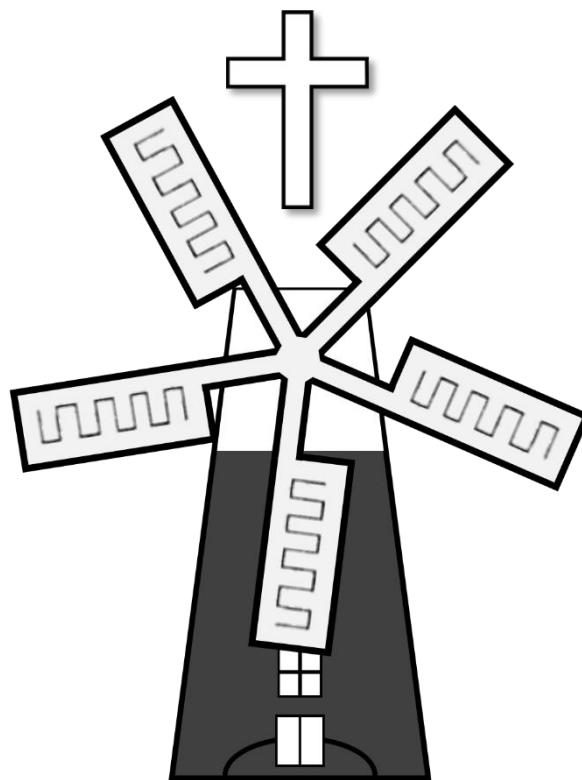


The St. Peter & St. Paul CE Primary School Burgh-Le-Marsh

"Striving for excellence together in a caring Christian community."



RESPECT

COMPASSION

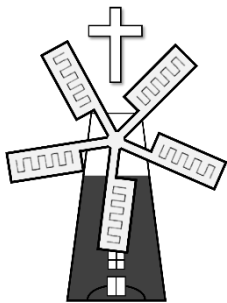
COURAGE

PROSPECTUS

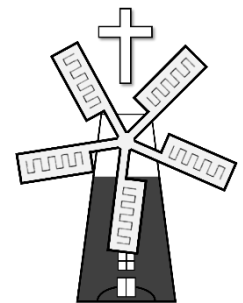
www.burghschool.org.uk

The St. Peter & St. Paul CE Primary School

Burgh-Le-Marsh



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Burgh-Le-Marsh
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Disclaimer

All information contained within this document was accurate at the time of publication. Changes in procedures, statutory arrangements and other details may occur over time and we apologise for any inconvenience this may cause. Please contact our School Office if in any doubt.



OUR SCHOOL VISION AND VALUES

“Striving for excellence together in a caring Christian community.”

RESPECT COMPASSION COURAGE

As a Church school, we believe that people grow in mind, body and spirit. Christian values are the foundation of our teaching and our ethos as we strive together for excellence for all. We aim for each member of our school community to fully engage in the great adventure that is Primary education.

Working together, we aim for all of our school community to become:

- successful learners who enjoy learning and exploration, make progress and achieve;
- confident, well-rounded individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens with strong moral and social values who make a positive contribution to society.

“I came to give life – life in all its fullness.” John 10:10



WELCOME FROM THE GOVERNING BODY

Thank you for taking the time to find out about our school. Making the decision about which school is the right school for your child can be a difficult one, but we hope that this prospectus will help you make that decision by giving you a flavour of the Saint Peter and Saint Paul Church of England Primary School and the opportunities that we provide here.

The staff and the governors want your child's time at our school to be happy and exciting as well as educational. We believe that learning should be fun and that also by encouraging respect for each other and valuing the opportunities available, we can all grow and learn together.

An up-to-date list of current governors is listed on our web site and available from the School Office. As a Governing Body, we work in partnership with the Headteacher and staff and make it our responsibility to ensure that our school provides the necessary support and opportunities for every child to fulfil their potential.

If at any time during your connection with our school you feel you would like to become involved with the work of our Governing Body, please speak to either ourselves or our Clerk.

As with most things, teamwork is the key to success, and if pupils, parents, teachers and governors all work together, we will be providing the best possible start in life for our children.

The Governing Body



WELCOME FROM THE HEADTEACHER

Welcome to the Saint Peter and Saint Paul Church of England Primary School!

As a Church school, we firmly believe that everyone grows in mind, body and spirit and this is reflected in the Christian values that we build into our teaching and ethos. Within this nurturing environment, we aim for everyone in our school community to experience true fulfilment and to engage fully in the great adventure that is Primary education.

A child only gets one chance at their Primary education, so it is important to make the most of it. We are proud of the quality of education we provide for all our children. Our school's curriculum provides memorable experiences and rich opportunities for high-quality learning and wider personal development and wellbeing. Our team of teachers, teaching assistants, support staff, parent helpers and governors all work together to promote high quality education, with the overall goal of enabling our children to become well-rounded individuals and lifelong learners as they aim to reach their full potential.

Partnerships with our children (through, for example, our School Council), our families, our PFTA, the local community, the Church and a whole host of outside agencies and organisations are very important to our children's success.

The choice of school for your child is a very important one and we hope that you find the information within this prospectus helpful. If you have not already visited our school, we would encourage you to do so, so that you can learn more about life at the St. Peter and St. Paul CE Primary School. Please do not hesitate to contact us if you would like to arrange a visit to our school or if we can be of further help in any way.



