



# *Prospectus* 2021

# Welcome to Belgrave Primary School

This prospectus is intended to provide you with information and guidance about Belgrave Primary School. It is for prospective parents and carers and all parents and carers with children who are currently at Belgrave.

Prospective parents are encouraged to take a virtual tour of our school by logging onto our website [www.belgrave.cheshire.sch.uk](http://www.belgrave.cheshire.sch.uk) and clicking on the Prospective Parents tab.



Also on our website you will find a number of links including newsletters, class pages and recent events.

In addition to the information in this prospectus, we have a Publication Policy which lists all the documents available to parents.

Please contact the school office for more details.



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## MESSAGE FROM THE HEADTEACHER

Here at Belgrave, staff are committed to providing:

An inclusive, child-centred curriculum that challenges learners of all abilities and needs. This is a curriculum that will teach our children the skills and 'habits of mind' that equip them for life in the future and a curriculum that is creative, inspiring and FUN!

We aim to teach this through our motto of BEES: **Belong, Enjoy, Enthuse and Succeed**. Play the video below to find out more about the Belgrave curriculum.

We firmly believe in establishing effective home school partnerships from Reception through to Year 6. This is fostered through our open door policy, curriculum workshops, class newsletters, Home School Books and Planners and a wide range of social events organised by the PTA. You will be able to read our monthly newsletter on the website which will give you an insight to life at the school; as will the photographs of learning inside and outside of the classroom. The Class Pages will also show you what is happening in the classrooms which is a summary of the achievements posted regularly through the week on Class Dojo for parents of children attending Belgrave.

We have a clear understanding of how children learn and provide the best possible conditions to facilitate this. We acknowledge the importance of a caring and stimulating environment where the recognition of developing children's self-esteem enables them to take risks in learning. Children learn confidently through a safe environment where we teach that it is ok to make mistakes while asking questions and accepting challenges are good strategies.

Assessment is integrated into the learning to enable teachers to plan for children's next steps. Parents receive information about children's targets at parent and teacher appointments and in the annual written report and on the Year Group pages of the website.

The children at Belgrave are encouraged to take responsibility for decisions and are able to have a 'voice' through the School Council, Sports Council, Junior Road Safety Officers and Eco Committee.

The school has an active Parent and Teacher Association (PTA) which is involved in a range of activities that enhance the life of the school. All parents are invited to attend the meetings and we welcome everyone's support.

We consider it important that children have the experience of educational visits, working with artists and authors and visitors to school to enrich the curriculum. The PTA contributes towards the funding of these activities.

If you need clarification regarding any aspect of this prospectus please contact us.



Juliette Benton

## OUR VISION

### Vision Statement

**B**elong

**E**njoy

**E**nthuse

**S**ucceed

Our school:

- Treats each child as an individual
- Is a place where every child is safe
- Values and respects all adults and children
- Teaches the democratic systems that underpin British society
- Is a place where children enjoy learning and achievements are celebrated
- Listens to children and values their opinions
- Is welcoming, friendly and caring
- Encourages everyone to make healthy life choices

We seek to achieve this vision through positive actions.

#### Children, Parents and Staff

- All teachers and learners will strive to be enthusiastic and motivated
- Will be approachable, polite and respectful
- Work in partnership and demonstrate teamwork
- Will seek solutions through sharing and honest discussion
- Will be part of the wider community

## AWARDS

Belgrave Primary School has received many awards and recognition of high achievement. Acknowledgements of our success include a letter from the Minister of State for School Reform congratulating us on being in the top 5% of schools in the Year 1 phonics check in 2014 and in the top 1% for reading in Key Stage 2.

We have recently been awarded the Good Diabetes Care award for providing great care to children with diabetes. We have a seventh (2017) Basic Skills Quality Mark, four ECO Schools Awards, Investors in People (2009) and four Gold Artsmark Awards from the Arts Council for a commitment to the arts (2012), 4 Gold Sportsmark awards for PE (2019) and the International School Award 2008.

The most recent Ofsted inspection was in December 2009 and Belgrave was judged as Outstanding.

The overall judgement of Outstanding is due to the continuing high standards of care, and excellent outcomes for pupils' personal and academic development. Please read the full report available on the Ofsted website or via the link on our website. We have also been recognised as being a particularly successful school and received a certificate from Ofsted.



## SCHOOL STAFF 2020 - 2021

### Head Teacher

Ms J Benton

### Deputy Head

Miss L Taylor

### Teachers

Mrs E Bates

Mrs J Bowle

Mr T Clifton

Mrs A Hancock

Miss S Hopkins

Mr J Moss

Mrs J Redmond

Mrs J Salter

Mrs R Wilkinson

Mrs W Woodman

### Higher Level Teaching Assistant

Miss J Campbell

### Teaching Assistants (TA)

Mrs W Amner

Mrs M Clethro

Mrs A Dougherty

Mrs L Foden

Mrs J Halewood

Mrs J Price

Mrs J Tarbuck

Mrs H Tiffin

Mrs K Gittins

Ms K Buchanan

### Bursar

Mrs S Morgan

### Admin Assistant

Mrs S Pilling

### Midday Assistants

Mrs M Eunson

### Maintenance Officer

Mr T Amner

### Cleaning Staff

Mrs J Gentile

Mrs K Gittins

### Catering Supervisor

Mrs J Gentile

### Catering Assistants

Mrs S Shaw

Mrs M Birchall

## SCHOOL GOVERNORS

### Chair

Mrs C Jennings

### Vice Chairman

Mrs R Barraclough

### Local Authority

Mr F Schmidlin

### Parent Governors

Mr D Connolly

Ms C Graham

Mrs C Jennings

Mr C Martin

### Co-Opted

Mrs R Barraclough

Mrs K Chaplin

Mr N Stacey

Miss L Taylor (Deputy Headteacher)

### Head Teacher

Ms J Benton

### Staff Governor

Mr T Clifton

The Clerk to the Governing Board can be contacted at Edsential.

