

MAWSLEY COMMUNITY PRIMARY SCHOOL



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INFORMATION FOR PARENTS

The staff and governors
of Mawsley Primary School would like to welcome all parents and children to
our community school which opened in September 2004.

OUR VISION

Our vision, aims and aspirations are to create a safe, happy, and motivating environment where children are able to develop their knowledge and skills, make good progress and achieve high standards through shared expectations.

Our school motto is:

Think it, Learn it, Believe it, ACHIEVE IT!



OUR AIMS

We aim:

- To provide a stimulating, challenging and inclusive curriculum working to achieve the highest standards in all we undertake.
- To promote good role models in the pursuit of spiritual, social cultural and moral values.
- To establish an atmosphere of praise and encouragement for children and adults.
- To develop a sense of partnership and community between children, parents, staff and governors and members of the wider community.
- To provide opportunities to develop cultural awareness.
- To help our children use technology confidently and prepare children for what lies ahead in the next stage of their learning journey through life.

OUR VALUES

At Mawsley Primary School we work to develop each child as an individual not only academically but also in their personal development. Excellent behaviour and attitudes are very important to us.

To help with this aspect of our work we have taken on the values of **courage, determination, friendship, equality, excellence, inspiration** and **respect** in all we do, as a legacy of our school Olympic Project in 2012. Around the school these values are seen in each classroom and in our school hall.

Children who show these values each day at school are praised and at the end of each of our six terms one child from each class is rewarded with a wristband which celebrates the value they have demonstrated.

We hope that children who have been awarded these wristbands will wear them each day and continue to be good role models for others.

SCHOOL CODE OF CONDUCT

At Mawsley C.P. School children are encouraged to follow our Code of Conduct.

- Be kind and helpful to children and adults.
- Listen to others and only use words that are thoughtful.
- Take care and show respect for your own property and that of others.
- Help look after our school environment by keeping it clean, safe and tidy.
- Be responsible for your own belongings.
- Think carefully about the choices you make.
- Be calm and quiet when walking around the school.

SCHOOL GOVERNORS

The Governing Body at Mawsley Community Primary School is composed of 14 governors:

- 5 Parent Governors
- 1 Staff Governors (+ Headteacher)
- 1 Authority Governors
- 7 Co-Opted Governors

There is at least one full governing body meeting each term. There are also regular sub-committee meetings throughout the year. The governors meet together to discuss matters relevant to the children's learning and the general development of the school. Governors meet in two sub-committee groups to discuss issues such as the curriculum, finance, personnel, the school building and health and safety. The governors and Headteacher work together to ensure the efficient and effective running of the school.

Members of the Governing Body:

Chair of Governors: Miss Pat Downing Vice Chair: Mrs Melanie Adams

Local Authority Governor: Miss Pat Downing

Parent Governors: Mr Steve Buckle, Mr Phil Orchard, Mrs Sarah Meeks, Mr Geoff Marston, Mrs Georgina Scott

Staff Governors: Andrea Cox, Elaine Wright (Headteacher)

Co-opted: Mrs Melanie Adams, Mrs Trisha Cottington, Mr Stephen Harmon, Miss Pat Downing, Mr Stephen King, Mr Andrew Taylor

ADMISSIONS

Mawsley Primary School is a mixed ability rural community school for children aged between 4 - 11 years. Parents who would like their children to attend the school are invited to visit the school by appointment and to meet the Headteacher.

All admissions follow the Northamptonshire County Council Admissions Procedures for Rural Community Schools, as set out in the "Applying for a Primary School Place in Northamptonshire - Information for Parents".

The current number of children on roll is approx. 406

SCHOOL HOURS

Our school day is from 8.50a.m. - 3.15p.m. Children may come straight into their classroom between 8.40a.m. - 8.50a.m. The register will be taken at 8.50a.m.

Morning sessions:

Reception and Key Stage 1 (Y1/2): 8.50a.m. - 11.55a.m. (Break 10.45a.m. - 11.00a.m.)

Key Stage 2 (Y3,4,5,6): 8.50a.m. - 12.25p.m. (Break 11.00a.m. - 11.15a.m.)

Afternoon sessions:

Reception and Key Stage 1: 12.55p.m. - 3.15p.m. (Break 2.30p.m. - 2.40p.m.)

Key Stage 2: 1.15p.m. - 3.15p.m.

Beginning and End of School Day

Parents may bring younger children to their classroom door each morning. After children have settled into their new class they should be encouraged to enter the classroom independently and put their coat, bag and lunchbox away by themselves. If parents need to speak to the teacher at

this time please could this take place between 8.40a.m. - 8.50a.m. as teaching will begin at 8.50a.m. If you require a longer discussion with a teacher please make an appointment for a mutually convenient time after 3.15p.m at the office or with the class teacher personally.