Mr. D. Hurdman
Headteacher



RESPECT

COMPASSION

COURAGE

SCHOOL STAFF AND GOVERNORS *(correct at time of publication & subject to change)*

TEACHING AND LEARNING STAFF

HEADTEACHER

Mr. D. Hurdman

(Designated Safeguarding Lead – DSL)

TEACHERS

Miss S. Bonner *(Reception)*

Miss K. Holmes *(Year 1)*

Miss D. Leetham *(Year 2 & SENDCo)*

Mrs. A. Croft *(Year 3)*

Mrs. A. Walton *(Year 3)*

Mr. E. Anderson

(Year 4, Deputy Headteacher, Deputy DSL)

Miss C. Bowmar *(Year 5)*

Miss E. Millman *(Year 6)*

REGULAR COVER STAFF & PE COACHES

Mrs. C. Andrew-Thompson, Mrs. A. Anderson,

Mr. J. Finnis, Mrs. L. Potts, Mrs. V. Robinson

OFFICE STAFF

Mrs. L. Allen *(Senior Administrator)*

Miss K. Stevenson *(Bursar)*

MIDDAY SUPERVISORS

Mrs. A. Allenby

Mr. R. Allsop

Mrs. N. Argent

Mrs. T. Bullion

Mrs. J. Farrer

Mrs. S. Hayter

Mrs. H. Marchant

Miss K. Myers

Mrs. K. Rush

LUNCHTIME PLAY CO-ORDINATOR

Mrs. R. Burgess

SITE AND CLEANING STAFF

Mr. R. Allsop *(Site Manager)*

Mrs. S. Webster, Miss K. Myers

TEACHING ASSISTANTS

Mrs. J. Allen

Miss L. Bearman

Mrs. M. Brereton *(HLTA)*

Miss T. Bullion

Mrs. R. Burgess

Mrs. S. Cocks

Mrs. A. Gray

Mrs. A. Holmes

Mrs. H. Hulley

Mrs. J. Krause

Mrs. D. Lammiman *(HLTA)*

Miss C. Macklin

Mr. M. Mayanja

Miss L. Newman

Mrs. P. Potter

Miss N. Prosser

Mrs. E. Ranyard *(ELSA, Deputy DSL)*

Mrs. C. Robins

Miss E. Richardson

Mrs. G. Shaw

Mrs. F. Souheil

Miss A. Ward

GOVERNING BODY

CHAIR: Rev. C. Bowden *(LA Governor)*

VICE CHAIR: M. Bennison *(Parent Governor)*

OTHER GOVERNORS

R. Baggaley *(Foundation Governor)*

C. Bowmar *(Staff Governor)*

D. Downes *(Parent Governor)*

D. Hurdman *(Headteacher)*

C. Mainwaring *(Co-opted Governor)*

Father Terry Steele *(Foundation Governor)*

N. Stocks *(Parent Governor)*

P. Trapmore-Shaw *(Co-opted Governor)*

E. Anderson *(Associate Member)*

CLERK TO GOVERNING BODY

Miss K. Stevenson

Contact via email: clerk.governors@burghschool.org.uk



DAY-TO-DAY ROUTINES

STARTING SCHOOL

Children join our school in the September of the academic year when they are five years old. The Local Authority (LA) is the admission authority for our school and places are allocated in accordance with their published arrangements. We normally have an admission limit (PAN) of 30 pupils per year group. If the number of applicants exceeds the number of places available, then the places are allocated based upon the oversubscription criteria and parents and carers are informed of their right to appeal. For more information, please refer to our 'Admission' policy (see Appendices). It is a LA requirement that parents provide a copy of their child's Birth Certificate when they complete an admissions form. More information about starting school, including mid-year admissions, is available at www.lincolnshire.gov.uk/school-admissions

Prior to your child starting in Reception, all parents are able to meet the Foundation Stage staff and ask any questions. Prior to children starting in Reception in September, Foundation Stage staff visit all our feeder pre-school settings. The children are also given the opportunity to visit Reception prior to starting in September. This offers your child the chance to spend time in their learning environment with their new classmates and the Foundation Stage staff. This also enables the staff to get to know the children and their parents and carers, establishing those all-important relationships. It also helps the children adjust to a new environment, feel secure and settle quickly. All our Early Years staff strive to ensure that every child's needs are met using a personalised learning approach.

OUR SCHOOL DAY

Our school day runs from 8:45am until 3:15pm. Gates open at 8:30am and children are expected to be in their classroom ready to learn by 8:45am. In the interests of safety, children should not be left unaccompanied outside school before gates open at 8:30am. If you and your child arrive late, or you need to collect them early, please come to the main visitor entrance and inform our School Office.

Break time takes place mid-morning, with our younger classes usually taking their break first. Lunchtime is between 12:15pm and 1:15pm. Typically the older children eat first, followed by the younger ones.

At the end of the day, the playground gates are opened at around 3:10pm in anticipation of lessons finishing at 3:15pm. Children are then collected from outside their classrooms (Reception children are brought down to the 'soft-surface'). Children must be collected by a responsible adult whom the child knows. The only exceptions are children in Year 6 whose parents have given them specific written consent to walk home on their own. Please inform us of any changes to the normal collection routine.

Persistent late arrivals will be challenged and, where necessary, reported to the Education Welfare Officer and may require the intervention of other outside agencies. All children are expected to be in school and in class for registration by 8:45am. The same applies for children who are persistently collected late, either at the end of the school day at 3:15pm or at the end of after-school clubs.



Unauthorised holidays and absence or persistent late arrival can result in a Fixed Penalty Notice being issued by the Local Authority in respect of this.

