use language like shorter, longer, wide and thin when measuring and playing
- Use scales to compare objects using appropriate vocabulary (heavy and light)
- Be able to use language like heavy and light to compare weight in practical activities
- Fill various containers with mud, sand, leaves and water
- Compare the capacity of different containers using language like full and empty

Helping at home

Children enjoy numbers so if would be useful if you can help your child to be able to recognize at least the numbers 1-5 in any order. Please take any opportunities to count with them and use mathematical vocabulary such as more and less. Talk to them about the shapes that you see around you and help them to begin to describe the properties of those shapes. Take an opportunity to look at numbers on car number plates, doors, and letters and ask your children what they are.

Home-School Partnership

At Little Paxton we know that if we do not involve parents and carers in the assessment process, so building the Foundation Stage Profile, we are only getting to know half the child. We value an honest partnership which enables us to understand the whole child. We provide opportunities during the Settling in Chats for information to be shared about what your child is doing at home and also on parent consultation evening. You can also send in a "WOW ... my child can", certificate for the class WOW bag. This can celebrate anything that your child has achieved out of school so a letter they can now write, a skill (e.g. swimming or football) that they have done well in or anything else you think is WOW. Through this partnership we are able to get to know what your child can do in both the places they spend lots of their time and create an even more accurate profile.

The Outdoor Classroom

The outdoor classroom is a central part of the teaching and learning which takes place in the Early Years Foundation Stage. We operate a free flow system so that the children are able to
work inside and outside as they wish all day. The children are encouraged to take risks and explore the 6 Areas of Learning in the outside classroom. We will observe the children inside and outside as for some of the children they really show what they know in the outdoor classroom. As the children are encouraged to spend time outside in all weathers we ask that all children are sent to school with hats, gloves, scarves, wellington boots and a sun hat to enable them to access outdoor learning as often as they want to. The outdoor classroom is well resourced and the children enjoy working outside whether this is on their own or with an adult. During some weeks in the term the children plan and get out the resources for themselves.

Health and Safety

Health and Safety is very important to us at Little Paxton as it is to you as parents or carers. To ensure your child is safe at school we complete a daily risk assessment of the outdoor classroom which the children are involved in. The child who completes the daily risk assessment shares their findings with the class. We talk to the children about new equipment and how to use it safely. All children are able to access the outdoor provision at any point during the day and we remind the children of our safety rules at the beginning of each day. We have a trained paediatric first aider who is on site and goes with the EYFS when we go on our visits. It is imperative that you keep the school up-to-date with any allergy or medical information.

Assessment

During their time in our Foundation Class children are assessed against the ‘Foundation Stage Profile’ document. When they first arrive at Little Paxton they are assessed against the Profile statements. They are observed at work and play to enable our staff to find out which of the scale points the children have already reached. This information is then shared with parents or carers at “settling in chats” during the first half term and is also used by the Foundation team to plan for the children’s future learning. It ensures that the children’s learning and social needs are catered for in our planning. As the children near the end of their Foundation Year their Profiles are completed and we can then see how the children have progressed throughout their first year with us.
School Organisation

Hours
School begins at 9.00am, but children should to arrive from 8.50am and go straight into school to prepare for their day. We operate a ‘First Day Contact for Absence’, which means that we ask parents to contact us by phone or email before 9.30am on the first day of absence and to provide written notification on return to school of the reason for the absence. You may email the school office at office@littlepaxton.cambs.sch.uk

Key Stage 1 have a morning break from 10.30am to 10.50 and Key Stage 2 have their break from 11am to 11.15, and the children go to lunch at 12.10.

The afternoon session begins at 1.00pm and finishes at 3.15pm. The Key Stage 1 classes normally have a 10-minute break during the afternoon session.

Lunch
Our school meals provider is CCS. School meals are cooked on site each day. The menu is published each week on notice boards as well as on our website. There is a three-weekly cycle of meals which promotes and encourages healthy eating and follows guidance on Nutritional Standards for School Lunches. Meals must be paid for in advance, and at the latest by 11.00am on the day required. **If a dinner has been booked but your child goes home eg poorly, after 11am on that day, then the meal unfortunately will still be charged to the parent/carer as the kitchen will have prepared it.** Children are also able to bring in a packed lunch but parents and carers should be aware that there is no cold storage facility. Please ensure that either iceblocks or suitable food is supplied.