## CLASSES 2020-21

## Class organisation

Age	Year	Class Name	Teachers Name	Room Number
4-5	Foundation	RW	Mrs Wilkinson / Miss Hopkins	1
5-6	Year 1	1RT	Mrs Redmond Miss Taylor	2
6-7	Year 2	2B	Mrs Bates	3
7-8	Year 3	3M	Mr Moss	4
8-9	Year 4	4H	Mrs Hancock	5
9-10	Year 5	5SB	Mrs Bowle Mrs Salter	6
10-11	Year 6	6C	Mr Clifton	7

Teachers not assigned to a class:

Mrs Wendy Woodman is a permanent member of staff who is an accomplished Lead Modern Foreign Languages teacher who is employed by the school.

Mr Mark Phillips is a PE instructor who was originally employed by the Local Sports Partnership and is now employed by the school.

## OUR SCHOOL

Belgrave Primary School was opened in 1968 and was originally a one form entry primary school. It became an infant school in 1974 and returned to being a primary school in September 2008. Since 2008 our admission number has been 30 and we are a one form entry school. This is as a result of reorganisation in Cheshire. The school is attached to Westminster Park Community Centre which serves the local area.

The school is well resourced with computers in classrooms, work areas and an ICT suite. All classes have interactive whiteboards. We have large practical “workspaces” outside the classrooms which are used for a range of lessons and activities including art, design and technology, ICT and group teaching. The library areas have recently been refurbished which the PTA has funded. We have two playgrounds at the front of the school, a wooded area, a sports pitch and an outside play area at the back of the school by the reception classroom. Following recent building projects, we have three small group rooms, a music room, refurbished toilets and cloakroom provision and a well-equipped play area to develop children’s physical skills.

We have our own school kitchen which is adjacent to the school hall. The school hall is used for; PE, music, assemblies and as a dining area.

Wrap around care at Belgrave is The Happy Hive: We have a morning club which starts at 8.00 a.m. and an after school club which starts at the end of school until either 4:15 or 5.30pm.





## THE SCHOOL DAY

	Reception, Year 1 and 2	Year 3, 4, 5 and 6
Doors Open	8:45	8:45
Doors Close	8:55	8:50
Register	8:55	8:50
Assembly	10.15- 10.30	10.15-10.30
Break	10.30-10.50	10.30-10.50
Lunch	12.00-12.55	12.00-12.55
Register	12.55-1.00	12.55-1.00
Flexible Break	2.10-2.20	2.10-2.15
School finishes	3.10	3.15

We open our doors for the children to come in at 8.45 a.m. The register is taken at 8:55am for Foundation/Key Stage One and at 8.50am for Key Stage Two. The morning teaching sessions finish at 12.00 noon. There is an assembly (collective act of worship) for 20 minutes each day when possible due to Covid restrictions. Assemblies offer opportunities for calm reflection, acknowledging achievements and raising pupils' awareness of moral issues. We conduct assemblies in a dignified and respectful way. It is the statutory right of any parent to withdraw their child from collective worship activities.

**The morning session** includes a playtime of 20 minutes. Children in Reception and Key Stage One receive fruit at mid-morning break. This fruit is provided as part of a national government initiative towards healthy eating. Children have free milk up the age of 5 and pupils in reception can have milk daily through the School Milk Scheme. All children have access to water during the school day. Key Stage 2 pupils bring in their own fruit snack. Since September 2014 "infants" (4-7 year olds) are provided with a free school lunch.

**The afternoon** teaching session is from 1p.m. to 3.10 p.m. for KS1 and 3.15 p.m. for KS2. We have a "flexible" playtime in the afternoon to fit in with the children's learning. At the end of the day children remain in school until they see the person who is collecting them in the playground. There are designated areas for collection for different year groups and classes. This is to ensure that the children can be collected safely. If you are unavoidably detained, or you have arranged for someone else to collect your child, please inform us in writing or telephone if you have changed the arrangements unexpectedly. If your child is going to be collected by an After School Club, child-minder or you have a regular arrangement please inform us in writing. If any child in Key Stage 2 (years 3-6) has your permission to walk home by themselves the school requires parents to provide written permission.



## SCHOOL MEALS

Children can have a school lunch or bring a packed lunch. **Every child in reception, year 1 and 2 receive a free school lunch. This initiative is called Universal Infant Free School Meals.** Schools need parents of pupils who would have been eligible for a free school meal in the past to register for **Pupil Premium** as this gives the school an additional £1,350 per pupil. At Belgrave families who have registered for Pupil Premium are able to have educational trips and extra-curricular clubs subsidised. Telephone: 0300 123 7021 or email: [benefits@cheshirewestandchester.gov.uk](mailto:benefits@cheshirewestandchester.gov.uk)

School lunches cost £11.75 for the week or £2.35 per day for children in the Juniors (years 3-6). Parents can pay online by registering on [schoolmoney.co.uk](http://schoolmoney.co.uk) Parents receive texts or emails inviting you to access the website to pay for an activity or for meals. Please keep your account in credit.

All children select their choice between 3 healthy meals in the morning when the register is taken. The meals meet the new Food Plan requirements and are prepared in our school kitchen. There is a 3 week menu which includes a vegetarian option daily. The menu is displayed on the website.