LUNCHTIME

A hot school meals service is provided by our school, which children can sign up to and pay for on a termly or weekly basis. There is a choice of either a main meal option or a filled baked potato. Our school actively encourages families who think they may be eligible for Free School Meals (FSM) or Pupil Premium to apply as they may also be entitled to free school trips, musical tuition and essential items of school uniform. Further details may be obtained from our Office or by going on-line to the Lincolnshire County Council website at www.lincolnshire.gov.uk/parents/schools/free-school-meals. All children in Reception, Year 1 and Year 2 are currently eligible for free universal infant hot meals if wanted and we would encourage parents to take up this offer.

Alternatively, parents may provide their child with a packed lunch. Due to some children and staff in school suffering from severe food allergies we may ask that certain foods are not brought in. Children must not swap food. Fizzy drinks also are not allowed. Please ensure that lunch boxes and all drinking containers (no glass or cans) are secure. Naming lunch bags and boxes would be helpful for all pupils. The children are supervised by members of our midday team while they eat their lunch in the Hall and while outside playing. We also have a Lunchtime Play Co-ordinator who plans and supports positive play over lunchtime, supporting the midday supervisors.

BREAK TIME SNACK

We encourage our children to eat healthily and so at break a healthy snack of fruit or vegetable is encouraged (no crisps, chocolate or sweets). At morning snack time, all Foundation Stage and Key Stage 1 children receive a free piece of fruit each day as part of the 'School Fruit and Vegetable Scheme'. This is normally given out prior to, or during, the morning break. Find out more at www.nhs.uk/Livewell/5ADAY/Pages/Schoolscheme.aspx

There is also a free daily milk scheme for children under 5 and those entitled to Free School Meals. Daily milk is also available with payment for other ages via an online system. Please ask our Office for details. All children are provided with a water bottle when they join our school and have access to water throughout the day.

EXTRA CURRICULAR ACTIVITIES

At our school we are committed to creating additional opportunities for all our children and over the course of the year we provide many extra-curricular activities for children of all ages after school. We offer a diverse range that makes the most of our resources and staff knowledge and expertise. Details of clubs on offer are sent out at the beginning of each term and are published on our website. Our clubs are run by teachers and teaching assistants as well as by outside providers (for example Sports Coaches).



WORKING TOGETHER

We regularly send out information to keep parents informed of school events. Most reminders, updates and letters are sent via the free ParentHub app (available from the App Store/Google Play - school handle @BurghSchool). Teachers also send out termly news sheets of information about particular class events and information. This information is also available on our website www.burghschool.org.uk, where each class also has a page.

HOME/SCHOOL AGREEMENT

An effective education is based on a good relationship between home and school. It values the ability of both partners to work together to support the child. We firmly believe in this, and always encourage parents to take a full and active part in their child's schooling. When children start school, we ask parents to carefully read and sign our 'Home/School Agreement'. It states our commitment to you and the commitment that we ask you to make for your child. It also asks children to take responsibility for what is expected of them to maximise their learning. We also ask that parents and carers read and sign our 'Parental Code of Conduct' and that our children and parents sign our 'Acceptable Use Policy' for Computing activities and to allow them to use technology in school.

HOMEWORK

The most effective way to help your child is the simplest – talk to your child! As children grow older, they will bring work home. This will always include reading, but may also include spellings, number facts, finding information or work linked to the current English, Mathematics or Topic themes. We encourage all children to attempt work that is sent home, but if your child (or you) experiences difficulties, please contact the classteacher. Children are encouraged to use a book bag to ensure that reading books and records and any letters are shared with parents. Please could you ensure that you sign (and ideally comment in) your child's Home Reading Record when you hear them read. The more you do this, the better your child will get – every day is best! Reading books are changed regularly in school, although not necessarily every day. You can, of course, read other things with your child too such as home books, library books, comics and magazines.

SCHOOL COUNCIL

Our School Council is an inclusive, structured meeting time for discussion and decision-making. It provides an opportunity for children to raise issues and concerns and it is also an opportunity for staff to consult pupils. Children from Reception to Year 6 are elected to our School Council by their peers to share the thoughts and views of their classmates. Our School Council also organises fund-raising events to support local and national charities.

PFTA

All parents, guardians and relatives of children at our school are invited to become involved with the Parents, Friends and Teachers Association (PFTA). Our PFTA are very active and arrange many exciting fund raising activities. We are very grateful for the extra funds, which enable us to purchase additional resources for the children. The committee are always keen to recruit new members. Please contact our school for details if you are interested.



UNIFORM

All children at our school should wear school uniform. We believe a uniform looks smart and contributes to a feeling of belonging to our school community. It also helps when children go out on educational visits to identify them as representatives and ambassadors of our school. All uniform items can be purchased from www.nationwideschooluniforms.co.uk

GIRLS

Girls may wear a grey skirt/pinafore dress or grey/black trousers (not jeans or leggings) with a white polo shirt or blouse. Skirts should be close to knee length and not body hugging. Girls may also choose to wear a blue and white gingham dress or smart grey/black school shorts. A royal blue jumper school sweatshirt or cardigan is also necessary. Socks or tights should be black, white or grey. Girls wear black school shoes or sensible black boots. Footwear must have an appropriate, sensible heel.



BOYS

Boys may wear grey/black school trousers with a white polo shirt or shirt.



They may also wear smart grey/black school shorts. A royal blue jumper or school sweatshirt is also necessary. Boys must wear black school shoes, not trainers. Socks should be predominantly black or grey.