Older children should also be encouraged to enter the classroom independently, as soon as they feel secure in their new environment at the beginning of each new school year.

At the end of the school day Reception children should be collected from their covered outdoor play area or the Reception door. Children in other classes should be collected from outside their classroom. Teachers will record arrangements concerning how each child will be going home at the beginning of the school year. Parents should inform the school either in writing or by telephone if there is any change to this arrangement. Each day the teacher will record how your child has been collected from school e.g. by parent, family friend, child minder, relation or staying for an after school club.

At the beginning and end of the day there will be pedestrian access to the school site from Scholars Row (our main entrance) and from the gate in School Road. During the school day the gate on School Road will be kept locked. Entry for visitors and deliveries during the school day will only be from Scholars Row.

Parents dropping children off and collecting children by car are asked to park in the area surrounding the school with due thought to surrounding residents and the safety of children. Parents should not use the school car park to drop off or collect children at the start or end of the school day. To avoid congestion near the school at busy times parents are asked to park away from the school, if possible, and walk to the site.

As a school that encourages healthy lifestyles we hope that most children and parents will either walk or cycle to and from school.

SCHOOL MEALS

Parents can choose either to send their child to school with a packed lunch or order a hot meal from Kingswood Catering who deliver meals to the school each day. All children will eat their lunch in the school hall.

Packed Lunches

Parents are asked to provide their child/children with a healthy nutritious packed lunch. A drink of squash, water or a carton drink should also be provided. No fizzy drinks or glass bottles please. The packed lunch should be sent in a plastic box, which clearly shows the child's name.

An ideal packed lunch may include:

- Varied sandwiches
- Fruit and vegetables
- Salad
- Drink (not fizzy)
- Cereal bar/yoghurt/low fat snack

School Meals

Every child in Key Stage 1 is currently entitled to a free school meal. For children in Key Stage 2 the cost of a meal will be £2.30 per day. Kingswood provide parents with a three week menu of healthy balanced meals. There is a choice of a hot main meal (with vegetarian alternative), packed

lunch, jacket potato and a 'pasta pot'. Meals should be ordered directly through Kingswood Catering - www.kingswoodcatering.co.uk. Meals need to be booked by the Wednesday for meals required for the following Monday. If you have any questions or concerns please speak to a member of the school office or Kingswood Catering on 01536 201203 (between 9.00am and 2.30pm).

Please discuss your child's likes and dislikes to ensure they do not come to school with food that they do not want to eat. It is essential that each child eats well during the school day to maintain concentration and energy levels.

Parents who receive Income Support, Child Tax Credit (with no element of Working Tax Credit and a household income below £16,190), Income based Job Seekers Allowance, Child Tax Credit, National Asylum Seekers Support, Guarantee Element of State Pension Credit or Income Related Employment and Support Allowance are eligible for free school meals. You can apply for free school meals online at www.northamptonshire.gov.uk/freeschoolmeals or call 01604 366656 to request an application form by post.

Alternatively, parents may take their children home for lunch if a written request has been received by the school.

SNACKS

Children in Reception and Key Stage 1 (Years 1 and 2) will be provided with a piece of fruit each day through the National Fruit Scheme for Schools. They will be able to eat their fruit at morning break. Children in Key Stage 2 may also bring fruit from home to eat at morning break e.g. apple, banana, grapes, strawberries, raisins/sultanas in a named small plastic container.

All children will have access to water during the day. Each child is asked to bring either bottled water to school each day or to provide a named plastic water bottle that can be filled each day at school.

SCHOOL UNIFORM

Our school uniform consists of:

School bottle green sweatshirt or cardigan (with school logo),
School yellow polo shirt (with school logo) - (optional bottle green polo shirt),
Grey trousers or grey skirt or grey pinafore
Yellow/Green striped or checked dress (in warmer weather)
School bottle green fleece or waterproof jacket (optional)
White or grey or bottle green socks or tights
Black shoes

Please make sure your child has a warm coat or jacket for playtime in colder weather.

Please ensure all items of school clothing are named.

P.E. Kit

Yellow t-shirt (with school logo)
Green shorts
Black plimsolls or trainers

Please ensure that all items of children's clothing are clearly marked with their name.

Please encourage your child to look smart and tidy for school.

We will discourage children from wearing:

- unsuitable clothing
- unsuitable footwear
- jewellery (except a watch)
- children with pierced ears should only wear studs, which must be removed or covered for PE and swimming.