Provision is made for children who prefer to bring a packed lunch which should include a drink and utensils, if necessary, and be packed in a convenient way. In the interests of safety, cans and glass bottles are not allowed. Children are not permitted to bring sweets to school and this rule needs to be upheld for lunch boxes. We encourage healthy eating as part of the school's policy along with healthy eating habits and good manners.



For the safety of our pupils that have severe nut allergies, children must not bring into school any nut-based products for a snack or packed lunch.

## **PARTNERSHIP**

We strongly believe that your child's education is a shared process and we work with parents in a number of ways to enable children to achieve their potential.

- Pupil Learning Reviews which involve the teacher, parent and pupil take place in November and March / April. Additional appointments may be arranged at any time, should there be a need
- Class Dojo is used as our communication platform and where messages / reminders are posted as well as photographs of weekly learning for each class
- A Home - School Communications Book which can be used to support learning at home and for messages between parents and teachers
- An up to date Class Page on the website from your child's class teacher about topics that will be taught, useful information and targets for the term
- Curriculum workshops to inform you about the work we are doing at school and how you can help at home
- An annual written report which includes targets to inform parents about progress and next steps in learning.

We welcome voluntary help from parents in the classroom as there are many activities that can be greatly improved with an extra pair of hands. We recognise that many parents have a particular skill that they can share with us. Please contact your child's class teacher if you could help on an occasional or regular basis. All helpers are asked to complete an Enhanced DBS (Disclosure and Barring Scheme) form in the interests of the safety of the children.

## **SAFEGUARDING**

### **Safeguarding and Child Protection Procedures**

Documents on safeguarding are regularly updated and all staff are trained and kept fully informed about the statutory guidance. Keeping Children Safe In Education (September 2018) (March 2015) and Working Together to Safeguard Children (March 2014) and Safer Recruitment in Education. Schools make it clear that arrangements to safeguard and promote the welfare of children and follow the correct procedures and processes. Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. 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.

The designated leads for safeguarding at Belgrave are: the Headteacher (Juliette Benton), Deputy Headteacher (Lynne Taylor) and KS1 Teacher (Emma Bates).

A copy of the Safeguarding Policy is available for parents.

## **ADMISSIONS**

Admission to school follows the Government and Local Authority guidelines. In Cheshire West and Chester children have the opportunity to be admitted to school in the September following their fourth birthday. A child's attendance at school is compulsory at the beginning of the term after a child's fifth birthday.

The Local Authority criteria for selection if the school is oversubscribed is: siblings and other children living at the same address as part of the same household who attend the school; pupils who are resident within the designated catchment zone; out of zone pupils attending a partner school; pupils for whom there are exceptional personal/ domestic circumstances; pupils living nearest to the school.

The Local Authority organises the admission to school for new entrants into the Foundation (Reception) class. Parents complete an application form on which they state a first, second and third choice school.

Address:	Cheshire Admission & Transfer Team	Telephone:	0300 123 7039
	Wyvern House		
	The Drummer		
	Winsford		
	CW7 1AH		

The application forms for admission are available from the Cheshire West and Chester website and applications can be made online or by post. In March or April (prior to the September admission) parents are offered a place at a school and when the school is informed we invite parents to attend a meeting in the summer term.

Pupils who are transferring from other schools should apply on the Cheshire West and Chester website completing the In Year application form.

If you would like to visit the school you are welcome to contact us to make an appointment. We show parents around the school during the school day on designated days each month. Following notification that your child has a place at Belgrave Primary School, you will be invited to a pre-school meeting in June. The purpose of this meeting is to:

- Introduce you to the staff who will be working with your children
- Explain the starting school arrangements
- Talk about the curriculum
- Give you practical information about the school day
- Enable you to order uniform

## **STARTING SCHOOL**

- Children visit the school in June/July for two sessions (dates will be given to parents at the pre-school meeting).

- Children attend half days in September for approximately two weeks which enables them to settle into their new environment and get to know the staff and other children (dates and details will be sent to parents).
- We will offer home visits to all families in September. This will be an opportunity for your child to meet staff in their own home, talk informally to staff and discuss any particular needs you or your child may have at your home. Please contact us if you would like us to arrange to visit you.
- We ask you to fill in important details about your child. It is essential that we have this before your child visits us in the summer term. Please inform us of any changes as it is important that we have up-to-date information.
- We will be available at the beginning and end of any session if you would like to talk to us.

### **ABSENCE**

This procedure is consistent with “Safeguarding Policies”. The school has a legal duty to monitor all attendance and each half day absence is recorded using a number of codes depending on the reason for absence. The Educational Welfare Officer regularly monitors attendance in partnership with the school.

Absence requests can only be authorised in exceptional circumstances. Holidays in term time cannot be authorised.

#### **Illness**

If your child is unwell we ask you to telephone the school between 8.30 a.m. and 9.20 a.m. Tel: **01244 981151**. We need to know the nature of the illness which is recorded for Health & Safety reasons.

Generally notification on the first day of absence is sufficient, although if the absence is prolonged we may ask you to contact the office again.

If a child’s absence due to illness is a cause for concern we will require medical evidence that the absence from school is being managed correctly. It is important that children attend school and poor attendance leads to under achievement. The school has a statutory responsibility with regards to attendance.

#### **Medical Appointments**

If a child will be late, or needs to leave school during the school day, to attend a medical appointment please inform us. Children will need to be collected and returned to school via the office.

#### **Lateness**

Doors open at 8.45 a.m. and close for KS2 at 8:50 and at 8:55 for Reception and KS1

Class Registration is at 8:50 for KS2 and 8:55 for Reception and KS1

If you find the door closed please enter school through the main entrance. The doors are closed to secure the school.