PE KIT

Children at our school wear the red/green/blue/yellow team polo shirt and black shorts. They will also need appropriate footwear for indoor and outdoor PE (e.g. plimsolls and trainers). Some indoor PE work is also carried out 'bare-foot'. Children also need tracksuits/sweatshirts for outdoor PE. An optional school tracksuit can be purchased from our uniform supplier, but any tracksuit can be worn for outside PE. Football strips and team sweatshirts etc. are not permitted.

HAIR AND JEWELLERY

Long hair must be tied back for school. Children may wear one pair of small stud earrings, but they must be removed or covered for PE lessons. Children should not wear make-up, nail varnish or temporary transfer tattoos for school unless it is for a special school event (e.g. Children in Need, Christmas Party Day etc.).

LOST ITEMS

We do not have a central lost property box, so please label your child's clothes (especially jumpers), shoes, bags, hats, lunch boxes, water bottles and so on. If your child does lose an item, please encourage them to look for it as soon as possible and speak to their class teacher if necessary. Children must not bring toys, stickers, games or 'trading cards' into school unless their teacher asks them to do so in relation to a particular topic they may be working on.

The items noted above, and other additional items including coats, book bags and caps, can be purchased directly from www.nationwideschooluniforms.co.uk



ABSENCE, ILLNESS AND MEDICAL INFORMATION

ILLNESS

It's important to inform our school if your child is going to be absent. On the first day of your child's illness, contact our school to tell us that your child will be staying at home. The easiest way is by email attendance@burghschool.org.uk or by leaving a message on the automated phone system. We may ask about the nature of the illness and how long you expect the absence to last. If it becomes clear that your child will be away for longer than expected, phone our school as soon as possible to explain this. Please note that according to NHS guidelines, children with diarrhoea and/or vomiting must be kept off school until at least 48 hours after their symptoms have gone. For more information about illness and absence, it is worth having a look at www.nhs.uk/Livewell/Yourchildatschool for more information. If your child is taken ill or has an accident at school, we may need to get in touch with you quickly. Please ensure that contact numbers are kept up-to-date by informing our Office if they change.

MEDICINES

Medicines are generally not allowed to be brought into school. Exceptions may include asthma reliever inhalers and auto injector adrenaline pens, which are kept in a known location in the vicinity of the child. If a child has been prescribed a short-term course of medicine, then a parent or nominated adult may of course come to school to administer the medicine at the appropriate time. Please note that school staff are not normally expected to administer medicine and cannot be directed to do this. Our 'Administering Medicines' policy is available from our website or from the Office.

ALLERGIES

Inevitably we will have children and staff with allergies. This may mean that we may request that children do not bring certain foods/foods with certain flavourings and ingredients into school. We will communicate this with all parents through ParentHub and our website, as well as via letters and newsletters. Some allergies have historically been very serious and so we would ask that parents respect any such requests.

TERM-TIME HOLIDAYS

Current national legislation means that a request for leave of absence will not be granted for the purpose of a holiday unless deemed to be exceptional circumstances. If you wish to seek approval for any request of absence for your child(ren) from School, then you must apply in writing to the Headteacher, at least four weeks in advance of the requested for absence. Any exceptional circumstances must be clearly set out in the written request to the Headteacher who will consider each case upon its merits. A typical family holiday does not count as exceptional circumstances. If you then choose to take your child out of school during term time and it is not deemed to be exceptional circumstances and/or has not been approved by our school, then this will be coded as an unauthorised absence and in some circumstances (e.g. poor attendance) a Fixed Penalty Notice may be issued for the period of absence. For more information, please refer to our 'Attendance' policy (see Appendices). You can also read more at www.gov.uk/school-attendance-absence



PRIMARY EDUCATION: AN OVERVIEW

During their time at our school, your child will move through different parts of our school called Stages; Foundation Stage (Reception Class), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 to 6).

FOUNDATION STAGE

At our school, children experience a well-planned and resourced Foundation Stage curriculum to take their learning forward. We provide opportunities for all children to succeed in an atmosphere of care and feeling valued. In Reception, children will work with adults in small groups, large groups and individually, with a continued emphasis on learning through play, not only indoors in the classroom, but also outdoors in the Reception outdoor learning environment.

The aim of the Foundation Stage is to lay the basis for the child's future education and life. The curriculum for the Foundation Stage comprises 7 areas of learning:

1. **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.
2. **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.
3. **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.
4. **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 (books, poems, and other written materials) to ignite their interest.
5. **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 measure.
6. **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.
7. **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.

Throughout the Foundation Stage, adults working with your child will be assessing their progress and development. These assessments known as the 'Learning Journey', are made through accumulating evidence of each child's knowledge and skills. The class teacher keeps an evidence file which is used to complete the formal assessment document known as 'The Foundation Stage Profile'. The 'Learning Journey' is an open document and can be viewed by parents regularly. It will also be discussed as part of Parents' Evenings. We would love you to add to the 'Learning Journey' too and our Foundation Stage staff will let you know how you can do this.

KEY STAGES 1 AND 2 AND THE NATIONAL CURRICULUM

When your child enters Year 1, a more formal way of teaching is gradually introduced, whereby they will be taught all the statutory subjects in the National Curriculum: English, Mathematics, Science, Computing, Geography, History, Art and Design, Music, Physical Education and Religious Education. In addition, PSHE (Personal, Social, Health and Economic education) is also covered. English, Mathematics and Science are the core subjects. Curriculum information for each year group is available to parents on our website.

