



# Orchard Community Primary School

**Inspire - Create - Achieve**

**Prospectus  
2020- 2021**

# Orchard Community Primary School

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**Deputy Headteacher:** Mr J Patching

**Chair of Governors:** Mrs S Shearman

[www.orchardprimary.org](http://www.orchardprimary.org)



*The information contained in this prospectus relates to the school year 2020-21. Although correct at the time of publication, there may be changes affecting the information before, during or after the academic year. Any significant changes will be notified to parents in the school newsletters.*

Date of issue: August 2020

# Welcome to Orchard Community Primary School

## Inspire - Create - Achieve

### Why Orchard?

Choosing the right school for your child is vitally important. Parents want their children to receive a good education but they also want them to be happy and to feel safe and secure in school.

At Orchard Community Primary School, we believe we can offer all these things.

### Visits to the School

We would like to extend an open invitation to all prospective parents to visit us and to meet our excellent teaching and support staff. Please do not hesitate to contact the school office to arrange a visit at your convenience.

### Our Vision

At Orchard Primary School, we have the highest aspirations for our children.

Deeply committed to providing the best possible education for all pupils, we place a child's happiness and excellent standards of teaching, learning and leadership at the heart of all we do.

We believe that time in school should be rewarding and fulfilling.

We therefore pride ourselves on creating an exciting and inspirational learning environment, through the implementation of a wide ranging and challenging curriculum that meets the needs of the whole child and enables each individual to develop high self-esteem and experience success in both education and in their personal growth.

Through our caring and inclusive learning environment, we aim to nurture and develop mutual respect, tolerance and teamwork, encouraging pupils to embrace diversity and value one another equally.

We are dedicated to promoting in pupils: resilience, a positive learning attitude and independence.

We place a huge emphasis on the importance of kindness, consideration and good manners.



Determined that our pupils leave Orchard, as confident, responsible, life-long learners able to make a positive contribution to society, we strive to create a learning community, rich in opportunity, where everyone is valued, empowered and challenged to achieve their potential and excel in their achievements.

We have 5 key areas that encompass our vision and steer our moral compass for the next generation we support:

- 1) Children in our care must reach their age-related expectations in the core curriculum areas
- 2) Our children are to enjoy a relevant, rich and creative curriculum
- 3) Well-rounded skills development ensure our children are confident, future-ready individuals
- 4) Through the celebration and appreciation of diversity, children have strong global awareness
- 5) Children experience an age-appropriate learning style that enhances independence



### Mission Statement

***“ Orchard Community Primary School is committed to providing a broad education where all children can reach their potential in a happy, caring environment which encourages them to value themselves and those around them. ”***

## Aims

### At Orchard Community Primary School we aim to:

- Inspire those that we teach through: creative; exciting; memorable learning experiences.
- Develop confident, well-behaved, happy pupils, with a positive sense of self.
- Enable each individual child to reach their full potential through engagement in a rich, rewarding and inclusive learning institution, in which every child feels secure, valued, and is encouraged to do their personal best.
- Develop in our pupils a love of learning and the confidence to express themselves with imagination and creativity.
- Develop in pupils, the ability to behave with courtesy and good manners.
- Develop thoughtful and caring pupils who are able to form their own responsible values and make informed choices.
- Encourage pupils to respect and value the richness and diversity of their own community, other peoples' cultures and the natural world around them.
- Develop children as learners for life, equipped with a set of learning and social skills for an ever-changing world.

## What our parents say...

*'Orchard Primary School has been a great choice of school for my children. They have flourished in an environment that has both nurtured and challenged them through every year group.'*

*'At parents' evenings we have always received clear and direct feedback about their progress and development in class. Beyond the classroom, the enrichment opportunities (particularly for Sports and Technology) have been fantastic. I would thoroughly recommend this school to other parents.'*

## What our pupils say...

*'Our school is full of kind and friendly people who really want to help us do well.'*

*'The teachers teach in a way that makes it easy to learn.'*

*'We are given lots of responsibilities and opportunities to do exciting things which teach us skills for the future.'*

*'Our creative curriculum is really exciting and fun'.*

## The School

Orchard School is a well-maintained, modern building situated in the picturesque village of Castle Donington. Built in 1970, and extended in 2016, it currently has 295 pupils on roll aged between 4 and 11 years old.

The extensive grounds, which include a large playing field, tyre park, trim trail and wildlife area have been developed to support learning, and provide an attractive and safe environment for all children to enjoy. An outdoor classroom is available for lessons in warmer weather and for shelter during breaks.

Inside, the school offers a rich, rewarding and highly stimulating learning environment. Children begin in our exceptionally well-equipped Foundation Stage classroom, with a purpose built outdoor learning environment, in the school year they turn five.

In Key Stage 1, the school is semi open-plan with each base leading to the main corridor and a free-flowing practical area. This provides each class with an enclosed classroom area for formal work but allows for easy movement between the bases for flexible working opportunities. The classrooms in Key Stage 2 are enclosed. All classrooms have an interactive whiteboard and access to laptop computers and i-pads.

A fully-networked computer suite and Studio is available for all classes. There is a multi-purpose hall which enables the whole school to meet together for assemblies. The hall is also used for PE and extra-curricular activities, as well as serving as our dining hall at lunch-time. The 'Learning Centre' includes an attractive library, with an excellent supply of reference and non-fiction books, a music room, a kitchen for the children to use for cookery lessons, and a radio broadcasting 'pod'. In addition, the school's SENCO, Miss Webster, has her base here.

The school operates a flexible policy regarding the organisation of year groups. Currently, children attending the school are divided into ten single or mixed-age classes (EYFS to Year 6). Pupil allocation is always decided upon according to age and not ability or friendship. Due to un-even admission numbers, the number of children in each class may vary year upon year.

At the end of the Primary Phase, most pupils transfer to Castle Donington College.

The school is at the heart of the community and places great emphasis on its relationships with pupils, parents and other members of the community.

## Working Together At Orchard Community Primary School

**Headteacher:** Mrs F. Shields

**Teaching Staff:**

EYFS Class - Mrs T. McGravie (EYFS Leader) & Mr L. Owen  
Class 1 (Y1) - Mrs L. Chapman & Mrs I. Parker  
Class 2 (Y1/2) - Miss T. Wrench  
Class 3 (Y2) - Mr A. Cooper (KS1 Leader)  
Class 4 (Y3) - Mr J. Patching (Deputy Headteacher and Lower KS2 Leader) & Miss Webster (SENDCO)  
Class 5 (Y3/4) - Mrs C. Godsell  
Class 6 (Y4) - Mrs G. Sheldon (Literacy Leader)  
Class 7 (Y5) - Miss L Farrar  
Class 8 (Y5/6) - Miss C. Brown  
Class 9 (Y6) - Mrs M. Cotterill (Maths & Upper KS2 Leader)

**SENDCO:** Miss Webster

**Teaching Support Staff:**

Mrs E. Bowden  
Mrs J. Bucknall  
Mrs L. Champlin - HLTA  
Miss D. Charity (plus Midday Supervisor Manager)  
Mrs S. Cooper - HLTA  
Mrs H. Fairbrother  
Mrs C. Fordham (Morning Larks Breakfast Club)  
Mrs S. Horsfall - HLTA  
Mrs R. Westfield  
Mrs P. Wood  
Mrs T. Lane (Morning Larks Breakfast Club)  
Mrs V. Morgan (plus Midday Supervisor)  
Mrs M. Brain (plus Midday Supervisor)  
Mrs J. Wintle (plus Midday Supervisor)  
Mrs E. Mycroft  
Mrs J. Stevenson (Night Owls After School Club)  
Mrs S. Jackson (Night Owls After School Club)  
Mr W. Morant  
Mrs S. Valentine (plus Midday Supervisor)  
Mrs L. Astle

**Midday Supervisors:**

Mrs Z. Stockdale  
Mrs D. Smith  
Mrs S. Marcer  
Mrs L. Clarke

**Support Staff:**

Mr M. Battle (I.T. Network Manager)  
Mrs C. Clay (School Finance Assistant)  
Mrs R. Daft (Business Manager)  
Mrs M. Farrar (Admin Officer)  
Mrs S. Grayson (School Cleaner)  
Mr K. Maguire (Premises Officer)

**School Governors:**

**Chair of Governors:** Mrs S. Shearman  
**Vice Chairperson:** Mrs Nicola Cutts  
**Co-opted: Governors:** Mrs D.Knott, Mr M. Battle, Mr E. Halse, Mr J. Scholter, Mr S. Blackwell, Mr F. Brown, Mr P. Strickland (associate member)  
**Local Authority Governor:** Mrs S. Shearman  
**Parent Governors:** Mrs N. Cutts  
**Staff Governors:** Mrs F.Shields (Headteacher) & Mr J. Patching (Deputy Headteacher)  
**Clerk to Governors:** Mrs R.Daft (Clerk)

### OFSTED Inspection

**The school was classified as 'Requires Improvement' by OFSTED in its last inspection, which took place in October 2017 under previous leadership.**

**Summary of Key Findings**

- The curriculum is broad and balanced. Pupils enjoy the wide-ranging learning opportunities on offer, especially after-school clubs.
- The teaching of reading is effective. Pupils are taught phonic skills effectively.
- Pupils behave well and show care and respect for each other.
- