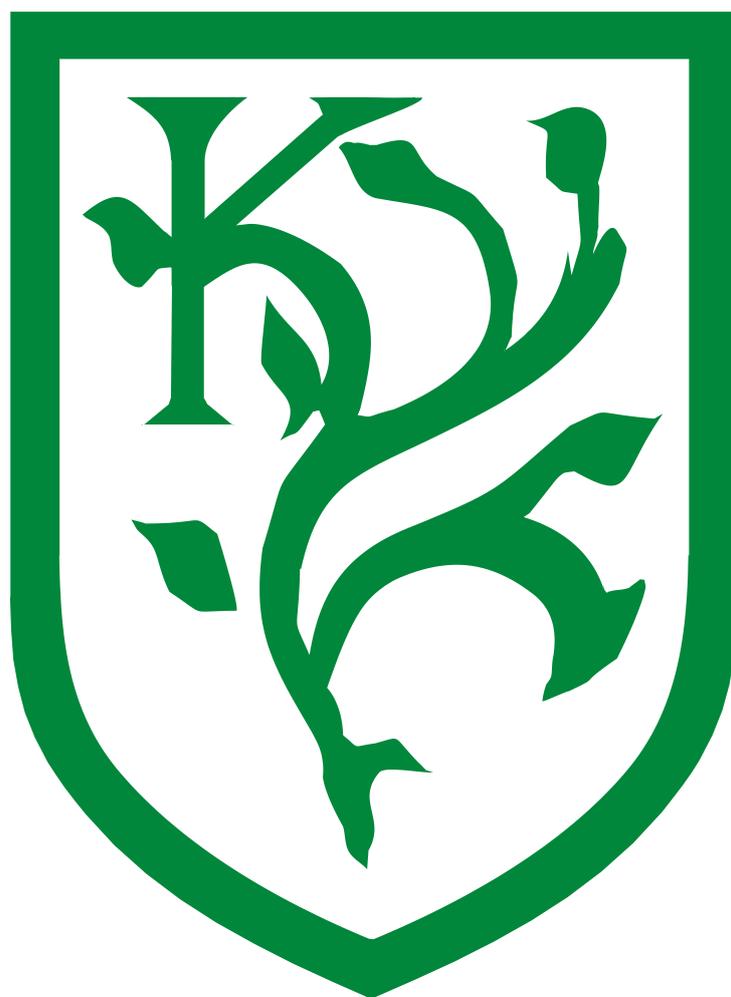


Kitwell Primary School

and Nursery Class



PROSPECTUS



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Kitwell Primary School and Nursery Class

Headteacher: Mrs M. Shevels



WELCOME TO KITWELL PRIMARY SCHOOL

Dear Parents,

Welcome to our school. We are pleased that you have chosen our school for your child and we hope that you will become closely involved in your child's education in partnership with our staff.

At Kitwell we are proud of our reputation, our achievements, our children and the hard work of everyone who is part of the school.

Our children are happy in school and are encouraged to do their best. They are well behaved and they take a pride in their school. We aim to provide a wide range of learning opportunities for all children to help them grow into independent and responsible people. We aim to do the best we can for all our children, and we hope that you will share with us in making this very important period in your child's life as successful and as interesting as it can be.

The staff want only to provide the best education possible for your child.

If you want to find out more then you can telephone to make an appointment. You will be assured of a warm and friendly welcome.

Thank you for taking the time to read our brochure.

Yours sincerely,

Mrs M. Shevels
Headteacher



Our Mission Statement:

“It is our aim to create a happy, secure and inclusive environment, where all members of the School Community can grow in self-esteem, develop their full potential and celebrate their achievements.”

Our Teaching:

We have a balanced and creative curriculum which incorporates new and first-hand experiences;

We develop an understanding of and respect for a wide range of religious values, languages, cultural traditions and different ways of life;

We provide opportunities for our children to have a voice;

We provide our children with the skills for life in the current World.

Our Children:

We want our children to be:

- *Independent learners*
- *Capable of using tomorrow's technology*
- *Adaptable, self-reliant, resilient and resourceful*
- *Risk takers*
- *Tolerant of change*
- *Valued members of a diverse and evolving Global Community.*

Our Ethos:

We recognise differences and respect cultural diversity within our community and Britain today;

We encourage our children to form personal and moral values and to appreciate the beliefs of others;

We believe that everyone should have a voice and that all opinions should be valued.

Accommodation



Kitwell Primary School is a small, self contained, single level building. We have a hall, a small library, offices and staff room, a reception area, ICT suite and nine teaching bases. Each classroom has access to cloak areas and two playgrounds.

The school is surrounded by large grass areas bordered by trees and bushes. A pond, an outdoor classroom and a greenhouse all provide additional facilities for learning out of doors. Our playgrounds have sufficient seating for the children to eat their packed lunches outside when the weather permits.