KEY STAGE 1

After Reception Class, your child will move on to Key Stage 1 (sometimes referred to as the 'Infants'), which is Year 1 and Year 2. They will continue to use activities that are familiar to them from the Foundation Stage, whilst developing their independence and moving towards a more formal way of working. Throughout Key Stage 1 your child will be encouraged to take increased responsibility for their own learning and develop increased independence.

KEY STAGE 2

As your child moves into Year 3 and through Years 4, 5 and 6 (sometimes known as the 'Juniors'), subjects are studied in greater depth, further developing the child's skills and knowledge. As children progress through Key Stage 2 they are expected to develop a range of skills which will enable them to become independent learners, as well as become responsible members of our school community.

SECONDARY TRANSFER

There are several local options for Secondary education, including the system of testing at the beginning of Year 6 called the 11+ for entry to a Grammar school in Lincolnshire. You do not have to enter your child if you are not intending on choosing a Grammar setting. If you are in doubt, please consult the Year 5 and Year 6 class teachers or the Headteacher, who will be pleased to advise you. All of our local Secondary schools have Open Days to help you and your child to decide on the most suitable Secondary school setting. We do encourage children and parents to visit Secondary schools during the school day to help determine the most appropriate Secondary school for your child.



THE CURRICULUM

Our Curriculum Map (which can be found on our website) has been developed to enhance the learning experience of all our children. The curriculum, which reflects our aims and values, is derived from the statutory National Curriculum and the Lincolnshire Agreed RE syllabus.

ENGLISH

English is an essential tool for learning across the curriculum and for future life. We teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. All the skills of language—speaking, reading and writing fluently - are essential to participating fully as a member of society.

In Key Stage One (Year 1 and Year 2) developing phonics, the ability to read and decode words using segmenting and blending is essential. This underpins reading and spelling of regular words. Irregular words are taught as “common exception words”. The children hear, read, share and discuss a wide range of high quality books including poetry, stories, plays and information texts to develop their vocabulary, fluency and reading skills including comprehension. In handwriting children are expected to begin to develop a neat cursive script. Writing is across a range of genres including captions, lists, instructions, narrative writing, poetry and information texts. Children are aiming to write in sentences correctly punctuated using interesting vocabulary and grammar. They are encouraged to re-read their work and check it makes sense.

Within Lower Key Stage Two (Year 3 and Year 4) reading should be more fluent and focussed upon developing comprehension and vocabulary so that pupils can justify views on a variety of texts. Writing is expected to be more accurate with good sentence punctuation and sentence construction with a wide knowledge of linguistic terminology and writing genres. Spelling should be based upon using phonic knowledge and other knowledge of spelling such as morphology and etymology. Joined cursive handwriting style should be used across the curriculum and consistent.

By Upper Key Stage Two (Year 5 and Year 6) fluency and intonation of reading is a key focus in aiding understanding and comprehension of a wide range of text types. Reading is essential in developing vocabulary for pleasure and understanding. Pupils knowledge of language gained from stories, plays, poetry, non-fiction and textbooks will aid reading and writing. Focus on sentence construction and grammar are essential tools in improving writing. Writing and reading should be sufficiently fluent to support other curriculum areas.

MATHEMATICS

Mathematics is a creative and cross-curricular subject that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary in almost every form of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an



appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The principal focus of mathematics for our younger children is to ensure that they develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including the use of practical resources. At this stage, younger children develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. They also encounter a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of Key Stage 1, children should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage aids fluency. Children are also expected to read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

As children move through Lower Key Stage 2 they will become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This ensures that they develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, children develop their ability to solve a range of problems, including those involving simple fractions and decimal place value. As well as being able to analyse shapes and their properties, and confidently describe the relationships between them, children use measuring instruments with accuracy and make connections between measure and number. By the end of Year 4, the children are expected to memorise their multiplication tables up to and including the 12-times table and show precision and fluency in their work.

Through Upper Key Stage 2 children extend their understanding of the number system and place value to include larger integers. This develops the connections between multiplication and division with fractions, decimals, percentages and ratio. At this stage, children develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, children are introduced to the language of algebra as a means for solving a variety of problems. Geometry and measures consolidates and extends knowledge developed in number. Children also classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of Year 6, children are expected to be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. They are also expected to read, spell and pronounce mathematical vocabulary correctly.

SCIENCE

At our school we strive to make learning science fun and exciting. Science is taught by giving our children chance to test, make mistakes and improve. It builds knowledge and develops children's understanding of the world through first hand experiences and exploration.

We support children in spotting patterns, understanding what they have found out and talking about their learning. We strive to provide an environment where children are willing to take risks when trying out their ideas and are given the opportunities to develop their scientific enquiry.



We want to inspire and challenge our pupils to become independent thinkers, who use their knowledge of Science to develop their understanding of the constant changing world they live in.

We aim to ensure that our children can learn about how Science impacts upon and underpins much of our lives in today's society, while practical activities should stimulate their curiosity and develop a clear understanding for the future. This is done through engaging Science lessons, practical experiments, visits, talks, and links with our local community.

The Science curriculum for Primary Education explores Science through the disciplines of biology, chemistry and physics. At our school we use these areas to encourage our children to:

- Be enthused about natural phenomena;
- Rationalise and explain what they see and find;
- Ask questions, predict, investigate, analyse and draw conclusions to things occurring in the world around them.

Furthermore, we enable our children to make links to the uses and implications that Science has, which they can apply to their lives today and which will be relevant to them in the future.