ABSENCE

If your child is unable to attend school please either:

- Phone the school after 8.30a.m. on the first day of absence on 01536 799182

This should be followed up by a written note to the class teacher when your child returns to school.

Medicine in School: Medicine and tablets should not be sent into school. We are only able to administer medicine in school if it has been prescribed by a doctor and written parental consent has been received by the school.

EMERGENCY AND UNSCHEDULED CLOSURES

In the event of a predicted school closure, due to an unavoidable situation, parents will be informed by letter.

During the winter months the school may be affected by adverse weather conditions and an emergency closure may be necessary on Health and Safety grounds. Notification of any closure will be made through the school texting service to your mobile phone, announced on Radio Northampton on the morning programme or through Northamptonshire County Council's website.

BICYCLES

If bicycles are used, as a means of transport to school, they should be wheeled at all times within the school grounds. Bicycles may be secured with a padlock during the school day in our cycle shelter.

NEWSLETTERS

We hope to keep parents well informed of events in school and what is being taught in the classroom through regular school newsletters. A weekly newsletter will be e-mailed to you or you can collect a hard copy from the school office. Every term teachers will send home a Curriculum Newsletter informing parents about what is to be taught in each subject. Please ask your child or check their school bag regularly to see if letters have been sent home or e-mailed to you.

TOYS

Please do not allow children to bring in toys from home, unless children are asked to bring in games or toys from home to support their learning. During playtimes children will have access to school play equipment.

MONEY IN SCHOOL

Your child will not need to bring money to school unless it is for a special reason, such as payment for a trip. Any money brought to school should be placed in an envelope with the child's name and class clearly labelled on the front and should be posted in the red box just inside your child's classroom. This box will also be used for any notes or letters to be sent to the class teacher.

READING RECORD BOOK

Please encourage your child to read at home each evening. The title of the book, date and any relevant comments can be made in your child's reading record book and returned to school each day. We hope you will encourage your child to read regularly and will talk to them about their books. Home-School link cards are supplied with many of our reading scheme books to help parents form questions about their child's reading book.

PARENT CONSULTATION EVENINGS

Parent consultation evenings will be held during the Autumn and Spring terms. The purpose of these evenings is to discuss your child's progress and targets for future development. Written reports will be sent home towards the end of the Summer term. There will also be an opportunity for parents to discuss the report with the class teacher before the end of the school year. Parents of children in Year 2 and Year 6, who will have undertaken national SATs tests, will also be invited to discuss their child's results.

Other curriculum information meetings may also be organised during the year to let parents know more about areas such as Reading, Numeracy or homework.

SCHOOL CAR PARK

To ensure the health and safety of our children we ask our parents not to drive into the school car park between 8.30am - 9.00am and 3.00pm - 3.30pm. This means that the school site should not be used to drop off or collect children.

We promote a walk to school policy for children living in Mawsley. However, if it is necessary to bring your child to school by car, please make sure that you park outside the school where you will not pose a hazard to any child crossing the road or block the drive of our neighbours.

FRIENDS OF MAWSLEY SCHOOL

Our Parents Association is called the Friends of Mawsley School. It is open to all parents and carers of a child at our school. The Friends of Mawsley School are led by a group of committee members.

The Friends work to raise additional funds for the school and to organise social occasions for our children through activities such as our Christmas Fayre and Children's Christmas Disco.

The Friends of Mawsley School work in partnership with the staff and governors. Their work to benefit the school is much appreciated. They have helped to provide a variety of playground equipment to make playtimes more fun for the children.

SAFETY AND SECURITY

Please keep the school informed of your current contact telephone numbers, any change of address and any other changes that may occur. Due to our texting service it is very important that we have your current mobile phone number in order to be able to communicate quickly with you.

The school is kept secure during the school day due to the electronic gates at the Scholars Row entrance. All parents and visitors should report to the School Office at the Main Entrance and sign the visitor's book on entering and leaving the school building.

HOLIDAYS

Parents are encouraged to take their annual family holiday during our school holidays to avoid disruption to your child's schooling. Any time taken out of school must be authorised by the Headteacher. A 'Leave of Absence' form will need to be completed and these are available from the school office.

PHOTOGRAPHS

During the school year there may be times when we would like to publicise activities and events taking place in school. We may contact the local press to cover such occasions. At the beginning of each school year we will ask if parents give their permission for their child's photo to appear in a local newspaper and whether their full name can be used in conjunction with the photo.

The school photographer will visit us each year to take individual, family and class photographs which will be offered to parents for sale. However, there is no obligation to buy.