Our school is single form entry and oversubscribed. Our class and admission number is thirty. Within each class, pupils are taught individually, as a group, or as a whole class but always according to their needs and abilities.

Organisation

Children spend one year in Nursery and then seven years in their primary school. Each age group is classified as follows:

<u>Age</u>	<u>Year</u>
3-4 years old	Foundation Stage (YN)
4-5 years old	Foundation Stage (YR)
5-6 years old	Year 1 (Y1)
6-7 years old	Year 2 (Y2)
7-8 years old	Year 3 (Y3)
8-9 years old	Year 4 (Y4)
9-10 years old	Year 5 (Y5)
10-11 years old	Year 6 (Y6)



Parents in Partnership

We welcome parents and carers into Kitwell Primary School. We believe that we are partners in the education of your children.

There are many opportunities for parents to become involved in the work of the school and to gain a greater understanding of its work. Parents' time and expertise can be used in many ways in school and is greatly valued. Police checks and DBS checks are carried out on all adults helping in school.

If you are ever able to help, especially on a regular basis, please contact your child's teacher.

Communication with Parents/Carers

The school communicates with parents/carers in various ways e.g. newsletters, questionnaires, interviews and informal evenings. Information regarding the children's work and activities is placed in the school newspaper 'The Kitwell Chronicle' and also on the school website:

www.kitwellschool.com

Parents/carers are invited to assemblies and Parents' Evenings each term. Every year parents/carers are invited to attend our sports day and open days as well as children's performances.

There are also opportunities throughout the year when parents/carers can meet the staff and governors in an informal setting.

Become A School Governor

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors comprise of a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the LEA and the local community. School governors work with the Headteacher and are responsible for supporting in the setting of the strategic direction of the school. Meetings are held at least once each term and committees can sometimes meet in addition to main body meetings.

If you would like to be a school governor please contact the Headteacher to find out about any vacancies. More details regarding the governing body and its role with Kitwell Primary School can be found on our school website.

Joining the School - Admissions



We follow Birmingham Local Authority admissions procedures. Please visit:

<http://www.birmingham.gov.uk/schooladmissions>

For 'In-Year' admissions, please contact us directly to enquire about the 'Application for a Change of School (In year)' form and details of our waiting lists. These documents can also be found on our school website at:

<http://kitwellschool.com/>

Appeals

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. This figure is set by the Local Education Authority (LEA) and agreed with the Governors. If the number of children wanting a place is below the set figure, all will be admitted. There may, however, come a point when there are too many children in that year group for them all to be given a place.

If this should happen then the remaining children will be placed on a waiting list until a place becomes available.

You have the right to appeal through the LEA. An independent panel will then hear your case. It has the power to override the decisions of the LEA.

Starting School for the very first time

The Early Years Foundation Stage Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents/carers can play a major role in fostering good attitudes to learning, developing good language skills and promoting good behaviour.

The Foundation Stage develops children's personal, social and emotional well-being; promotes positive attitudes and dispositions towards their learning; provides opportunities to develop social skills as well as developing language and communication, reading and writing, maths, knowledge and understanding of the world; and physical and creative development.

Prior to entry to Kitwell School there will be information meetings, home visits and open days which will give information about the curriculum in school and how you can help your child at home. We do hope that you attend as many of these meetings as possible.



Joining the school later on

Sometimes children join the school when the term has started or later on in their school life. We make every effort to make sure that they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Each child is assessed upon entry to Kitwell. This assessment, together with records from the previous school will enable your child to have the best start in our school. Parents and carers are asked to contact the school if their child has a problem settling. We promote the partnership with parents.

Links with Local Schools

Kiiwell Primary School has strong links with a number of local schools through the Oaks Collegiate and Senneley's Consortium.

At the end of their primary school career children transfer to a local secondary school. Details about local secondary schools can be found online.

The large majority of children go on to Bartley Green Technology College, a mixed comprehensive school (11-16), and is about ten minutes walk from Kitwell. Our school has particularly close links with Bartley Green Technology College.

At the start of Year 6 the Bartley Green Headteacher and Year 7 Head will visit Kitwell and talk to the children. Towards the end of the school year Bartley Green staff will again visit Year 6 to discuss the move on up to Year 7.

There is a close liaison between the teaching staff of the schools and resources and visiting teaching staff have regularly been provided by Bartley Green Technology College.

Each year, in July, Year 6 children spend a day at Bartley Green Technology College working with their new secondary teachers, meeting new friends in new forms and getting to know their new school. This is seen as a very positive process ensuring a smooth transfer.

All Secondary Schools follow a similar moving on up process and hold open days prior to application. We strongly recommend parents and children visit schools.

Our local King Edward's School has also forged successful links with the staff and pupils at Kitwell Primary School.