Communication

The partnership between child, parent and school depends on good communication. To this end we try very hard to keep you informed about everything that goes on in school through reports, newsletters and the occasional curriculum evening. We operate a text and email system called Schoolcomms, with which we send out letters and newsletters to parents, allowing quick and efficient notification.
• School newsletters are emailed fortnightly.

Teachers are always pleased to see you to discuss any concerns or worries you may have, and will, whenever possible, see you either after 3.15pm, or just before school if it is a brief matter. Please make an appointment with the school office for longer appointments. We will always try to see you as soon as possible.

We have a school website which has all the latest information and curriculum details listed. We do not publish children’s names with photographs - just with their work from time to time.

If, for any reason the school needs to be closed at short notice due to any unforeseen circumstances notice will be given either by Schoolcomms, on our website or on a board at the front of the school. In the event of bad weather closure we will also contact our local radio stations.

If you change your email address or mobile telephone number, please let us know as we can update our records immediately.

Money in School

We use our Schoolcomms online payment system to receive payment for dinner money, school trips and other events.

Dinner money payments must be made in amounts of no less than £10.50. We cannot accept smaller amounts. If your child only has occasional meals any excess will be held on account for future use.

Trip money will either be broken down into instalments or as a one off payment.

To enable you to make payments online, please register for a School Gateway account at www.schoolgateway.com. You will need to enter your email address and mobile number we have on record for you. When you have entered those details, select the Send PIN button, a PIN number will be sent to your mobile phone. You can then use this PIN number to log into the School Gateway and view/make payments. If you have any payment queries, please contact the school office.
Should you need to bring money into school for any reasons, it should be sent in a named envelope indicating what the payment is for and cheques should be made payable to Little Paxton Primary School, unless specifically advised otherwise.

**Playtime Snacks**

We are signed up to the Health Promoting Schools Initiative. As part of this we have a healthy eating policy. Sweets, biscuits and crisps are not allowed to be eaten at break-times. A piece of fruit is quite acceptable as an alternative. We participate in the County Initiative of offering a free piece of fruit or vegetable each morning break for our Key Stage 1 and Foundation pupils.

**Water to drink during the day**

The children are encouraged to drink water as and when they feel they need it. We do have water fountains in school but children are asked to bring a plastic water bottle each day, which they can refill.

**Bicycles/Scooters in School**

Bicycles and scooters can be stored in our bike and scooter shelters located at the front of school. We encourage the riding of either bikes or scooters to school by the children. However, neither should be ridden on school premises.

**Medicines**

Normally medicines will not be administered to children in school. However, there are circumstances where children require regular prescription medication and in these cases a special request to administer it must be sought from the office and the appropriate form completed and signed.

**Uniform**

The school has a uniform, which we strongly encourage children to wear as it reinforces their identity as a member of Little Paxton School. It consists of a white or pale blue shirt/blouse or polo shirt, grey trousers or skirt, and a navy blue sweat cardigan/fleece or sweatshirt. This is supplemented for summer with a light blue dress or grey tailored shorts with the above shirts.
All of the school fleeces, sweatshirts, sweat cardigans and polo shirts, with embroidered logos can be ordered from Swiftstitch in St Neots [www.swiftstitch.co.uk](http://www.swiftstitch.co.uk) Details of prices and sizes are available from the school office. We hold a selection of sizes in school for your child to try on to ensure the correct size is ordered or you can call in to the shop.

Footwear should be plain black, functional shoes please.

For PE the children wear a navy blue T-shirt and navy blue shorts, with a change of shoes – i.e. plimsolls or trainers for outdoor PE. Key Stage 2 children require trainers or football boots for field games. Navy T-shirts with the school logo are available from the online shop. Tracksuits may be worn for outdoor games during the winter. PE kit should be kept in a named bag on the child's peg.

For swimming the children will need a suitable swimming costume and a towel.

**Please ensure that all possessions and items of clothing brought into school are clearly named.**

**Lost Property**

Property can be misplaced. A name on a piece of clothing ensures that items can be returned to their owners as quickly as possible. Un-named items are stored in the box outside the office area.