CHARGING AND REMISSION

There may be occasions when parents are asked to make a voluntary contribution towards the cost of a school trip or a visiting artist, theatre group or musician to enhance the curriculum. Although this is a voluntary contribution we hope as many parents as possible will be able to contribute in order for the activity to go ahead. Parents will be notified if there have not been sufficient contributions to make the activity viable and therefore it has had to be cancelled.

It is school policy to charge for the following activities:

- Residential visits
- Music tuition provided by NCC peripatetic music teachers
- The cost of materials or ingredients needed for practical subjects that may be taken home when finished.

ANY PROBLEMS?

If you are unhappy or uncertain about something please let us know.

Firstly,

- Talk to the class teacher.
- If you feel that the matter has not been resolved arrange to talk to the Headteacher.

We hope you will find our school open, welcoming and informative. Please do not hesitate to discuss any concerns you may have with us.

We will do our best to ensure the highest standards at all times.

SCHOOL RULES AND DISCIPLINE

At Mawsley C.P. School we encourage and praise good behaviour. We expect our children to work and play together in co-operation and safety. Through regular assemblies, and Personal Social and Health Education children are reminded of our school and class rules which help our school family to work together as a team.

We operate an anti-bullying policy. All incidents are dealt with promptly and appropriately according to the age and understanding of the child. We encourage our children to respect the feelings of others and to play together safely.

If there are serious or recurring incidences of inappropriate behaviour, parents will be notified and the matter discussed with them. A variety of strategies to encourage and reward good behaviour are implemented across the school.

SPECIAL EDUCATIONAL NEEDS

If you have any concerns about your child's learning please do not hesitate to discuss this with your child's teacher. If a child is identified as having special educational needs, parents will be notified as soon as possible so that discussions may begin with regard to the best way forward.

Where SEN concerns are identified an Individual Education Plan (IEP) will be written for support each child. This will concentrate on three or four targets related to the child's specific needs. Progress towards those targets will be reviewed each term in consultation with parents and the child. New targets will then be set for the following term.

We welcome all dialogue between home and school about any special needs matters. The school will consult parents at every stage of the process to ensure you are fully informed of how your child's needs are being met.

The Special Educational Needs Co-ordinator (SENCo) will work with all class teachers. The SENCo will advise and support class teachers in their work to identify children who may need additional help. Children with special needs will be taught within their class but may also receive additional support in a small group or individually from our Special Needs Teaching Assistant.

The school benefits from a flat, one level site with three toilets and a shower facility for those with physical disabilities.

CHILD PROTECTION

All schools have a responsibility to safeguard the welfare of their children. In doing so we have a duty to consult with Social Care and Health Services if we believe a child may be suffering from neglect or abuse. We work in accordance with the Northamptonshire Child Protection Procedures.

The Headteacher and Assistant Headteacher are the designated teachers for Child Protection.

THE CURRICULUM AT MAWSLEY C.P. SCHOOL

The school's curriculum aims to:

- Provide opportunities for all children to learn and to achieve.
- Promote pupil's spiritual, moral, social and cultural development.
- Prepare all pupils for the opportunities, responsibilities and experiences of life.

We seek to provide an exciting and stimulating broad and balanced curriculum. We know that children learn best through first hand experience and seek to provide a curriculum that reflects this. We try to enrich the National Curriculum by organising educational visits that link with units of work. We also invite visitors into our school to talk about or organise workshops related to units of work being covered. We encourage children to adopt an enquiring approach to their learning and provide regular opportunities for investigations and questioning.

The school operates a linked learning curriculum where links between subjects are made wherever possible.

In Years 1 - 6 (5 - 11 years) the core subjects of English, Maths, Science and ICT are balanced with the other subjects of History, Geography, Religious Education, Design Technology, Music, Art and Design, Physical Education and Personal, Social and Health Education. Years 3, 4 and 5 will learn French. Philosophy has also been introduced to our curriculum to encourage children to develop their thinking and reasoning skills.

An additional aspect of our curriculum is our "Brain Boost" initiative. In these units children will have the opportunity to choose topics they would like to learn more about, work with members of the community to develop skills, work on units related to their talents and learn more about other countries and cultures.

The curriculum is also extended through a variety of before, lunch time and after school clubs such as basketball, yoga, ocarina and dance and drama.

At Mawsley C.P. School we place an emphasis on Personal, Social and Health Education. We place priority on developing each child to be a responsible, knowledgeable and caring member of our future society. We do this through placing importance on the ideas and views of our School Council and class councils, our PSHE lessons and circle time activities and discussions, our assembly themes and school code of conduct. All children are encouraged to be responsible and respectful members of our school and local community.