GENERAL INFORMATION

SCHOOL HOURS

Morning Session

8.45am - 11.45am (Nursery)

8.50am - 11.45am (Reception)

8.50am - 12.00pm (Infants)

8.50am - 12.15pm (Juniors)

Afternoon Session

12.35pm - 3.25pm (Nursery)

12.50pm - 3.25pm (Reception)

12.50pm - 3.30pm (Infants)

1.05pm - 3.30pm (Junior)

All pupils have a morning break and an opportunity in the afternoon to have a snack break and a mini-physical activity.

Pupils are asked to arrive at school from 8.45am onwards and then doors open at 8.50am and register is taken at 9.00am.

All pupils are registered in the morning and afternoon. Please make sure your child arrives at school on time otherwise a late mark will be recorded. It is very important that good habits are formed early. Being punctual is very important and helps the day get off to a good start.

ABSENCES

If your child is absent through sickness or any unavoidable cause, please could you inform the school office before registration at 9.00am. This absence constitutes an authorised absence.

School does not have the power to grant holidays during term time. All holidays and absences will be treated as unauthorised.

The School must collect and report details of absences by law. Attendance is a performance indicator. The current school target for attendance is 96% within any school year.



RETURNING TO SCHOOL AFTER ILLNESS

Children returning to school after illness should be fit to do so and free from infection.

Children should be fit to participate in all school activities including outdoor games, swimming and playtime. Injury, asthma, respiratory complaints or circulation difficulties are, of course, exceptions. If in doubt, the school is happy to advise.

GENERAL INFORMATION

SCHOOL UNIFORM

At Kitwell Governors expect the children to wear school uniform. Our school colours are green, white and grey.

Our uniform is comprised of:

- White shirt or blouse with collar;
- Green school sweatshirt or cardigan;
- Dark grey trousers or dark grey knee length skirt;
- Black sensible shoes (Please note - trainers are not suitable for day to day wear in school).

We also ask parents to provide an old shirt for use as an overall during art activities

P.E. KIT

We also ask parents to provide a P.E. kit which should include:

- Green shorts;
- White T-shirt
- Change of socks;
- Plimsolls/trainers for outdoor games;
- A track suit is useful on cold days.

Please note our emphasis on the need for a change of footwear from everyday use in school to trainers for outdoor use on the playground or field. This is important for hygiene and also helps keep the school building clean. Most P.E. activities in the hall are undertaken in bare feet as recommended by the L.E.A. For games sessions in the Winter children should be equipped with a tracksuit or something similar to keep them warm.

PURCHASING SCHOOL UNIFORM

School uniform is available to order from the school office. An order form can be obtained from the school secretary. We also sell P.E. Kit and reading bags suitable for carrying reading books, records and other equipment to and from school.

JEWELLERY

Jewellery is not to be worn in school. The accidental pulling and catching of earrings, rings and necklaces during play can cause severe damage to fingers and ear lobes! Children will be asked to remove earrings if worn at school. The school cannot accept responsibility for the loss or damage of items of jewellery and watches. We recommend that long hair is tied back in school for reasons of health and hygiene.

VALUABLES

We ask parents to ensure that items of value are not brought to school. This includes expensive watches, mp3 players, hand held devices, smart phones etc. In a busy school classroom valuable items can be easily lost or damaged.

LOST PROPERTY

Please name items of children's clothing. We do keep lost property for a reasonable period of time, but it is often difficult to identify items that are not labelled. If your child has lost something then please check in their classroom first, then ask at the office for access to the lost property cupboard. Displays of lost property are regularly made and if it is not claimed it is sold or given away to charities.

GENERAL INFORMATION

SCHOOL MEALS

The school runs its own meals service. The meals offered are nutritious and fresh produce is used. A salad bar is available every lunchtime.

The menus are displayed in the hall and also posted on the school website.



Payment for meals should be made on Mondays, weekly, or half-termly. You may pay by cash or cheque. Cheques should be made out to 'Birmingham Education Dept. School Meals'. Please send the correct amount in a sealed envelope clearly marked with your child's name and class number. The envelope should be given to the class teacher or teaching assistant. If you think your child is eligible for free school meals, please collect a form from the school office.

BRINGING FOOD TO SCHOOL

Children who do not have a school meal may either go home for lunch or bring a packed lunch.

Water is available if your child requires it, but you may like to supply a drink. We prefer drinks to be supplied in plastic flasks or plastic bottles or other safe containers.

If your child forgets his or her packed lunch we will try and contact you. If we are unable to do so we will supply a school lunch and ask you to reimburse us later.

SNACKS

At mid-morning break children are able to buy toast, milk, fruit, fruit based drinks and sultanas. Details are available on our school website.

Nursery and Reception children are provided with free milk, fruit and a water bottle. Toast and milk is also available to buy. Year 1 and 2 children get free fruit and other snacks are available to buy.