Children who come after registration will be recorded as late on the register.

When a child is not present for registration an N is put onto the register until the correct code is known.

Arrival after 9.30a.m. due to lack of punctuality has to be recorded as un-authorised 'Late' absence. This regulation is in place to signify that a significant amount of teaching time has been lost.

### **Holidays**

From September 2013 Headteachers can no longer authorise holidays in term time.

### **Other Absences**

If you have a particular family circumstance which requires your child to be absent from school please request an absence form.

There is a specified local authority procedure to apply Fixed Penalty Notices to parents if a child's absence record meets the criteria.

If absence or punctuality is a concern we will contact you to make an appointment. We will share the attendance record and discuss what actions could be taken.

All parents receive their child's record of attendance with the annual school report.

## **LIAISON**

We recognise the importance of liaison with the range of pre-school settings that our pupils will have attended and the junior (Key Stage 2) and secondary schools that provide the next stages of education. We attend Partnership Meetings between the local schools and joint projects are a regular occurrence.

Staff exchange visits with the pre-school settings and also with the local schools. Policies are shared between schools in the best interests of the children.

## **TRANSITION**

Belgrave became a Primary School in September 2008 and all children admitted since this date will attend Belgrave from reception to the end of the primary stage. Children move to secondary education at the end of Year 6. It will be necessary to complete an admission form and send it to the Local Authority Admissions Team in the Autumn Term. As with all admissions, the local authority criteria and guidelines for admissions apply. The local schools are part of an Education Improvement Partnership and transition secondary projects are carried out from year 5 upwards.

## **PARENT TEACHER ASSOCIATION**

We have a very active Parent Teacher Association (PTA). We welcome new parents and our meetings are open to all. A variety of functions are organised and the majority are family socials as these are very popular.

The PTA plays a valuable role in the life of the school. It raises money to purchase additional resources and is responsive to the needs of the school. The committee is elected annually.

## **EDUCATIONAL VISITS AND RESIDENTIAL EDUCATIONAL VISITS**

The educational visits are planned each year to support the topics that are taught. We recognise the value of learning from visiting new places and looking at the local environment with a particular focus. We ask parents to sign a form to allow children to 'walk around' the immediate locality of the school. All our trips are risk assessed and the local authority guidance on adult to child ratio is followed.

Information about educational visits will be included in the termly curriculum newsletter and you will receive a letter with the information about any trip that is not in the immediate locality of the school.

You will be required to give written permission for your child to attend the trip and parents will be asked for a "voluntary" contribution towards the cost. Our aim is to keep the cost of this as low as possible.

When a child is absent from a school trip due to illness it is our policy to refund the cost of the admission charge. However, we are unable to refund the cost of the transport.



### **RESIDENTIAL VISITS PROGRAMME**

Cheshire's provision for outdoor and residential education is excellent. There are four residential centres in the County which are used predominantly by Cheshire Schools.

These are Fox Howl, Beeston, Burwardsley and Tattenhall. There is also the Canolfan Conwy Centre in Anglesey. The Canolfan Conwy Centre is set in the grounds of Plas Newydd and Cheshire has a lease agreement with the National Trust. It offers a wide range of outdoor and indoor facilities.

We have planned to provide a range of activities during the residential trips for Key Stage Two pupils. The programme will be designed to provide a gradual approach to independence. The first trip will be to a local centre and in Year Five to the outdoor education provision at the Conwy Centre. Year 6 pupils will visit London for 3 days to take part in numerous historic and cultural visits including the Natural History Museum and The London Eye.

The centres need to be booked well in advance and parents will be given information as early as possible. There will be an information evening for parents before residential trips.

Parents who are experiencing financial hardship, but are not entitled to free school meals, are advised to discuss the matter with the head teacher in confidence.



Our aim is to enable every child to participate.

Charges vary according to the number and type of activities planned

Year Group	Venue	Number of Nights
Year 3	Beeston Cheshire Outdoor Centre	1
Year 4	Tattenhall Cheshire Outdoor Centre	1
Year 5	Conway Cheshire Outdoor Centre	2
Year 6	London	2



### **THE FOUNDATION CURRICULUM**

(For children aged 3-5 years ~ Reception)

This is the curriculum that the children will be following as a continuation from their pre-school learning experiences. The foundation curriculum is divided into seven areas of learning and these enable the teacher to plan learning activities for children to help achieve the early learning goals.

The areas of learning are described as having 3 prime areas and 4 specific areas that link to the prime areas:

Prime:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In order that teachers can plan an appropriate curriculum, they need to assess development. These assessments are shared with parents at Pupil Learning Reviews. Monitoring children's progress is essential in order to plan for their next steps. Parents are the children's first educators and a successful home-school partnership has a positive impact on the child's development and learning right through their education.



Early Years education should build on what children already know and can do. Play has a central role in learning and provides challenging experiences. Play ensures that children build successfully on their understanding.

**Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials to ignite their interest.

- We can help children develop knowledge about print by: listening to stories, poems and songs
- Negotiating with others in imaginary play
- Talking about books and stories
- Playing I-spy, looking for first letter sounds, playing 'sound' games. It is important to say the **sound** that the letter makes rather than the **name** of the letter as this will help children learn to write and read
- Playing rhyming word games
- Showing children how you write shopping lists, letters and cards
- Encouraging children to 'have a go' with writing. It is important to value their writing in the same way as you valued their first spoken words
- Helping children to hold pencils, paint brushes, scissors effectively
- Enjoying and sharing all types of books is a fun way to introduce children to reading

At school children will learn letter sounds, key words and how to use text clues. During the first term you will be invited to a 'reading workshop' where you will find out about how you can help your child. As soon as your children start school they will be bringing books home. Please write a message in the home-school books as it helps us to know how your child is reading the books at home. Talking about books, reading signs and labels is a good way to open up the world of print to young children.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Encourage children to:

- Count everyday objects and recognise numerals in the home
- Talk about number problems, e.g. if two more children come to the party how many more plates will we need?
- Describe a simple journey.