The specific areas of Science covered across Key Stage 1 and Key Stage 2 are:

- Working scientifically;
- Living things and their habitats;
- Animals, including humans;
- Properties and changes of materials;
- Earth and Space;
- Forces;

RELIGIOUS EDUCATION (R.E.)

Our school works to the Lincolnshire Agreed Syllabus for Religious Education. This includes studying Christianity and other religious faiths – currently Hinduism and Islam. Other world religions are studied through additional units of work (e.g. Judaism). The aim is for children to respect and be tolerant of others' beliefs and cultures.

Assembly/Collective Worship is held every day where we meet as a school community. They are broadly Christian though non-denominational, and have a moral emphasis rather than being instructional. On Fridays, the assembly is normally led by Father Terry, whilst on Tuesdays Rev. Colin Bowden and the Baptist team lead proceedings. Parents and friends of our school are invited to our services in the Parish Church throughout the year.

Parents have the right to choose to withdraw your child or children from all or part of the Religious Education and Collective Worship provided. Such instances are very rare, but



alternative provision will be made for any children withdrawn. Please contact the Headteacher.

COMPUTING

Computing addresses the challenges and opportunities offered by the technologically rich world in which we now live. Through this subject, children will develop an understanding of computational systems of all kinds, not just traditional “computers”. They are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs and a wide range of digital content. Computing also ensures that pupils become digitally literate—able to use, and express themselves and develop their ideas through, information and communication technology—in a way which enables them to be safe, responsible and active participants in a digital world.

What does this look like in the classroom? Younger children learn what “algorithms” are. These are essentially “sets of instructions” and the concept may be explained using recipes or by breaking down the steps of children’s morning routines. They will also be creating and “debugging” (finding mistakes in) simple programs of their own, developing logical reasoning skills and taking their first steps in using devices to “create, organise, store, manipulate and retrieve digital content.” As children move through our school they will be creating and debugging more complicated programs with specific goals and getting to grips with concepts including variables and “sequence, selection and repetition in programs.” They will still be developing their logical reasoning skills and learning to use websites and other internet services. There will be ongoing practice using devices for collecting, analysing and presenting back data and information.

P.E. (PHYSICAL EDUCATION)

P.E. and Sport in our school is very important and we offer a wide range of activities to the children, both within P.E. lessons and through clubs after school. We have been awarded the Sports Mark in recognition of the quality of sporting activities being offered to our children. We aim to ensure that all pupils have the opportunity to develop competence to excel in a broad range of physical activities and that they engage in competitive sports. We also encourage the children to understand how their bodies feel during exercise and the importance of being active.

Each week the children take part in Physical Education lessons which cover dance, gymnastics, athletics, games, swimming and ‘Outdoor and Adventurous Activities’ (OAA). We also make provision for high quality P.E. to be taught by external coaches on a regular basis throughout our school. They cover a variety of sports including hockey, high-five netball, tag rugby, Kwik Cricket, football, volleyball, tennis, multi-skills, fencing, archery, athletics and golf. In Key Stage 2, the children also have the opportunity to receive swimming lessons at a local pool, where they are taught by qualified swimming instructors. The cost for this is met from our school budget.

As a school, we value the importance of competitive sport and aim to enter a wide variety of the competitions organised within our local area. We believe that competing against



children from other schools develops ability, confidence, teamwork and, of course, citizenship.

FRENCH

In our school French is taught on a weekly basis to all Key Stage 2 children as part of our curriculum. We teach children to know and to understand how to ask and answer questions, use correct pronunciation and intonation, memorise words and interpret meaning. Learning a language can help children to understand the culture, similarities and differences of another country. It can help them to be successful in the modern world and may open up job opportunities later in life. In teaching French, we make links across the curriculum so our children are able to make connections with countries studied in Geography and History. We are giving our children their first step into a world full of languages and opportunities.

MUSIC

We provide opportunities for all children to create, play, perform and enjoy music and to develop the skills to appreciate a wide variety of musical forms. Children are encouraged to know and understand how sounds are made and then organised into musical structures. They explore how music is composed, written down and influenced by the time, place and purpose for which it was written. We also currently provide opportunities for the children to be able to play an instrument via whole class tuition in Year 4.

GEOGRAPHY

Through Geography the children develop a desire to explore the world. They have opportunities to investigate and compare local, national and international locations, developing mapping skills and geographical knowledge, understanding and vocabulary. Children also explore geographical features such as mountains, rivers and volcanoes. Fieldwork is also developed with children where appropriate allowing them the opportunity to develop life skills.

As children progress, their growing knowledge will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of different landscapes. Children leave our school with geographical knowledge, understanding and skills that allow them to explain how the Earth's features, both in their local area and places further away from our school, are shaped, interconnected and changed over time.

HISTORY

At our school we believe that History is a practical and engaging subject which motivates and inspires our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through the study of individuals, societies, cultures and countries within which they lived, History enables pupils to gain awareness of what happened in the past and reasons for these events.

History helps our children understand the complexity of people's lives, the process of change, diversity of societies, the relationships between different groups as well as the changes and challenges of their own time. At our school we teach History through our learning challenge curriculum. Children learn through linked up teaching and exposure to a



wealth of trips, artefacts and visitors into school. Drama and dressing up is used to bring the past back to life and children genuinely develop a thirst for learning about historical events, people and societies.

ART AND DESIGN TECHNOLOGY

Art and Design Technology at our school enables children to record from their observations and imagination using a range of materials and stimuli. They are shown how to use colour, texture, pattern, and sculpture to produce pieces of work using a variety of skills and tools. Children work collaboratively as well as on their own through art activities. They are encouraged to think carefully about ways in which their/others work could be improved by saying what they think and feel about it. Children have the opportunity to study and work in the style of real artists. Our school has also held arts days to work on larger projects through established links with local artists.