BREAKFAST CLUB

We run a breakfast club from 8.00am with last admission at 8.40am. Toast or cereal is provided. The cost is 60p per day for an 8.00am start or 50p for an 8.15am start. If you are interested then please contact the school office.

GENERAL INFORMATION

HEAD LICE

Head lice can be a real problem in schools. Cases of head lice should be reported to the class teacher. Advice on treatment is available from the school office if necessary.

Please note that the School is not responsible for treatment. The Health Authority clearly places responsibility with parents. However, we do endeavour to keep parents/carers informed if there is an outbreak, but we do not feel that this is a reason to keep children away from school.

FIRST AID

Simple first aid is given at school when necessary. If an accident needs hospital attention we then we will always attempt to contact you as soon as possible. Please ensure that your contact information is up to date so that you can be contacted immediately. We have more than the legal number required of first aiders on site.



MEDICINES

Kitwell staff can administer prescribed medication to children as long as a medicine form has been completed. Medicine forms are available from the school office. We do try to encourage parents to only accept prescriptions which can be administered out of school hours. Children who need inhalers will need one to be kept in their classroom.

MONEY

Please ensure that all monies sent to school are in a secure envelope marked with your child's name, amount and the purpose of the money. Envelopes should be handed in to the school teacher or classroom assistant and NOT to the school office.

PLAYGROUND

City policy states that no dogs are allowed within the school grounds.



In line with safeguarding procedures we request that scooters, bikes, segways etc are not rode on the playground.

Please refrain from dropping litter and spitting on the playground.

Smoking is NOT ALLOWED on the school site.



GENERAL INFORMATION

ROAD SAFETY

We actively encourage children to walk to school. For safety reasons we ask that:

- Cyclists should not ride through school property (this includes the car park, the fields and either of the school playgrounds).
- Children and parents should not walk through the car park, but keep to the pathways leading into the playgrounds.
- **Motorists should respect the road markings and NOT park on the zig-zags in front of the school.**

The health and safety of our children is extremely important to us, we expect ALL parents/carers to hold it in the same regard.

EMERGENCY CONTACT INFORMATION

Please ensure that your contact details are kept up to date and that the school is told about any health matters, especially allergies, relating to your child.

COMPLAINTS

Any complaints about school matters should first be brought to the attention of the class teacher. Please arrange at a mutually convenient time. If the complaint is not resolved then the issue should be taken to the Headteacher or the Deputy. If the matter is still not settled then a formal complaint may be made, in writing, to the Chair of the Governing Body.

BUILDING LEARNING POWER

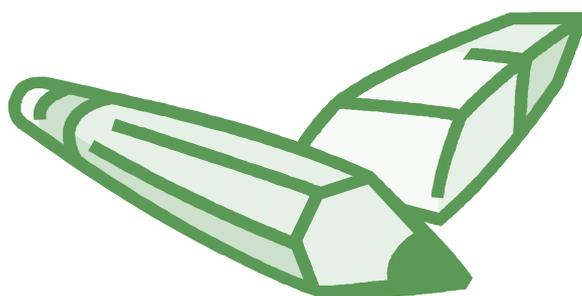
Building learning power is about helping young people to become better learners, both in school and out.

It is about creating a culture in classrooms - and in the school more widely - that systematically cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively. Students who are more confident of their own learning ability learn faster and learn better.

They concentrate more, think harder and find learning more enjoyable. They do better in their tests and external examinations. And they are easier and more satisfying to teach.

Building Learning Power prepares youngsters better for an uncertain future. Today's schools need to be educating not just for exam results but for lifelong learning. To thrive in the 21st century, it is not enough to leave school with a clutch of examination certificates.

Pupils/students need to have learnt how to be tenacious and resourceful, imaginative and logical, self disciplined and self-aware, collaborative and inquisitive.



SUBJECTS

FOUNDATION STAGE

The curriculum for the foundation stage underpins all future learning by supporting, fostering, promoting and developing children's:

- **Personal, social and emotional developments:** in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of a group and community so that a strong self-image and self-esteem are promoted;
- **Communication, language:** with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully;
- **Literacy:** with opportunities for all children to develop their knowledge of letters and sounds in order to improve their reading and writing skills. Opportunities for children to read and explore a variety of books and written texts;
- **Mathematical development:** with opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them;

- **Understanding the world:** with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives;
- **Physical development:** with opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe;
- **Expressive Arts and Design:** with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

The early years curriculum in our nursery and reception classes provides a broad and balanced range of experiences in order for our children to develop socially, emotionally, intellectually and physically. It provides the foundation upon which all other learning is based.



SUBJECTS

YEARS 1-6

Starting in Year 1 and until they leave us at the end of Year 6 the children follow the National Curriculum. Further information regarding the content of the curriculum can be obtained at <https://www.gov.uk/government/collections/national-curriculum>

The key subjects covered are:

- English
- Maths
- Science
- Computing
- Art
- History
- Geography
- Design and Technology
- Physical Education (P.E.)
- Music
- Religious Education (R.E.)
- P.S.H.E (Personal, Social and Health Education) and Citizenship
- A Modern Foreign Language (M.F.L.)