**Jewellery**

Jewellery can cause serious injuries in activities like PE and in play, therefore, jewellery should not be worn with the exception of watches and small studs for pierced ears. If sleeper or stud earrings are worn they will be covered with tape for PE sessions.

**Discipline**

We believe that everyone at our school has the right to respect, but that respect is dependent on responsibility and adherence to fair and agreed rules.

We have four school rules. These provide the framework for all discipline in school. Children and staff can put all behaviour into the context of

1. **Safety**

   ![Safety](image-url)
2. Courtesy
3. Learning
4. Environment

Each rule begins with self - how does this affect me and how do I affect it? And then moves outside the self to - how am I affecting others?

Whilst we have clearly defined sanctions for when these rules are broken, we actively reward positive behaviour rather than just correcting negative behaviour. Key Stage 1 operates a red/amber/green card system in class, which is reviewed each day. Key Stage 2 operates a behaviour book for each class, which is shared with parents/carers when appropriate.

The School Health Service

The purpose of the School Health Service is to provide advice to parents, children and teachers on any health problems that may affect a child’s progress at school.

The School Doctor

School Doctors are Medical Practitioners who have undergone special training in developmental and educational medicine. They have a particular role in identifying the way in which medical conditions may affect a child’s ability to learn. They work closely with General Practitioners, Hospital Consultants and the Local Education Authority.

The School Nurse

Each school has a named School Nurse who is a Registered Nurse with further training. She assists at medical examinations and provides teaching and advice on health matters in co-operation with the Health Education Department. She undertakes home visits when necessary. She also liaises with other Health Service staff including Health Visitors, Physiotherapists, Speech Therapists and Audiometricians. Her details are displayed on the school notice board in the entrance.

Screening Tests

The following tests may be carried out while your child is at school:
• sight tests at ages 5 and 13 years (by the School Nurse)
• hearing test at age 5 years (by an Audiometrician)
• growth checks (by the School Nurse) at regular intervals.
Any of the above can be done at other times at the request of a parent or teacher.
You will, of course, be informed if any problems are found.

Educational Visits

For a number of years our school has taken children on day and residential visits which, form a valuable and enjoyable part of their education and support and enhance the classroom based learning.

These visits include:
• short walks into the village to look at their own environment, buildings, church, etc, or down to the nature reserve for pond-dipping and so forth (for this type of activity we assume your blanket permission to take children off the school site by signing our agreement and permissions form)
• day trips to places such as museums, wildlife parks and castles
• residential visits for older children to areas such as North Norfolk and Burwell House.

Charging and Remission

We are very pleased to be able to offer the children educational visits and extra-curricular activities. The school does need to ask parents for voluntary contributions towards the cost of these activities. Our School Governors have agreed to make funds available to the Headteacher to support any family entitled to claim certain benefits or that has genuine difficulties meeting the cost of trips. Parents in such circumstances should contact the Headteacher who will treat this matter in the very strictest confidence.

Helping in School

We greatly value the help that parents and friends can give to school. If you would like to offer your services you should speak to the Headteacher or your child’s teacher. We do carry out a List 99 check on all such helpers in school. This check is in place to help protect us all. All adults who are employed within the school have full CRB checks.
Absence and Holidays

We expect good attendance from pupils which is important in order to maximise each child’s learning and progress for this reason only exceptional circumstances will be authorised. The School office still needs to be advised in advance if your child will be absent from school and an application of leave/absence form completed.

If the absence is for medical appointments we will need proof of appointment such as a hospital letter or appointment card.

- Authorised absence include medical appointment and exceptional circumstances agreed by the Headteacher.
- All other absences will be recorded as unauthorised.

A list of the school holiday dates is available on our website or from the school office.

Year 6 children should not be taken out of school during their vital final year at our school, especially during the month of May when National Tests are undertaken.

The Curriculum

The curriculum consists of all the experiences offered to the children in school, and is broad and balanced. It aims to promote the skills, knowledge and understanding that are required for life, as well as developing an awareness of spiritual and moral issues.

A major part of the school’s curriculum is the National Curriculum. This consists of the core subjects English, Maths, Science, Religious Education and Information & Communication Technology, together with the foundation subjects History, Geography, Music, PE, Art and Design Technology. We provide a formal curriculum for Personal, Social and Health Education (PSHE), following Cambridgeshire’s scheme of work alongside the national SEAL initiative (Social and Emotional Aspects of Learning - a comprehensive approach to promoting social and emotional skills.)

We teach our curriculum through a creative learning approach based on skills progression using a specific theme as the vehicle. Certain areas may still be taught discretely. The National Curriculum will be followed and skills matched to them. We
are constantly adapting and reviewing our curriculum according to the needs of our children.

Core Subjects

English
English is at the centre of the whole life of every child and the school. The knowledge and skills involved in speaking, listening and writing are critical to success during education and later life, and we seek to encourage these from the very beginning.

During the child's school career, the basic skills of writing, vocabulary, grammar, spelling, and syntax are introduced and extended using a wide range of materials and resources. Emphasis is placed on the creative development of story writing, poetry and drama.

Reading for meaning is encouraged from the early years within a balanced framework and with respect for each child's age and ability. Study skills are taught so that the children can use books and other media to find information. Our aims are to foster a love of books from an early age and to ensure that the child reads widely for pleasure and enjoyment in preparation for the reading and appreciation of good literature in later years.

The Letter and Sounds Programme features in our early teaching of reading and writing.

Maths
We aim to encourage children's confidence and enjoyment of mathematical work by offering a range of experiences relevant to each child's assessed needs and ability. These experiences give children the opportunity to acquire the necessary knowledge and skills, and provide opportunities for applying them in problem solving situations.

Throughout the school an emphasis is placed on first-hand experience and making mathematics relevant to everyday life.

Science
Science is a fundamental part of every child’s education in the school. The stimulus of the National Curriculum requirements has resulted in great advances for primary school children in terms of their understanding of what science is, how it operates and why it is so important. Children will develop a broad knowledge base across the three main scientific disciplines of life science, material science and physical science through first-hand investigation. In doing so, they will also learn something of the scientific process and the attitudes that characterise science.

Information and Communication Technology (ICT)

Computers are used in all areas of the school’s work. We have a network of over 30 machines, some individually in classrooms, others in clusters for group work. The children receive instruction in the safe use of computers and they can access the internet through the County Council’s ‘walled garden’, which prevents them seeing unsuitable material. We have an internet safety policy, and we request that you and your child play your part in acting responsibly. We have produced the following rules which we expect all children to adhere to:

I will ask permission before entering any website, unless my teacher has already approved that site.

I will not look at or delete other people’s files.

I will not use USB sticks or other file storage devices in school without permission.

I will only e-mail people I know or my teacher has approved.

The messages I send will be polite and sensible.

When sending e-mail I will not give my home address or phone number or arrange to meet someone.
I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.

I will not use internet chat.

If I see anything I am unhappy with or I receive messages I do not like I will tell a teacher immediately.

I know that the school may check my computer files and may monitor the internet sites I visit.

I understand that if I deliberately break these rules, I could be stopped from using the internet or computers.

**Religious Education (RE) and Collective Worship**

While following the guidelines set out in the Cambridgeshire Agreed Syllabus, our aim at Little Paxton School is to promote an awareness of the world and the responsibility that each of us has towards it, and to instil respect for and tolerance of other human beings.

To achieve this we give children the opportunity to meet and talk to people who have an active role in a religious community and thus to become aware of some of the important key figures within the major religions.

Children learn about books and writings that are special to various religious communities and find out how life changes are marked by special occasions (birth, marriage, etc.). They also learn about special occasions and festivals in the Christian calendar. They are encouraged to explore their own feelings about various relationships and to express these in a variety of ways. They learn about the need for a caring, sharing attitude towards others, and particularly to recognise the worth in themselves and others. Parents may withdraw their children from any aspect of RE.

Collective Worship takes place each day as part of Assembly. It is largely Christian in character and parents may withdraw their children from this part of Assembly.
Foundation Subjects

Design Technology
Technology is an activity that spans the whole curriculum in the Primary school. It asks every child to apply learned knowledge and skills to solve practical problems.

We provide experience of using construction toys, blocks, 'junk', clay, fabrics, paper, card and wood. The children learn about these materials and are given challenging tasks, at the appropriate level, which ask them to make sensible choices. They are taught how to use simple hand tools safely and skilfully.

Children need access to a variety of materials, many of which come from home. We welcome clean contributions to our resources, such as cartons and boxes, plastic pots and bottles, food trays, jar and bottle lids, buttons and cardboard rolls.

Physical Education
Physical Education is a very broad term which describes the six activities that children take part in at school. These are: gymnastic activities, dance, athletic activities, games, swimming and outdoor adventurous activities. Each class has timetabled sessions in the school hall. Key Stage 1 has two per week and Key Stage 2 generally has one.

Children will have the opportunity to visit the St Neots Leisure Centre indoor pool for 5/6 weeks of intensive swimming instruction, and we find that the majority of our children on leaving school have swum the minimum expected distance of 25 metres.

History
Pupils are given the opportunity to develop an awareness of the past and the ways in which it is different from the present. They are introduced to history through a variety of sources.

To begin with children are introduced to well known myths and legends, stories about historical events and fictional stories set in the past.

We aim to give our children first-hand experience of history through practical activities such as studying artefacts, pictures and photos, listening to music, talking to adults about the past, investigating written sources,
visiting buildings and sites of interest, exploring computer databases and extracting information.

In Key Stage 2 the structure of the curriculum is such that each child has to cover specified historical topics. We have a four-year cycle of these topics to enable our children to have experience of both ancient and modern times. All history topics are supported by first-hand experience and practical activities.

**Geography**
In Geography, as in all other subjects, the children's work is linked to their interests and experiences.

Through first-hand experience, the children develop skills including map reading and fieldwork techniques. We aim to develop their knowledge of places such as their home, their school and their village, and later we go on to study the differences between localities at home and abroad. The children have the opportunity to study physical aspects of geography, the weather, rivers, landforms, rocks and soils. As the work is child-centred a large part of it is based on extending their knowledge of human geography.

In Key Stage 2 the work is linked with the history curriculum in a rolling cycle of topics. The emphasis at all times is to build on the children's knowledge and interests through practical experiences.

**Music**
The main aim of music education is to foster pupils' sensitivity to music, and their understanding and enjoyment of it, through active involvement in listening, composing and performing.

To achieve this, we provide a variety of musical experiences, including class and group activities using radio and television programmes that cover movement, singing and instrument work. We arrange for a variety of 'live' music groups to visit school. The whole school benefits from expert tuition in choral singing every week. We have visiting external music teachers of various disciplines and have invested in a wide variety of musical instruments for all ages.

**Art**
Through the teaching of Art and Design we hope to help the children develop the capacity to learn about and observe the world in which they live.

Children are given every opportunity to express their creativity by developing skills and working with a variety of media including clay, paints, and fabrics.

In each of the six areas taught (drawing, painting, printing, clay and sculpture, textiles and the history of art), children investigate, make and develop the ability to value their work and the work of other artists, craft workers and designers.

We are proud of our school's achievement in receiving the National Artsmark Award, and we regularly contribute work to be displayed in local exhibitions. A specialist art teacher works in school throughout the year.

**Personal, Social and Health Education (PSHE) and Citizenship**

Our school attaches great importance to the notion of creating high self-esteem in all its members. We teach skills and seek to develop attitudes and values in the areas of citizenship, health education, self-discipline and general social skills. In doing so, we aim to prepare pupils for the opportunities, responsibilities and experiences of adult life.

We have a School Council on which elected members from each class meet with school staff to develop initiatives to improve school life. The council provides a very valuable forum, allowing the children to be consulted on and initiate work on school improvement. It is also an important part of the programme of work we have to help prepare children for being citizens in the 21st century.

**Sex and Relationships Education (SRE)**

SRE is included in the wider PSHE curriculum. In Sex Education our aim is to help children learn about physical differences, the beginnings of life and their feelings, and to help them to understand that animals and humans reproduce. This forms a natural and incidental part of the children's cross-curricular topic-based work. Change, Growth, Families and Ourselves are the most appropriate topics for this purpose.
In Year 6 children are taught the basic biology of human reproduction to help them understand the changes which are affecting their bodies and emotions. The emphasis is on the importance of loving relationships and the value of family life in parenting, always being sensitive to the family backgrounds of the children. This programme of work links across the curriculum and the children will be encouraged to question in a comfortable and confidential manner.

Parents have the right to withdraw their children from aspects of SRE.

**Bullying**

Bullying is not a problem at this school. However, we recognise that it does happen from time to time, as it does in all organisations. We therefore have a special policy for identifying bullying and putting a stop to it.

We have defined bullying as a *persistent, deliberate attempt to hurt or humiliate someone*. We try to ensure that we always remember the difference between this and ordinary childhood arguments.

All incidents are logged so that an accurate check can be kept on the level of the problem. We depend on the children and their parents keeping us informed of any bullying going on in school. Please do not hesitate to contact us, no matter how small or trivial the incident might seem to you. Very often, what seems minor to us as adults is very important in the eyes of a child.

**Racism**

“A racist incident is any incident which is perceived to be racist by the victim or any other person.” School will take any such incidents very seriously and will investigate and act upon any incidents involving pupils, staff or visitors to school.
**Child Protection**

We consider safeguarding our children to be of paramount importance. All staff receive regular and appropriate training in safeguarding and child protection.

Parents/carers should know that the law requires all school staff to pass on information that gives rise to a concern about a child’s welfare, including risk from neglect or physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible will inform them of the referral to Social Care. This will be done only where such discussion will not place the child at increased risk of significant harm.

In accordance with local information sharing protocols, we will ensure that information is shared effectively and sensitively. Information will be shared with other services only where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or is likely to suffer significant harm.

Occasionally, concerns are passed on that are later shown to be unfounded. We trust that parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

**Special Educational Needs**

All children are different and have very individual needs. At Little Paxton, we aim to cater for the needs of all children.

We are able to identify children’s needs through continual assessment, and offer support within class and small group situations. We inform parents and discuss needs and solutions at each stage. We also receive help and advice from the specialist support teachers and other agencies, who are able to help us develop individual programmes of work when required.
Children with specific identified special education needs will receive an Individual Education Plan (IEP) which is drawn up by the class teacher and special needs co-ordinator and shows specific targets that the children will be working towards. This is reviewed regularly and parents receive copies of all IEPs.

If you have any concerns about the special educational provision for your child, or about special educational needs provision generally, please speak to the head teacher, or to any member of the governing body. If you speak to a governor, he/she will, in the first instance, refer the matter to the head teacher. The head teacher will investigate and then contact you. If he/she has not resolved the matter to your satisfaction, it will be referred to the special needs governor, who will meet with you to consider the concerns and find a way forward.

**Assessment**

Assessment is a continuous process. It starts from the child’s first visit to our school and carries on in secondary school, where the results of our assessments are built on and the children suitably supported and extended.

Assessment is built into the teaching and learning process. At the beginning of each academic year targets are set for each child for reading, writing and maths and their progress towards these targets is monitored closely each half term. It is not an afterthought but instead an essential and integral part of the teacher’s planning. At the end of Key Stage 2, at the age of 11 years, our pupils undertake Standard Assessment Tests in English and Maths. The results of these SATs are communicated to parents through end-of-year reports each July. Parents of our Year 2 pupils will also receive their child’s teacher assessments at this time.

**Making a complaint**

There are times when things can go wrong in school. We hope that such occasions are few and far between and can be resolved through an informal chat with the person concerned.

Occasionally, however, there are times when a more formal response is necessary. In this case our ‘Complaints Procedure’ should be followed. Please ask at the office for a copy.
Extra-Curricular Activities

The school offers the opportunity to be part of a variety of clubs, which take place either at lunchtime or after school. These have included, rugby, tri-golf, Mad Science, football, netball, tennis, archery, cookery, gardening, cross country dance and art. A summer games club is also often offered to children. Some of these clubs are offered by school staff and so rarely incur charges, however, some are organised by external groups and require payment.

The School’s Sporting Aims

Sport plays an important part in the life of our nation and we recognise this at our school by encouraging all our children to take part in both our formal PE programme and in other activities such as our clubs after school.

We believe in competitive team games and all children have the opportunity to play in teams and become used to winning, losing and enjoying ‘taking part’.

As the children move through the school there are opportunities to take part in competitive events against other schools. In the past the school has organised and/or taken part in:

- Huntingdon area football tournaments - usually on Saturday mornings
- cluster football tournament - after school
- cricket tournament
- cross-country running competition.

Individuals from the school are also entered in the St Ivo District Sports.

Each Summer Term we hold ‘Sports Days’, when the children compete in teams against each other.
Moving on to Secondary School

The transition between primary and secondary school can be a worrying time for many children. We liaise closely with the secondary schools in our area. We aim to make the move as smooth as possible while ensuring the children are fully prepared for this new school experience. At present the majority of our children move on to Longsands Academy. During the Autumn Term of Year 6 parents are invited to the Open Evening held at the school. This gives general information about the Academy. During the Spring and Summer Terms staff from the secondary schools come to talk to the children about their prospective new school, in order to address any general issues. During the Summer Term all Year 6 children attend induction days at their new schools where they undertake some lessons to give them the ‘feel’ of a secondary school. Throughout the final two terms we liaise closely with Year 7 staff in the secondary schools to ensure records about all children are passed on, so that each child’s needs can continue to be addressed from the first day in their new school.

We find one of the greatest concerns the children have is about homework. As Year 6 progresses, with parental agreement, we begin to set more formal homework. This gives the children the opportunity to begin to get used to the self-discipline necessary in order to complete homework tasks, while also ensuring it is not such a shock come September!

We find that with such liaison and induction programmes most of our children pass happily into the secondary phase of their school careers.

The Little Paxton School Association

We are fortunate to have a very well established, well organised and committed group of parents and friends known as the Little Paxton School Association (LPSA). The aims of the School Association, as laid down in its constitution, are to advance the education of the pupils and extend relationships between staff, parents and the community of Little Paxton as a whole.
The Association is very involved in fundraising activities, which enrich the school with extra resources that we would not otherwise be able to afford. All parents and guardians of children at the school are deemed to be members of the School Association. A committee is elected each Autumn Term.

New members are always welcome and however small or large their contribution, it is always gratefully received.

The Governing Body

In addition to the teaching and non-teaching staff of the school, and parents, there is a very important third group involved in the life of the school. Every aspect of the life and conduct of the school is overseen by the Governors.

The Governing Body has a general responsibility for the effective management of the school. This includes establishing, with the head teacher, the aims and policies of the school; ensuring that the National Curriculum is provided; ensuring that RE is provided; setting and controlling the school budget; and supporting and appointing the head teacher and other staff.

The Governing Body is made up of representatives of the Local Authority, parent elected members and co-opted members. As well as attending formal meetings the Governors spend much time in school meeting and working with staff and children. They are always pleased and ready to talk to parents.

A list of our current governors and their roles can be found on the website or from the school office.

We look forward to working with you to ensure that you and your child will have many happy years at
Little Paxton Primary School
Please read the following school agreements and permissions. Once read please forward your signed agreement form together with your completed Admission Form, your child’s full birth certificate and a utility bill dated within the last 3 months showing your address, to the school office.

THE HOME SCHOOL AGREEMENT

Little Paxton School strives for excellent in all spheres of work and attaches high priority to strong partnership between school, home and the wider community.

We will work with you to ensure the best for your child and to assist them to achieve their full potential.

We will set work at a suitable level for your child, mark it and provide feedback.

We will provide opportunities for you to see your child’s work and talk to teachers.

We will provide a written end of year report.

We will look after your child as any reasonable parent would ensuring a safe and stable environment in which to live and learn.

We will listen to and discuss concerns or problems with parents and/or children as they arise.

We will promote values of self worth and self respect.

We will be open and welcoming and encourage parental involvement in school activities.

We will inform parents if there are any problems with affect their child’s work or behaviour.

Signed ...........D.J. Hawkes... Headteacher
In return we ask parents to support and help their children to:-

Respect the school, its rules, aims, values and all those working and learning here.

Be punctual and alert by not staying up too late.

Be suitably dressed and equipped for school

Complete learning at home and homework assignments.

Try their best and work hard in all areas of school life

Take an interest in school events

Not be absent from school during term time.