Our school provides the children opportunities to develop imaginative thinking when designing and making. They are encouraged to investigate how things work and are taught how to use tools and equipment safely and techniques for making a product. The children are shown technological processes, products and their manufacture in the real world. The children develop ideas and models through designing, planning, making and evaluating what they have done. An area of particular focus at our school is Food Technology and all children are provided with opportunities in this aspect of the curriculum.

PSHE EDUCATION

PSHE (Personal, Social, Health and Economic) education encompasses the social, moral and personal issues which are part of living in the world around us. Your child will be encouraged to develop their understanding of the way in which communities learn to live together in harmony, through sharing the values of honesty, caring, truth and respect. This area of the curriculum underpins qualities and skills that promote positive behaviour and effective learning. Themes covered include self-awareness, managing feelings, motivation, empathy and social skills. These in turn support the children in understanding another's point of view, working together in a group, sticking at things when they get difficult, resolving conflict and managing emotions.



SEND AND EQUAL OPPORTUNITIES

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

At our school, we make provision for pupils with a wide range of needs: learning, physical, emotional and behavioural. We meet the needs of these pupils through careful planning of lessons, specific resources alongside our highly skilled team of teachers and teaching assistants. Our Special Educational Needs and Disabilities Coordinator (SENDCo) works with parents, staff and pupils as well as other agencies such as the Specialist Teaching Team service to ensure the best possible opportunities are provided for every child with special needs.

Once a child has been identified as having additional educational needs, the SENDCo will be involved from the outset and the classteacher and/or SENDCo will invite the parents to a meeting to:

- Discuss that their child is being placed on the SEND register;
- Record that discussions have taken place on our 'gold form';
- Discuss assessments that have been completed and agree a plan and provision.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' in line with the 'SEND Code of Practice: 0-25 years' (available to view online at www.gov.uk/government/publications/send-code-of-practice-0-to-25). Depending on their age and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents and children are invited to meetings to review progress made, set targets and agree provision.

We do all we can to ensure that all pupils, regardless of any special need, are fully involved in school life. We have an excellent and proven record with our pupils who encounter some form of difficulty with their learning. We believe that the key to this is building a strong and trusting relationship with parents and professionals. Although our school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP or Paediatrician if they think their child may have a specific additional need (e.g. ASD or ADHD).

PUPILS WITH DISABILITIES

At our school, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from our school. We aim to develop a culture of inclusion and diversity in which everyone can participate fully in school life. The achievement of pupils with disabilities is monitored and we use this information to ensure inclusive teaching. We make reasonable adjustments to make sure that our school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. If you have a child with a disability, please contact us and we will be happy to talk to you about how we may be able to accommodate their needs.



ASSESSMENT AND REPORTING

REPORTING TO PARENTS

During each year, from Reception to Year 6, you will have the chance to discuss the progress your child is making with their class teacher. Our first Parents' Evening of the year is usually held at the end of Term 1, when you will be able to talk about how your child has settled into their new class.

At the end of Term 4 or the beginning of Term 5 there will be a second Parents' Evening when you will be able to discuss your child's progress. This is an opportunity to celebrate progress and strengths and also to focus on areas to develop.

At the end of our school year in July, your child will bring home a written report, including the results of any statutory tests if applicable. If you wish to discuss the report with the classteacher, please make an appointment. At any time, please arrange to talk to your child's teacher if you have any questions or concerns.

SATs (STATUTORY ASSESSMENT TESTS) AND PHONICS SCREENING

At the end of Year 2 and Year 6, all children will take National Curriculum statutory tests, known as SATs. These assess the children against age-related expectations in Mathematics and English. They are also assessed by our school in Science and Writing. Children in both year groups are assessed through teacher assessment and testing, and your child's performance against age-related expectations will be reported, along with our school's results. These will usually be included in the end of year report for your child. Last year's results for our school are in attached in the Appendices and are also available from our website. Please ensure that your child is in school for these tests in May – current dates can be obtained from our Office, our website, our newsletters or the Department for Education (DfE) website (www.gov.uk/government/organisations/department-for-education).

Year 1 pupils participate in National Phonics Checks, results of which are provided to parents. Again, this is a statutory requirement. Any child who does not meet the required standard is given additional support in Year 2.

ON-GOING ASSESSMENTS

To ensure that all children are taught at an appropriate pace and are stretched to their potential, regular assessments take place throughout their school life. These may involve a member of staff talking to your child, marking of their work or occasionally a formal test. We do not usually report raw results of formal tests, as on their own such scores do not show what a child knows and the next steps. However, all these forms of assessments are vital to provide high quality teaching and learning and are used to inform the future planning for the class and to report to parents.

*You can find information about all schools in England at
www.gov.uk/school-performance-tables*



POLICIES AND PROCEDURES

Key policies are published on our website at www.burghschool.org.uk. Copies of all policies are available on request from our School Office. Under the Equality Act we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We carefully consider and analyse the impact of our policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

SAFEGUARDING

Our school Governing Body are accountable for ensuring effective child protection policies and procedures are in place in accordance with statutory guidance, Local Authority guidance and locally agreed inter-agency procedures. The Designated Safeguarding Leads are named in the Child Protection and Safeguarding Policy. This is on our website or available from our School Office. Names and contact information is also displayed in the main entrance and around school. We are also an 'Operation Encompass' school. Operation Encompass aims to ensure that appropriate school staff are made aware of Domestic Abuse incidents early enough to support children in the best way possible.