ENGLISH

We aim to teach our children to use language as effectively as they can in a wide variety of situations, as laid down in the National

Curriculum. They will be introduced to many types of literature including fiction, non-fiction and poetry and will be encouraged to read widely for pleasure.

Our aim is that all our pupils will be able to:

- Read and write with confidence, fluency and understanding;
- Be able to use and apply a range of reading skills to monitor their reading and correct their own mistakes;
- Understand and use their knowledge of phonics and spelling to read and spell accurately;
- Use Standard English in oral and written work and demonstrate an awareness of good grammar;
- Use punctuation accurately throughout a piece of writing
- Have fluent and legible handwriting;
- Have an interest in words and their meanings and develop a growing vocabulary;
- Know, understand and be able to write in a range of genres in fiction, poetry and understand and be familiar with some of the ways in which narratives are structured through ideas such as setting, character and plot;
- Recite and perform poetry
- Understand, use and write a range of non-fiction texts;
- Plan, draft and revise their own writing;
- Have access to suitable technical vocabulary through which to understand and discuss their reading and writing;
- Be interested in books, read with enjoyment and evaluate and justify their preferences.

SUBJECTS

MATHS

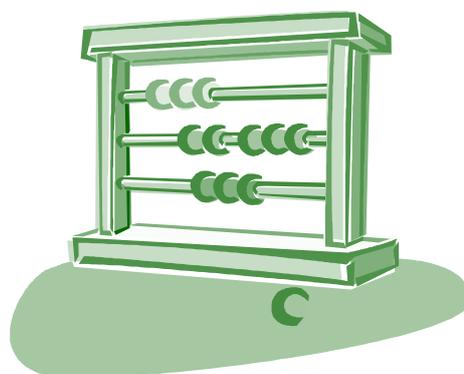
We aim to help children develop their knowledge and understanding of Maths in an enjoyable way, but one which will also fit them for adult life as well as help them achieve the appropriate levels in the Attainment Targets of the National Curriculum and the National Numeracy Strategy. Our children are given the opportunity to work both in groups and individually, using a variety of resources including the Abacus Mathematics Scheme.

In the daily numeracy lesson, children are grouped according to their ability to ensure that their needs can be fully met. Their progress is carefully monitored and they have the opportunity to move between groups as the need arises. Parents are fully consulted at such times. Children are encouraged to cooperate within a group and to discuss the task in hand by thinking and planning, trying, observing and checking. We aim for all our pupils to:

- Have a sense of the size of a number and where it fits into the number system;
- Know by heart number facts such as number bonds, multiplication tables, doubles and halves;
- Use what they know by heart to figure out answers mentally;
- Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies;
- Recognise when it is appropriate to use a calculator, and be able to do so effectively;
- Make sense of number problems, including non-routine problems, and

recognise the operations needed to solve them;

- Explain their methods and reasoning using correct mathematical terms;
- Judge whether their answers are reasonable and have strategies for checking them where necessary;
- Suggest suitable units for measuring, and make sensible estimates of measurement;
- Explain and make predictions from the numbers in graphs, diagrams, charts and tables.



SCIENCE

Through our Science curriculum we aim to give children the experience of a wide range of practical work as well as developing scientific skills and attitudes. Science helps children to understand more about the world around them, building upon previous knowledge and ideas, while encouraging them to question aspects that they don't understand. Children are given an awareness of the role and importance of science in everyday life, with a consideration of the part that science has played in the development of our world. Our children are also given the opportunity to consider ways in which living things and the environment need protection.

SUBJECTS

Computing

We are proud of the Computing facilities we have at Kitwell. As well as an Computing suite of PCs, each classroom also has several desktop computers which the children have access to whenever they wish. All of our computers are networked with Internet access which is carefully monitored to ensure that children are protected from inappropriate material. We have a suite of iPads which are used to support and enhance learning in all aspects of the curriculum. We have a school web-site which is up-dated regularly. It can be found at www.kitwellschool.com



Daily classroom teaching is supported with the use of 'Smartboard' interactive whiteboards and iBoard touch screen TVs.

We teach Computing as a discrete subject as well as encouraging our children to use and develop their Computing skills across all other subjects.

Online safety is very important to us and is taught to all children every year. We have an online safety page on our school website and we participate in the annual 'Safer Internet Day'.

Our aim is to provide children with the skills to live in the 21st century and we are constantly

up-dating our facilities to ensure our children have access to the best.

HISTORY

History is taught through our topic based curriculum. Through History our pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world.

They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious, and cultural perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Good use is made of the local environment, which is rich in resources. Visits are made to L.E.A. Museums, Environmental Study Centres and many other local educational attractions.

GEOGRAPHY

Geography is taught within a topic based curriculum. Children learn a variety of Geographical skills using maps, texts and other materials. They also extend their factual knowledge of the local area, the European Community and other areas of the world.

Geography is also an important vehicle in developing a greater awareness in children of richness and diversity of other cultures.

SUBJECTS

ART

Through Art our children are encouraged to develop their creativity and imagination. Children are encouraged to build on skills to develop their control of materials, tools and techniques. We develop our children's critical awareness of the roles and purposes of Art, craft and design in different times and cultures. Our aim is for children to become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.



DESIGN AND TECHNOLOGY

Design and Technology draws from and contributes to all the other areas of the curriculum and is essentially practical. At Kitwell we encourage children to:

- Develop their designing and making skills;
- Develop knowledge and understanding;
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding;
- Nurture creativity and innovation through designing and making;

- Explore values about and attitudes to the made world and how we live and work within it;
- Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- To exercise their initiative, proposing, planning and developing ideas;
- To enjoy exercising and developing the manipulative skills that realising these ideas entails;
- To develop a critical awareness of both their own and others' responses to their designs as well as responding to designs around them in the man-made world.

MUSIC

Children participate in a range of musical activities, which include singing, composing and performing using tuned and percussion instruments. They listen to and discuss a variety of styles of music.

In Key Stage 2, children have the opportunity to play a musical instrument through tuition provided by the Birmingham Music Services.

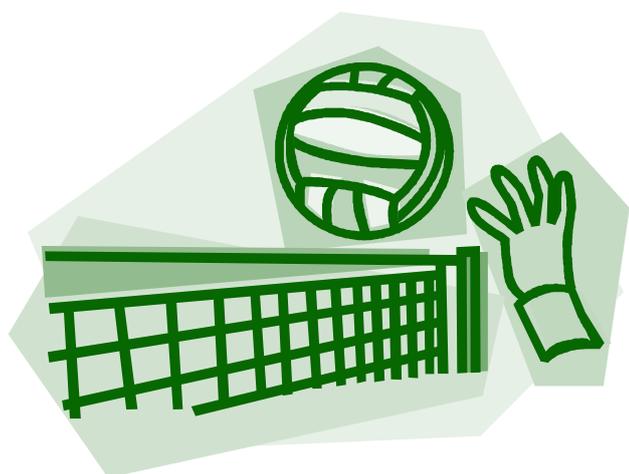
In Key Stage 2, the children are given the opportunity to join the school choir and perform on several occasions through the school year.

There are many opportunities for the children to perform during the school year, including Christmas and whole school assemblies.

SUBJECTS

PHYSICAL EDUCATION

Children are expected to participate in all P.E. activities. Throughout their time at Kitwell children will have experience of dance, gymnastics, athletics, swimming and outdoor games. Together, these promote the children's physical development, an awareness and understanding of the body, the development of skills and imagination and an appreciation of creative performances. Most importantly, it is hoped that the children will gain enjoyment from physical education and pursue sporting activities in their private lives, thus promoting a healthy lifestyle.



Kitwell takes a pride in promoting a healthy lifestyle.

MODERN FOREIGN LANGUAGES

In Key Stage 2, we give each child chance to learn a modern foreign language. This provides children with the necessary skills to communicate orally and helps them to eventually prepare for transfer to secondary school.

R.E. AND COLLECTIVE WORSHIP

Religious Education must be provided in the school under the terms of the 1944 Education

Act and the 1988 Education Reform Act. Our program of religious education follows the Birmingham Agreed Syllabus, which encourages a multi-faith approach and respect for all religions.

Our assemblies make a valuable contribution to children's spiritual, moral and cultural development. Whilst being based broadly in the Christian faith, major festivals - Christmas, Diwali, Easter, Chinese New Year etc. — are covered throughout the year, drawing especially on the heritage, countries of origin, values and beliefs of our children and others.

Good work assemblies are held weekly. Staff and children join together to recognise and share good behaviour and hard work. Class assemblies and Inspire Workshops may also take place during the year. Parents are welcome to attend any assemblies.

Parents may ask that their children are withdrawn from religious assemblies and religious education lessons and such requests should be made in writing. Children who are withdrawn will be given supervision.

Circle Time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning. It aims to encourage the development of self-esteem, interpersonal skills and strengthen relationships, whilst at the same time allowing all involved to have fun.

THE WIDER CURRICULUM

PERSONAL, SOCIAL, HEALTH EDUCATION

AND CITIZENSHIP (PSHE)

PSHE and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues. They find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Many aspects of looking after ourselves are covered in the school's curriculum as well as the programmes of study in the Science National Curriculum Framework.

We aim to give pupils a greater understanding of themselves by covering aspects of diet, hygiene and exercise.

SCHOOL COUNCIL

Kitwell Primary School recognises the importance of the pupil voice and making them part of the decision making process.