FOUNDATION STAGE CURRICULUM

Children in our Foundation Stage (Classes 1 and 2) will be working on a range of experiences as stated in the Foundation Stage curriculum. This curriculum is for children between the ages of 3 - 5 years and is based on developing knowledge, skills and understanding through a variety of practical learning programmes and experiences. It is organised into six areas of learning:

- Communication, Language and Literacy

- Personal, Social and Emotional Development
- Problem Solving, Numeracy and Reasoning
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Prior to a child starting school in September, there will be an evening induction meeting for parents, in the summer term. This will give parents practical information about the school day, what activities your child may be engaged in, how we introduce the children to reading, writing and number work and other school information. It will also provide parents with an opportunity to discuss any concerns with the class teacher or headteacher.

During the summer term there will also be an opportunity for children joining the school to visit their new classroom. Admission to the Reception Class will be through morning only sessions for the first four weeks of the Autumn Term to enable the children to settle in and to help the class teacher to get to know and assess each child. During these first few weeks of the term individual appointments will be made with parents to discuss your child's development and any medical issues or concerns prior to starting school. This may be undertaken through a home visit. In this way we hope to provide a smooth transition for both you and your child into primary education.

TEACHING AND LEARNING

We aim to provide a varied range of teaching styles and to support children who learn best through a variety of learning styles; visual, auditory or kinaesthetic.

Throughout their time at Mawsley C.P. School we hope our children will learn to:

- Communicate confidently and effectively in a range of situations
- Show respect for themselves, others and the school environment
- Solve problems in a variety of learning and social situations
- Demonstrate caring and tolerant attitudes and a sense of justice
- Adopt a positive, purposeful and independent approach to their learning
- Work cooperatively with others
- Read and write for a variety of purposes
- Demonstrate the process skills associated with each curriculum area
- Approach new challenges with confidence and competence
- Recognise acceptable behaviour and take responsibility for their actions
- Show regard for their own safety and that of others
- Develop an understanding of world religions and show tolerance and respect for their own beliefs and those of others
- Demonstrate existing knowledge and use this to build upon future learning
- Develop a sense of curiosity and search for knowledge
- Take responsibility for their learning environment, organising and taking care of their resources
- Participate in the evaluation of their own performance, including setting and working to achieve targets
- Prepare for the future

ENGLISH

At Mawsley C.P School the Primary Strategy informs the English curriculum. We aim to develop children's literacy skills through a variety of reading, writing, speaking and listening activities that ensure continuity and progression. We seek to prepare our children for the future and therefore use ICT in the form of interactive whiteboards, classroom computers and laptops whenever possible.

READING: Children in our Foundation Stage begin their pre-reading skills on entry to school. The class teacher will use a variety of reading strategies to help each child to develop the skill of reading. We use the Read, Write Inc scheme to introduce phonic work. Reading activities will take place each day either through whole class, group or individual activities. When children are ready, a reading scheme book will be given to them to take home and share with parents. Our main reading scheme is the Oxford Reading Scheme, which includes fiction, non-fiction, poetry and play books. Home/School reading cards accompany many of our reading books and can be used to help parents talk about each text with their child and ask questions to help develop comprehension skills.

As children move through the school they will continue to develop their reading skills through their daily literacy lessons. This will take the form of progressive whole class shared reading activities and group guided reading sessions. All children are encouraged to read at home, with parents initially, then move on to independent reading. Parents can record this activity and any relevant comments, in the home/school reading record book.

In addition to a reading scheme book children will also have the opportunity to visit the school library each week and select a fiction or non-fiction book of their choice.

As children progress through the school they will be taught higher order reading skills, such as identifying fact and opinion, the use of inference and deduction and skimming and scanning skills. Children will be encouraged to read across a wide range of genres. We hope that during their time at Mawsley C.P. School children will develop a love and enjoyment of reading and books.

WRITING: Using the Primary Strategy as our guide to writing development, the children will be helped to acquire the skills to enable them to write for a variety of purposes, such as creative, factual or descriptive. They will be introduced to different writing styles and techniques. Children will be given individual or group targets to let them know what they need to do next in order to continually develop their writing. They will be taught to check their work and re-draft, giving thought to spelling, punctuation, vocabulary, style and presentation.

Children will be taught spelling through a variety of approaches. They will be encouraged to use their phonic knowledge and to recognise spelling patterns. Children will initially learn to spell the National Literacy Strategy high frequency words. In their class work they will be taught to use word books, dictionaries, electronic spell checkers and computer spell checking methods. Parents are encouraged to help children learn spelling lists sent home by using the look, say, cover, write, check method. It is also helpful to use words in context.

At Mawsley C.P. School handwriting is seen as an important part of the writing process. Children are taught to form their letters correctly, using the school style of handwriting, in the Reception Class. Handwriting continues to be taught throughout the school with children in Years 1 and 2 learning to join their letters. Children in Year 3 will then be introduced to writing in pen, once they have established a well formed and joined style of handwriting.