Baking involves many aspects of mathematical development; weighing, counting, timing, temperature and capacity. When the cake or cakes are made, then we have sharing!

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

Creativity is fundamental to successful learning as being creative enables children to make connections and increase their understanding. At school children will have many opportunities to explore and experiment with ideas and materials.

It is important to encourage children to talk about their paintings and models and to provide opportunities to work on a large or small scale. Singing, exploring different sounds and moving rhythmically helps children hear patterns and develops memory. Acting out stories helps children learn to co-operate, extends their imaginative play and helps them make choices.



## OUR CURRICULUM FOR KEY STAGE 1 AND KEY STAGE 2

(For children aged 5-11 years)

*"At the heart of the educational process lies the child. No advances in policy, no acquisitions of new equipment have their desired effect unless they are in harmony with the nature of the child."*  
Quoted from National Curriculum English

Children are taught in class groups and are sometimes grouped within their class by ability, particularly for the core subjects. Teaching takes place in a thoughtfully prepared environment, where there is purposeful organisation of resources, tools and books. Direct experience allows our pupils to investigate, experiment, reason and solve problems with confidence. We welcome musicians, artists, writers and enthusiasts to our school to support our teaching and extend learning.

*"As we increase the range of what we see we increase the richness of what we can imagine."* J. Ruskin



### NATIONAL CURRICULUM ~ THE CORE SUBJECTS

#### ENGLISH

It is essential that children develop language skills to enable them to communicate in all aspects of the curriculum. Our aim is to promote and encourage the highest quality teaching and learning to facilitate this process.

The National Curriculum for English covers the areas of:

- Speaking and listening
- Reading
- Writing, including grammar, handwriting and spelling

Our schemes of work are guided by the National Curriculum, published schemes and a wide range of resources. The Key Stage 1 curriculum follows on from the Foundation Curriculum and in each year group the work is built upon the work from the previous year. Progress is developmental and children are taught according to their need.

**Speaking and Listening** is an essential aspect of all areas of the curriculum and children are taught to discuss, tell stories, describe events and take part in drama activities. Our aim is to develop children's confidence in order that they can express themselves in a range of contexts.

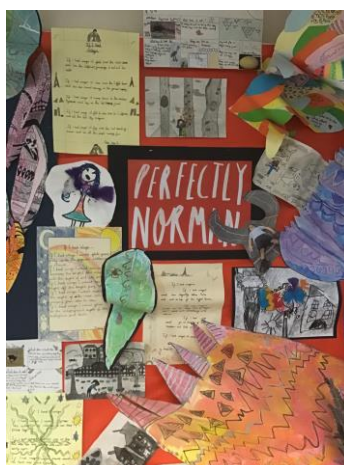
**Reading:** children are surrounded by and exposed to a wide range of literature to enable them to enjoy books, become reflective readers and read for a purpose. We have colour-coded sets of books, individual books and schemes to support the teaching of reading. In Key Stage Two the books are banded by number. We teach reading through a balance of

strategies including phonics, sight vocabulary and meaning. Children will have guided reading sessions with their teachers and will also have the opportunity to choose books independently. Children will bring books home to share with you. There is guidance for supporting reading at home in the Home-School Communication Book.



**Writing:** children are taught the skills which enable them to become independent and competent writers. We offer opportunities to write in both formal and informal situations. Children are stimulated to write in a variety of forms which are purposeful and meaningful to them. Emphasis is placed on linking their phonic knowledge to their writing. Planning, reviewing and re-drafting takes place on a regular basis and is at times linked with ICT.

Children learn how to write in a clear, fluent and confident style and are taught a cursive script during Year 1 which is practised throughout Key Stage 2. As children progress through the school, they are encouraged to develop a widening vocabulary and increase their ability to spell accurately using a look-cover-write-check approach and application of their phonic knowledge.



## **MATHEMATICS**

We teach maths as described in the National Curriculum 2014. The aim is to ensure that all pupils:

- become fluent in the fundamentals of mathematics
- reason mathematically



- can solve problems by applying their mathematics to a variety of problems

Children are encouraged to develop investigative skills and apply these to real situations in order that they can see the purpose and relevance of maths in the everyday world. The emphasis is on understanding and explaining strategies. Children are taught a variety of ways to calculate through practical activities. We aim to help all children feel confident and enjoy all aspects of mathematics.



## SCIENCE

The National Curriculum for Science covers the following main areas:

- Scientific enquiry “working scientifically”
- Plants
- Animals, including humans
- Everyday materials
- Seasonal changes
- Living things and their habitats

In addition the following areas are taught in Key Stage 2

- Rocks
- Light
- Forces and magnets
- States of matter
- Sound
- Electricity
- Properties and Changes to materials
- Earth and Space
- Forces
- Evolution and inheritance

The first area ‘scientific enquiry’ is taught through the other areas. Our aim is to enable children to develop the skills that will allow them to explore and investigate the world around them.

*“Science is valuable because it meshes with all our lives and allows us to channel and use our spontaneous curiosity.”*

Professor Susan Greenfield, Director, Royal Institution

Children carry out practical investigations and are taught to explore, observe, test and record. The school grounds and the local environment play a vital role in reinforcing the children’s studies of the natural world.

## PHYSICAL EDUCATION

In Foundation children have a PE lesson or activity each day. The school received the Gold Active Mark for the provision offered.

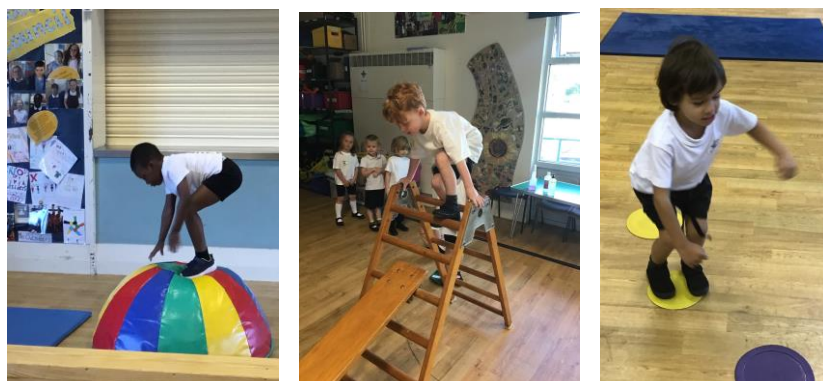
The range offered in Foundation and Key Stage One includes gymnastics, dance, games and athletics.

In Key Stage Two swimming and team games are also taught.

We are part of the local schools Sports Partnership and have the opportunity to take part in local tournaments and a wide range of sports.

P.E. is taught by teaching staff and a specialist sports coach who is employed by the school.

There are also after school clubs in a range of sports.



### **NATIONAL CURRICULUM ~ THE FOUNDATION SUBJECTS**

These are: Design & Technology, Computing, History, Geography, Art and Design, Music, Physical Education and Languages (statutory in Key Stage 2).

We are particularly proud of our high standards in computing/information technology, music, physical education and the creative arts.

In Year 4 all pupils are provided with a brass or woodwind instrument and they receive weekly teaching from specialist teachers from the Music Service. In Year 5 and 6 pupils can continue to have group lessons in school from the specialist teachers and they can hire the instrument through the school. We have a Band which practises on Thursday after school.

We design the curriculum around topics where possible to ensure that the subjects are linked to make the learning meaningful for the children. There are curriculum co-ordinators for each subject and their expertise is shared with the staff and children and this helps us to continue to develop.

### **PSHE**

Belgrave Primary School also follows the National Curriculum guidance for **Personal, Social and Health Education**. We have a school council which has pupil, staff and community representatives. Pupils are encouraged to learn about themselves as developing individuals and as members of their communities. Children learn the basic rules and skills for keeping themselves healthy and safe.

*“Allow us to tell you what we are thinking or feeling. Whether our voices are big or small; whether we whisper or shout it, or paint, draw, mime or sign it. Listen to us and hear what we say.”*  
For Every Child UNICEF Right No. 13

The Governing Board has an agreed policy for **Sex and Relationship Education (SRE)**. This is the statutory information about human reproduction taught within the context of age appropriate personal, social and relationship education. Lessons are taught as a part of Science and PSHE. Parents will be notified in advance of teaching SRE and invited into school to view the curriculum, materials, resources and talk to teachers

We recognise the right for parents to withdraw their children from all or part of the SRE education provided at school, except those parts included in the statutory National Curriculum.

### **Religious Education**

This subject is taught in accordance with the Local Education Authority agreed syllabus and national statutory requirements. There is a daily assembly in which Christianity, morals and festivals celebrated by a variety of faiths are taught.

Through religious education, children will be encouraged to explore moral spiritual concepts and beliefs leading to a deeper understanding of the world around us.

It is the statutory right of any parent to withdraw their child from Religious Education.

### **French**

Foreign language learning for pupils in Key Stage 2 became statutory in schools in England from September 2014. Here at Belgrave we teach French to all our pupils weekly as part of our broad and balanced curriculum and have done so since 2004.

## **HOMEWORK**

We follow the Government guidelines for Primary Schools.

<b>Guidelines Years</b>	<b>Time</b>	<b>Areas of Learning</b>
Year 1 & 2	1 hour a week	Reading, Spellings, any other literacy work
Year 3 & 4	1.5 hours a week	Reading, Spellings, any other literacy work
Year 5 & 6	2.5 hours a week	As above plus work across the curriculum

Our recommendations are that: in Foundation (Reception children aged 4 and 5) children should share the books they bring home with an adult. Children will bring home books they have chosen themselves and 'guided books' which are chosen with the teacher.

In Year 1 & 2: Reading to an adult with the addition of a maths and literacy task in Year 2 to consolidate learning.

In Key Stage 2: the established approach to supporting learning at home with tasks for literacy, maths and other areas of the curriculum to further develop understanding.

The Home School Books have guidance for each key stage to support learning at home. There will also be explanations regarding specific tasks and the Home School Book is used for dialogue between home and school. The Key Stage Two Book will be used as a

homework record and will be replaced annually. This will help children to develop organisational skills and follow the homework schedule.

In Foundation and Key Stage One children will need a 'book bag' to carry the books to and from school to keep books in a good condition.

In Key Stage Two children may use larger bags if preferred as long as they will fit into their individual locker.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

Our policy follows the current Code of Practice and the LA guidelines. The Special Needs Co-ordinator is Lynne Taylor (Deputy Head). We have a Governor with specific responsibility for special needs.

Parents are kept fully informed of assessment and are involved in consultations. The progress of all children is closely monitored and if there are any concerns these will be discussed with the parents. Following this consultation, a plan of action may be decided and a supportive programme may be devised. If the parent and the school consider that it would be helpful to seek advice from the local special needs co-ordinator or outside agencies, this will be arranged.

Many children have a special need at some time during their school life and it is important for children's needs to be met to ensure that each child reaches their potential.



## **BEHAVIOUR**

Parents are expected to sign a Home School Agreement to establish a shared role in all aspects of behaviour. One copy of the signed agreement is returned to school and the other retained by the parent.




We ask for high standards of sociable behaviour and encourage the children in our care to respond appropriately. For safety, we control movement around the school, supervise the



children when at play and generally encourage good manners. We celebrate achievement and good behaviour by rewarding individuals and their whole class.

Our Behaviour Policy (2020) includes clear rules and sanctions that have been sent to parents and are displayed in classrooms. This is available on the website.

Rules

-  Be kind
-  Be safe
-  Be a good listener and learner

Sanctions if the rules are broken:

1. Green Traffic Light: name is written on the green light. An adult will talk to the child. This is a warning.
2. Amber Traffic Light: child's name is written on an amber light and a child completes a yellow slip. 5 to 10 minutes playtime is missed. The yellow slips are retained by the teacher as a record.
3. Red Traffic Light: child's name is written on the red traffic light and a red slip is completed with the head teacher. 20 minutes play/lunchtime play is missed and the child stays with the head teacher. The red slip is retained by the head teacher in the behaviour file. Parents are contacted as necessary. *Names are rubbed off the traffic lights at the end of each day.*

Each class has a reward system and if the target is achieved the children are rewarded by receiving "golden time". The children decide how they would like to spend this time. It may be extra P.E. using the parachute or "choosing" from the exciting resources we have in school. Pupils can earn gems in the jar which gives the class additional golden time. All children are on Gold at the beginning of each day. In KS2 pupils also receive table points and the table with the highest number of points has the first choice of activities in Golden Time.

On Fridays, when possible, we have a **Celebration Assembly** where a small number of children each week will show their work to the school and their parents are invited. They are encouraged to talk confidently about their work or activities. Children's photographs are taken and celebrated on Whole School Dojo. (Dojo is a communication platform which is accessible only to our parents/carers)

The school views aggressive play and bullying as a serious issue, and children are reminded to report incidents to an adult. Our policy for discipline is based on care for our school and each other. If you are concerned about behaviour that is affecting your child, please contact us. If we have any concerns we will contact parents and arrange an appointment at a mutually convenient time. Our bullying policy includes recording all incidents, informing parents and careful monitoring.

In accordance with the Safeguarding Child Protection Policy – if there are concerns relating to issues of safety, the school will seek advice from Social Services and the local Safeguarding Board.

## **MEDICAL CARE**

### **Accidents & Illness**

We have a number of trained first aiders in school. First aid supplies are kept in school and all minor injuries dealt with and logged. If your child has received a bump to their head we will send a message. Should a child have a more serious accident, parents will be contacted as soon as possible and a decision will be made as to whether the medical services should be contacted. When a child becomes ill during the day, we will contact you to arrange for them to go home. We have a school doctor and a school nurse who support our work in school. We follow Department of Health guidance on the control of infection in schools that includes that pupils should be kept away from school for 48 hours from the last episode of diarrhoea or vomiting.

**Medication: only medication prescribed by a doctor or can be administered.  
(If the medicine has pharmacists label that is adequate)**

It is Local Authority policy that all medication administered in school has to be prescribed by a doctor or pharmacist with the prescription label attached. A form has to be completed with the head teacher or deputy head if medication needs to be given in the school day. Please make an appointment if this is necessary.

If a child has a severe allergy or long term condition we will need to have "Care Plan" in school. This plan is either written by School Health following an appointment at Lache Clinic or by school in partnership with the parent. This will depend on the severity or complexity of the medical problem. A photograph of the child will be attached to the plan and the plan will have all the current medical details recorded.

### **Asthma**

Inhalers are kept safely in the classroom for children with asthma so that they are accessible. The parent will need to fill in a form that is retained by the school. Parents are responsible for ensuring that the inhalers are in date. The school has emergency inhalers in school which can be given to children who we have recorded as having asthma. Parents are asked to sign a permission slip for the use of emergency inhalers.

## CLUBS/ACTIVITIES

### Clubs Timetable – Summer Term 2021(Week commencing 19<sup>th</sup> April)

Day	Club	Years	Time	Provider	Venue	Starts
Monday	Football	4,5,6	3.15-4.15	CEPD - Tom	Outside	Letter to be sent out
Tuesday	Drama	4,5,6	3.15-4.15	Joe Mann	Year 4 classroom	Letter to be sent out
Tuesday	Forest School	Rec,1	3.15-4.15	School	Forest	Letter to be sent out
Wednesday	Chess Club	4,5,6	8.00-8.45	Mark Phillips	IT Suite	Letter to be sent out
Wednesday	Girls Football*	4,5,6	Lunch	Mark Phillips	Outside	Register at first session
Wednesday	Digital Wizards Start 9 <sup>th</sup> June	4,5,6	3.15-4.15	Digital Wizards	Year 5 classroom	Letter to be sent out
Wednesday	Multi-skills*	2,3	3.15-4.15	Mark Phillips	Outside	Register at first session
Thursday	Band	5,6	3.15-4.15	Edsential	Year 6 classroom	Register at first session
Friday	Street Dance	4,5,6	3.15-4.15	CEPD - Leon	Hall	Letter to be sent out

Some clubs are funded through the Sports Premium Grant. These clubs have an \*

### BELGRAVE MORNING AND AFTER SCHOOL CLUB

Morning Club opens at 8:00 or 8:30

After School Club 3:10/15 until either 4:15 or 5:30

- You can book sessions by completing the booking form on the website and emailing it to the office, by collecting a form from the foyer or contacting the school office by email, phone or in person.
- It is important that you pre book your sessions as we use the numbers to determine pupil/staff ratios and also to ensure that we provide the correct number of snacks for pupils attending. If your child is not booked in, particularly for the late session, they may not be provided with a snack.
- Please ensure that you cancel any bookings by midday otherwise you will be charged.
- Payment for all clubs must be on line using School Money. Please keep accounts topped up.

- Payments vary depending on the club sessions your child will attend.  
8:00 to 8:45 is £3:00  
8:30 to 8:45 is £1  
3:10/15 to 4:15 is £4:50  
4:15 to 5:30 is £5.50  
3:15 to 5:30 is £10:00.
- It was agreed by governors' that late charges would be introduced at 4:15 and 5:30. This is consistent with other after school providers. Late pick up after 4.15 will be charged for the 5.30 club due to staffing.
- Late pick up charges apply after each session and will be £5 per child for the first 15 minutes and £5 thereafter for every 15 minutes.
- Parents need to arrive for 5:30 collection and sign out when departing.

***We need parents to be aware that if staff have to be on duty after 5:30 this is a cost to the school and will impact on provision.***

## **CURRICULUM COMPLAINTS PROCEDURE**

If parents have any concerns, it is recommended that contact is made with their child's class teacher. If necessary, an appointment can then be made with the head teacher.

The School's Complaints Policy follows the guidance in the DfE document and model policy from the LA. Our aims are:

- To build good relationships with all parents and encourage parents to discuss concerns with us at the earliest opportunity.
- To have an open door policy and value our partnership with parents.

Complaints are fully investigated at the earliest opportunity and parents/carers are informed of the outcome.

### **Information Policy**

This is available at the school and any documents requested are available at cost.

### **Publicity Policy**

It is Belgrave Primary School's policy to request written parental permission to indicate that permission is given for photographs to appear on the website, in a newspaper or publicity material. This form will be given to parents to sign when the child starts school. On some occasions names of children are requested by the organisers of events or the media. The school requests permission from parents for such events or occasions on a separate form. Digital images used to enhance and further learning are an integral aspect of children's education.

## **COMPARISION DATA**

You can compare Belgrave's performance data with other schools nationally by following the link below:

<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=phase&region=896&geographic=la&phase=primary&page>

<https://www.compare-school-performance.service.gov.uk/school/>

### **BELGRAVE PRIMARY SCHOOL SCHOOL TERM DATES 2020-21**

	Close at 3.10/3.15 p.m. <b>Except for end of school term closing at 2.00pm</b>	Open at 8.45 a.m.
Summer 2020		Wednesday 2 <sup>nd</sup> September 2020
Autumn half term	Friday 23 <sup>rd</sup> October	Monday 2 <sup>nd</sup> November
Christmas 2020	Thursday 17 <sup>th</sup> December <b>Close 2pm</b>	Tuesday 5 <sup>th</sup> January 2021
Spring half term	Friday 12 <sup>th</sup> February	Monday 22 <sup>nd</sup> February
Spring Break 2021	Thursday 1 <sup>st</sup> April <b>Close 2pm</b>	Monday 19 <sup>th</sup> April
May Day 2021	Friday 30 <sup>th</sup> April	Tuesday 4 <sup>th</sup> May
Summer half term	Friday 28 <sup>th</sup> May	Tuesday 8 <sup>th</sup> June
Summer 2021	Tuesday 20 <sup>th</sup> July <b>Close 2pm</b>	Thursday 2 <sup>nd</sup> September 2021

#### **INSET DAYS**

Tuesday 1<sup>st</sup> September 2020

Friday 18<sup>th</sup> December 2020

Monday 4<sup>th</sup> January 2021

Monday 7<sup>th</sup> June 2021

Wednesday 21<sup>st</sup> July 2021

### **SCHOOL UNIFORM**

Our School Uniform Policy follows the School Admission Code (paragraph 1.80 & 1.81).

Parents/carers can order items of clothing from a local school uniform supplier called Uniformity. The shop is based in Handbridge and you can purchase your uniform directly from the shop or you can order on line at <http://www.uniformityschools.com>. Orders are delivered to school by Uniformity or can be collected from the shop in Handbridge.

We have a simple uniform, of grey trousers/ skirt with a black sweatshirt or cardigan and a white polo-shirt. Fleece are also available in black. The uniform for Physical Education is black shorts and a white T-shirt which is also available from Uniformity. In Key Stage Two children will also need to bring tracksuits / jogging bottoms and a black sweatshirt for outdoor sport. Parents are asked to provide their children with plimsolls/pumps suitable for

all physical activities in a named shoe bag. In sunny weather children will need to have a sun hat in school.

**All clothing should be clearly labelled with first and second name. Embroidered labels, iron on labels or a name written clearly with a laundry pen, helps to avoid loss and confusion. We lose valuable teaching time if clothing is not labelled.**

Parents are asked to ensure that children's shoes are safe to run and play in. Shoes need to be flat. In Key Stage Two tights and socks should be plain and co-ordinate with the school uniform. **Boots are not permitted to be worn in school.**

Jewellery should not be worn to school and to ensure children are safe earrings should be removed before P.E. or covered with surgical tape. Earrings can be dangerous to the wearer and other children and we would prefer that children did not wear them to school. Watches can be worn in Key Stage Two although parents are asked to note that we cannot accept responsibility for loss of, or damage to, personal property.