The school has an elected School Council. All of the pupils at the school are given a chance to vote for a boy and girl from their year group after reading their Manifesto. By following this process we believe this helps the children understand about local democracy.

The Council represents the pupils and puts forward new ideas, suggestions and ways of solving problems.



THE WIDER CURRICULUM

HOMEWORK

Homework is set across the school. In setting homework we aim to:

- Promote positive attitudes to work and school;
- Raise achievement of all pupils;
- Consolidate and reinforce skills and understanding in literacy and numeracy and across the curriculum;
- Encourage and develop independent learning;
- Increase self discipline;
- Develop the home/school partnership;
- Prepare children for secondary transfer in Year 6.

A variety of types of homework are used depending on the age and ability of the pupils.

These include:-

- Reading;
- Learning spellings, multiplication tables, and mental arithmetic tasks;
- Completion of class work;
- A piece of research on a familiar or new topic;
- Revision for a test;
- Mathematics, Science or English work;
- Other work agreed with parents.

A timetable providing information about homework activities is set is sent out on a termly basis to parents. We would encourage all parents take an active role in supporting the school with its homework policy.

EDUCATIONAL VISITS

The school's policy for Charges and Remission meets the requirements of the Education Reform Act 1988 and reflects the high

standard of learning experiences which we provide for the children of Kitwell School.

The educational value of all proposed activities and visits and the health and safety of our children is carefully considered by staff. Voluntary contributions towards the cost of these visits and activities will be requested from each participating family. Each visit will only take place if sufficient voluntary contributions are received to enable us to fund it. If the visit does go ahead all relevant children will participate whether or not their parents have made a voluntary contribution. However, the school reserves the right to leave behind any child whose behaviour is a danger to himself/herself or others. Written parental permission is always sought before removing children from the school premises. If the shortfall on voluntary contributions is so great that the visit cannot proceed, all monies collected will be returned to parents.

These visits/activities are an enhancement of the school's curriculum and we rely on our partnership with parents to help us provide the best learning opportunities for our children.

EXTRA-CURRICULAR ACTIVITIES

The school offers a range of extra-curricular activities both during and after school. The activities cover sport, music, art, drama and dance. We review our clubs regularly and endeavour to ensure that a wide range of activities is available for children across the whole school.

We have links with several offsite before and after school care clubs.

ASSESSMENT

The school uses varied continuous assessment procedures to monitor pupil achievements and to evaluate the curriculum. Records of each child's progress are stored digitally to enable us to monitor the performance and progress of pupils across the year groups.

Our assessment procedures are designed to promote the learning of various skills and are used to assess children both formally and informally in the classroom.

We carefully monitor the performance of different year groups - boys, girls, ethnic groups, age groups and those with pre-school experience. We also monitor staff performance. Our record keeping procedures are tools that enable staff to detect any problems quickly and to focus on skills that individuals need to acquire as well as children's abilities. Our methods allow us to evaluate our resources and continuity of progress.

FOUNDATION STAGE PROFILE

This is an ongoing assessment but it is collated during the final term. The aim of the assessment is to give us an indication of each child's development in specific areas. The purpose of the results are discussed with the parents early in the school year and again at the end of the Reception year.

Nursery children also take part in assessment tasks during their first term at school and throughout the year.

NATIONAL CURRICULUM TESTS (SATs)

The Government requires that all children aged 6 or over in Year 2 and those aged 10 or over in Year 6 undertake Standard Attainment Tests (SATs). These largely take place in the Summer term. A Phonics Screening Check takes place in June in Year 1. All the children are assessed on a termly basis to monitor their progress in Reading, Writing and Maths. The Government continues to review these assessment/test procedures.

REPORTING

Parents have the opportunity to discuss their children's progress at parents' evenings and at other times during the term.

Reports are sent out on an annual basis during the Summer term. Year 1 Phonics Screening Check results along with Year 2 and Year 6 statutory testing results will also be shared with parents during the Summer term.



PUPIL SUPPORT AND PASTORAL

Here at Kitwell, we value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community.

We aim to create a happy, caring community where we all feel valued and secure.

We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential.

We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

At our school, we aim to promote positive learning for our children with SEND through:

- Ensuring they feel a valued part of the school
- Providing a safe and supportive environment
- Having access to a range of teaching and learning strategies to suit their needs
- Promoting independence and resilience as a learner, without over reliance on adult support
- Identifying and addressing needs to ensure early intervention
- Communicating their needs appropriately throughout the school
- Encouraging parents/guardians/carers to maintain close links with the school to help support their child throughout their learning development – for example, through attending Parent- Teacher Consultation appointments, and follow up on recommendations made with input at home.

Our Special Needs Policy has been written with the consideration of the new 'SEN and disability code of practice' (2014). Parents are consulted at each stage and are invited to attend meetings with the Special Needs co-ordinator (SENCo) / Inclusion Manager and support services.