SPEAKING AND LISTENING: Speaking and Listening not only forms an important part of the English curriculum but is highly valued across all curriculum areas. A structured scheme of work is used to ensure children have experience of whole class discussion, group or paired work and drama activities in each year group. Children are encouraged to speak clearly, offer their own opinions and listen to those of others. Children are also given time to discuss their feelings and talk about their decisions and actions. They have opportunities to speak to larger audiences through assemblies and school productions. They are encouraged to respect the diversity of languages and dialects within our community.

MATHEMATICS

Children are introduced to the enjoyment and challenge of number work from the beginning of the Reception class. Our mathematical work follows the Primary Strategy. Children are first taught to recognise and then manipulate numbers. They are encouraged to develop a variety of mental strategies before moving on to more informal jottings to aid their calculations, followed by more formal methods of recording. By the time the children leave the school we aim to have taught them a variety of mathematical strategies. This will then enable them to select those that they feel most able to use when finding answers to problems. Through a variety of fun, interactive and challenging activities we also hope to develop a confidence and enjoyment of number.

The children will have mathematics lessons which will be based on learning objectives from the Primary Strategy. The lesson will begin with a mental mathematics starter where all children will be involved in interactive activities. Differentiated questioning by the teacher will encourage children of all abilities to take part and make progress. This will be followed by a whole class main teaching activity, where the main learning objective is introduced to the whole class. All lessons are planned to ensure pace and appropriate individual challenge. Children then work on a variety of differentiated activities either individually, in pairs or groups. They may work with practical apparatus, on paper and pencil activities, an investigation or on a computer program. The lesson will finish with the plenary session where both the teacher and children may assess their understanding of the work covered in order to inform future planning. We are aware of individual needs and work is therefore planned to help all children learn and achieve at an appropriate pace. We provide challenge and extension work for our more able mathematicians and support for those who may need additional help.

We seek to provide our children with a variety of mathematical experiences that stimulate and challenge them. Real life problems and investigations are used to show understanding of concepts taught. Children are actively encouraged to explain their mathematical thinking and how they arrived at an answer. There is also an emphasis on using progressive mathematical vocabulary as the children move through the school.

Following the Primary Strategy the children will learn a variety of methods associated with addition, subtraction, multiplication and division. They will also learn about other mathematical concepts, such as shape and space, properties of numbers and handling data. ICT will form an important part in helping to aid the mathematics curriculum. Skills taught in mathematics will be used whenever appropriate in other areas of the curriculum, such as Science, Design and Technology, Geography and P.E.

Children will be given mathematics homework regularly. This may include initially learning addition and subtraction facts, extension or follow up work to objectives covered during the day, multiplication and division facts and number investigations. We aim for all children to know their multiplication tables by the end of Year 5. Parents are also encouraged to talk to children about numbers whenever they come across them in the environment.

SCIENCE

Through our Science curriculum, children will be introduced to a variety of themes which will include work on Life Processes and Living Things, Materials and Their Properties and Physical Processes. Opportunities to teach Experimental and Investigative Science are built into each unit. Themes will include work on humans, green plants, grouping and classifying materials, electricity, forces and motion and the earth and beyond. Wherever possible we will promote cross curricular links with other subjects such as mathematics, geography and design technology. Children will also learn about health and safety in relation to their science work.

As part of their work we will encourage children to use a range of communication skills and techniques involved in obtaining, presenting and responding to information. Children will be taught to record their ideas and findings

in a variety of ways including verbal and PowerPoint presentations, diaries, models, charts, annotated diagrams and report writing. ICT resources will be used to aid knowledge and understanding and to present and interpret and log data.

An emphasis on enquiry and finding answers to questions will be promoted. Children will learn the skills of prediction and observation and how to investigate a question through developing and carrying out a fair test. They will then learn to make deductions and report their findings.

INFORMATION AND COMMUNICATION TECHNOLOGY

Mawsley C.P. School benefits from a number of excellent resources to aid the delivery of the ICT curriculum. These include flat screen classroom computers, interactive whiteboards in every classroom, a trolley of laptop computers and a designated computer suite. Children learn about and develop ICT skills as they move through the school. They are then required to use these skills to aid other areas of the curriculum, for example producing a graph to record data obtained in a science investigation or using word processing skills and a graphics program to create a travel brochure. Our ICT system is networked and all children have access to a controlled and monitored Broadband internet connection.

Whenever possible ICT programs are used to support our work in Literacy and Numeracy, either in whole class teaching or in independent, paired or group activities. Links with other subjects such as science, geography, history, R.E. and music will also be made when appropriate.

Children learn their ICT skills through a variety of progressive units of work including, representing information graphically, creating pictures, manipulating sound, e-mail, branching databases, internet searches, spreadsheets and control and monitoring.

Other ICT resources at Mawsley include an electronically catalogued library, tape recorders, CD players, TV and video player, calculators, digital camera, electronic spell checkers, fax and photocopying machines.

HISTORY

History is taught through National Curriculum study units and is an important part of our linked curriculum. Children are introduced to the past in the Reception class through their activities related to houses and homes. This will continue with work in Key Stage 1 on units such as Christopher Columbus, The Fire of London and Castles. At Key Stage 2 the children will continue to develop their enquiry skills through learning about, for example, the Ancient Egyptians, Romans, Tudors and Victorians. Emphasis will be placed not only on the learning of knowledge but also on enquiry, research and deduction. Children will be encouraged to formulate questions to be investigated.

A variety of resources will be used to aid this area of the curriculum. These will include CD ROMs, the internet, artefacts and library project loan boxes. Children will also be taken to visit places of historical interest linked to their class work. Visitors, with relevant historical knowledge, will also be invited to the school to enhance the history curriculum.

GEOGRAPHY

Our geography curriculum is also related to National Curriculum units of work and our linked learning curriculum. These help the children to develop knowledge, skills and understanding in this area.

Through first learning about the immediate and local environment, then thinking about the wider world the children will learn, for example, to ask geographical questions, observe and record, use maps, compare and contrast places, recognise environmental issues and improvements, investigate rivers and take part in fieldwork investigations.

Work in geography may be linked to other work in science, history, literacy, mathematics or ICT. Visits to places of interest linked to the geography curriculum and relevant visitors will also be used to help deliver this subject.

DESIGN AND TECHNOLOGY

Design and Technology is taught through a range of design and make tasks. Activities in our units of work include investigative, disassembly and evaluative activities, focused practical tasks and design and make assignments. These may include work on how things move, creating a healthy fruit drink or linking work in science on electricity with a design and make unit. Activities will relate to real life situations.

Children will have opportunities to use a range of tools and materials safely to design and make a product to meet a particular need. A variety of skills that can be applied to construction techniques will be taught. Aspects of health and safety will also be emphasised. Thought will also be given to the overall effect of the finished product and the evaluation of the process.

Cross curricular links will be made to subjects such as mathematics, when measuring, and art when creating finishing techniques.

ART AND DESIGN

The children are given opportunities to use a range of media and tools to develop their skills of drawing, painting, sculpting, printing, modelling and using fabric. They will explore how things are formed using line and tone, pattern and texture in nature and other forms, use of shape, form and space in making images and artefacts and colour matching and mixing. As the children progress through the school we hope to develop and extend their artistic skills.

We hope the children will develop an appreciation and understanding of their environment and the world around them. Displays of art work around the school will be used to celebrate and inspire the work of the children. Works by famous artists will also be used to motivate and develop creative ideas.

MUSIC

Our school benefits from good music resources including both tuned and untuned percussion instruments which can be used by all classes during their music lessons. These can be used to create compositions or accompany songs or tunes. Visiting peripatetic music teachers currently teach children in Key Stage 2 violin, clarinet, flute and guitar. There is however a cost for these lessons.

During their time at the school children will have the opportunity to listen to a wide range of music from various ages, styles and cultures. In addition to this we also hope to provide opportunities to listen to live music and take part in music workshops.

P.E.

All children will have timetabled P.E. lessons. These will include opportunities to take part in Dance, Gymnastic and Games activities. In Key Stage 2 there will also be opportunities to develop Swimming skills and take part in Outdoor and Adventurous Activities. Skills will be taught and developed as the children progress through the school.

As well as teaching P.E. we also hope to make the children aware of the effects of exercise on their bodies. We aim to develop dexterity, balance, strength and stamina. We also hope to create a feeling of positive team spirit.

We add to our P.E. provision by providing extra-curricular activities including Netball, Football, Basketball and Cheerleading. An annual sports afternoon is also held.

R.E.

At Mawsley C.P. School we follow the Agreed Northamptonshire Syllabus for R.E. This means that we teach a number of R.E. Units throughout the school with the main emphasis on Christianity. Children will also learn about other world faiths including Judaism, Islam and Hinduism and Sikhism.

The children will learn about a variety of world religions through fun practical activities related to places of worship, the family, food, special books and celebrations. They will be encouraged to respond through written work, dance, music, art, poetry and drama. Visits to places of worship and visitors to school will be used within the R.E. curriculum. A variety of books and artefacts will also be used.

We aim to develop spiritual and moral values leading to a sense of respect, tolerance and sensitivity towards the beliefs of others. In this way we hope to prepare our children to take their part in our multi-faith world.

Parents have a right to withdraw their child from Religious Education lessons. If they wish to do so they should notify. Alternative provision will then be discussed.

PERSONAL , SOCIAL, HEALTH EDUCATION AND CITIZENSHIP

Through this work children are introduced to units of work where they think about themselves, their family, their environment and others. They will think about healthy lifestyles and what can harm them. They will discuss relationships and feelings and how they can contribute to school life, the local and wider community. They will do this through class discussions, circle time activities, assemblies and class and school council meetings. The children will be encouraged to contribute their ideas and opinions and listen to those of others.

ASSESSMENT

At Mawsley C.P. School we are continually assessing each individual to ensure they are making appropriate progress or receiving appropriate support. We do this in a number of ways including talking to children about their work and opinions and marking work in their books. We also discuss and set individual and group targets to help children to understand what they need to do next to make progress. During the year there may also be more formal testing in the form of Statutory Tests and Tasks for children in Year 2 and 6 and Optional National Tests for children in Years 3,4 and 5. Progress in reading and spelling will also be tested at least twice each year. Teachers will record their on-going pupil assessments to ensure progress is made across the curriculum. Children will also be involved in discussions to evaluate their own performance.

Parents are invited to discuss their child's progress at Parent Consultation Evenings in the autumn and spring terms. They will receive a written report in the summer term. Appointments, at a mutually convenient time, can always be made to discuss progress with the class teacher at any other time of the year.

ASSEMBLIES

All classes take part in a daily non-denominational collective act of worship which is broadly Christian in character. A theme for a week is used as the focus for these assemblies. These include themes such as Responsibility, Teamwork, Caring for Others, Our Environment, Special People, Easter, Christmas, The Chinese New Year, Eid and Succot. Assemblies may include elements of drama, interactive activities, story telling or use of artefacts. There will be time for a prayer or reflection and a song.

Our assemblies are an important part of school life as the whole school comes together. They encourage a feeling of belonging to a community and spiritual, social, moral and cultural development. However, parents have a right to withdraw their child from the daily collective act of worship. If they wish to do so they should notify the Headteacher.

KEY POLICY SUMMARIES

TEACHING AND LEARNING

At Mawsley C.P. School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

We know that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (for example, mathematical/logical, visual/spatial, interpersonal, and musical) and different learning styles when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We therefore sometimes play music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.

Our lessons are structured:

- to connect the learning with previous work;
- to give learners the 'big picture' of the whole lesson;
- to explain the learning objectives, and why the lesson is important;
- to present the information in a range of styles;
- to allow opportunities for the pupils to build up their own understanding through various activities;
- to review what has been learnt, and so increase recollection;
- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning before moving on.
- to use the knowledge, skills and understanding taught in other contexts.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching videos and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps them learn, and what makes it difficult for them to learn. We have introduced the elements of "Building Learning Power" and helping the children to understand how they as learners can be resilient, resourceful, reflective and reciprocal.

SPECIAL EDUCATIONAL NEEDS

At Mawsley Community Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.
- Access to a broad and balanced curriculum for pupils with disabilities.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us have already been in early education. In many cases children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer group interventions as standard practice when a child's progress is still of concern despite these interventions additional intervention additional to and different form our standard practice will be implemented, this will be in conjunction with the SENCo and the Parents will be informed, children working at this level will be considered as School Action. The class teacher and Special Educational Needs Co-ordinator will keep parents informed and draw upon them for additional information. The SENCO will then take the lead in further assessments of the child's *needs*.

COMMUNITY COHESION

Approaches taken at Mawsley Primary School

Our school serves a predominantly white British community and therefore it is very important that we give our pupils the opportunity to learn with, from and about those from different backgrounds. We achieve this through our approach to:

- **learning and teaching:** teaching pupils to understand others, promoting discussion and debate and common values and diversity

- **equity and excellence:** removing barriers to access and participation, offering equal opportunities to all our pupils to succeed at the highest level possible
- **engagement and extended services:** providing opportunities for children, young people and their families to interact with others from different backgrounds.

Learning and Teaching

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them;
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping;
- a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities;
- support for pupils for who English is an additional language to enable them to achieve at the highest possible level in English.

IN CONCLUSION...

We hope you find this information about Mawsley Community Primary School helpful and informative.

We seek to work in partnership with parents to provide the best education for your child in a happy and caring community.

If you require any further information please do not hesitate to contact the school.

We look forward to welcoming you and your family to our school.