BEHAVIOUR / DISCIPLINE POLICY

Behaviour of pupils at our school is very good and is often commented on by visitors. Children have many opportunities to work and play together and develop friendships. Our Behaviour Policies are regularly reviewed and are based on praise and reward systems as well as clear sanctions. Sometimes children misbehave. If this happens, we ensure you are informed as deemed necessary and, if appropriate, parents may be asked to meet with the classteacher or a more senior member of staff. Our aim is to keep you informed so that together we can support your child in maintaining a high standard of behaviour.

ANTI-BULLYING POLICY

Issues relating to bullying are discussed in every class as part of our Personal, Social, Health and Economic (PSHE) education programme. Children are encouraged to tell an adult if they feel they are being bullied. We describe bullying as 'the premeditated and continuous act of aggressive behaviour to another person' rather than a 'one-off' incident. This can be physical or mental and involve great distress and anxiety for all concerned.

At our school such behaviour is totally unacceptable. If you believe your child is in any way suffering from such actions, you should inform school immediately. We will listen carefully to any issues brought to us and endeavour to stop any such behaviour. We never underestimate the seriousness of bullying and the negative effects it can have.



EQUALITY OF OPPORTUNITY, GENDER, DISABILITY AND ACCESS

Our staff all work very hard to ensure that all pupils are given the same opportunities and are able to access these. This is regardless of gender, race, religious background, financial circumstances or disabilities. We firmly believe that this is essential to promote a fair and just school. Plans and policies relating to Equality of Opportunity, Gender, Disability and Accessibility can be obtained on our website or via the School Office.

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

Our 'Relationship, Sex and Health Education' policy has been carefully drawn up in light of guidance and resources signposted by the Church of England and the Diocese of Lincoln. Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values. We teach RSHE within a moral (but not moralistic) framework. It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life. Children will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect. At our school 'Sex Education' is taught in Year 6 and parents have the right to withdraw children from that specific aspect of the curriculum ('Sex Education'). There is no right to withdraw from 'Relationships Education' or 'Health Education'.

DRUGS, TOBACCO AND ALCOHOL EDUCATION

Our youngest pupils are taught how to be safe in the home. We teach that most drugs are designed to help us become well, but if misused, can cause harm. Our older pupils are taught both the benefits of common prescription and non-prescription drugs, along with a basic understanding of substances and drugs such as tobacco, alcohol and caffeine. We also discuss the dangers of addiction and how in particular cigarettes and alcohol can damage our health.

As with Sex and Relationships Education, our priority is to inform and educate pupils in a caring and supportive way to prepare them for the challenges that they might face as they grow up.

CHARGING POLICY

We do not charge for any of the resources or books that we use. However, from time to time there are instances where we ask for a voluntary contribution. Examples include off-site educational visits to museums or other local places of interest and also theatre trips.

While we cannot insist parents contribute, we take great care to ensure that the activities support your child's learning and that costs are kept to a minimum. However, if donations do not meet the cost, we may have to revise our plans. For details, see our 'Charging' policy, available from our website or the School Office.

SECURITY

We wish to have a balanced approach to security in this school. On the one hand we have to restrict entry to unauthorised personnel for the safety of the children, but on the other we want parents to feel that they can come into our school. Visitors between the times of



8:45am and 3:15pm should report to the main Office on arrival, as entry into school is only permitted through the main Office doors during this time. All adults in school wear a named lanyard for identification purposes.

HEALTH AND SAFETY (INCLUDING PARKING)

We ask that parents DO NOT park in our school car park unless they are eligible to and have been issued with a permit by our Office. Please be considerate to local residents when parking around our school, respecting driveways and the no-parking zones marked on the road.

The whole school site is a no-smoking area. Unless specific permission is given by the Headteacher, dogs and other animals must not be brought inside our school perimeter fencing (guide dogs are the exception). Finally, cycles, scooters, skateboards etc. must not be ridden inside our school's perimeter fencing by grown-ups or children.

EMERGENCY CLOSURE OF SCHOOL

On very rare occasions our school might have to close, either partially or completely. The most likely reason for this would be due to snow or problems associated with adverse weather. Any decision to close our school will be based first and foremost on the safety and welfare of our children and staff. Such decisions are taken with the upmost consideration for health and safety and the minimising of risk.

If a full or partial closure is necessary, we will do the following:

- Notify the Local Authority, who should add the information to their website (www.lincolnshire.gov.uk/school-attendance/school-closures)
- Send a message via the ParentHub app;
- Notify our two local radio stations, BBC Radio Lincolnshire and Lincs FM, who will announce that we are closed (it should also appear on their websites);
- Post a notice outside our school (if it is safe for someone to do so).

These are the only means by which we will announce closure. Information regarding closure, either full or partial, will not be shared by the school on social media (e.g. Facebook). Any notifications shared using these platforms will be unofficial. Please note that we would not normally announce that we are open, only that we are closed. 'No news' means that we are open as usual.

COMPLAINTS PROCEDURE

Although we endeavour to 'get it right first time', sometimes issues do arise. We hope that any issues parents may have can be resolved by our school. Therefore, in the first instance, these should be made to the Headteacher. In most cases, issues can be dealt with at an informal level. However, in the unlikely event that a complaint cannot be addressed in this manner, please refer to our 'Complaints' policy, available on our website or from our Office.





RESPECT

COMPASSION

COURAGE