When a child is identified as having additional needs, where appropriate, referrals to outside agencies can be made by the Inclusion Manager, e.g., community paediatrician, speech and language therapy service, communication and autism team, pupil and school support service, physical difficulties service, CAMHS (child and adolescent mental health). This is always done in consultation with parents and with full parental permission. Following referral the school, outside agency and parents will work together to support the child as appropriate.

Children with additional needs are supported by a range of provision as appropriate to their needs and are placed on our special needs register. Children who do not make progress with additional support in place may undergo statutory assessment for an Education and Healthcare Plan (EHP).

PUPIL SUPPORT AND PASTORAL

SAFEGUARDING PROCEDURES

At Kitwell Primary School we consider the safeguarding of children to be our most important priority. Children need to feel safe, cared for and valued in order to learn and thrive. In our school we follow the guidance set out in 'Keeping Children Safe in Education' 2016 which states that schools must ensure they:

- Protect children from maltreatment
- Prevent the impairment of children's health or development
- Ensure children grow up in safe and effective care
- Take action to ensure children achieve the best outcomes

To ensure the above guidelines are followed we take action to enable all children to have the best outcomes through our safeguarding measures regardless of their age, culture, physical needs, gender, language, racial origin, religious beliefs and sexual identity. In order to do this we have clear procedures in place to ensure that disclosures or allegations are taken seriously, recorded correctly and investigated.

WHO IS RESPONSIBLE FOR SAFEGUARDING?

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Staff are made aware that any safeguarding issues need to be reported through the correct routes to the designated leads. When staff are recruited we follow the procedures set out in our 'School Recruitment and Selection Policy'. Also on-going safeguarding measures are in place for

staff currently employed i.e. through training and DBS re-checks.

The following staff have received Level 2 Safeguarding and Child Protection Training for Safeguarding Leads in School:

Mrs Michele Shevels (Headteacher) Designated Safeguarding Lead Training Summer 2014

Mr P Kendrick (Deputy Head) Designated Safeguarding Lead Training Autumn 2015

In addition to this staff received refresher Level 1 Safeguarding Training Autumn 2015 to ensure they could recognise signs and symptoms of abuse and report using our agreed procedures.

WHAT ARE THE AREAS OF SAFEGUARDING?

- Child protection – ensuring that staff respond appropriately to any significant change in a child's behaviour, report to the Designated Lead any unexplained bruising, marks or signs of possible abuse, report any deterioration in a child's well being, are trained to know signs of neglect and respond appropriately to comments children make that cause concern
- Training – ensuring that staff have access to quality training in aspects of safeguarding so they can recognise signs and symptoms of abuse and record/respond using the correct procedures

PUPIL SUPPORT AND PASTORAL

- Buildings and grounds – ensuring we offer a safe learning environment for children to thrive
- Outside learning – completing risk assessments prior to trips and visits for the establishment along with safe transport
- Visitors – checking DBS forms and qualifications and logging them on our Single Central Register
- Behaviour – promoting positive behaviours towards each other to create a warm, caring environment
- Parents/carers/families – offering a welcoming school and develop home/school links
- Curriculum – ensuring that our curriculum offers a wide range of opportunities for children to learn about safety and they have chances to talk and ask questions.
- Behaviour Support Service
- Social Services
- Pupil and Governor Support
- Health practitioners
- Special Educational Needs and Disability Team
- Malachi

BEHAVIOUR

The school has a behaviour policy which is available to parents/carers upon request.

At all times pupils are encouraged to take responsibility for their own actions.

Any inappropriate behaviour is dealt with initially by the teacher and then taken to the School Senior Leadership team as and when necessary,

IF YOUR CHILD HAS A PROBLEM AT SCHOOL

From time to time, in the children's lives, events may take place that are upsetting for them. If you are able to share information about your child's personal life with us it can be extremely useful in helping us to offer understanding and support. This will always be dealt with in the strictest confidence.

If you think your child is experiencing any kind of difficulty at school, or if you have any concerns about aspects of school life, then you should talk to your child's teacher first and then to the Head Teacher if you feel that the issue needs further discussion.

In order to provide the best possible safeguarding for all pupils in our school we work with outside agencies to ensure we get expert advice and support. We follow procedures set out by the Local Education Authority and 'Keeping Children Safe in Education' in accordance with child protection procedures.

Below are some of the links we have with external agencies:

- School Nurse Service
- Education Welfare Officer
- Educational Psychology Team
- CAMHS (Child and Adult Mental Health Service)



And Finally...

A Note from the Headteacher...

Choosing a school is so incredibly important, and a decision that parents should take carefully.

Our commitment to you is to strive to offer a first class education for your child, and we ask that, in turn, you work closely with us in ensuring the very best start for your child's first few years at school.

Welcome to Kitwell!

Mrs M. Shevels

Headteacher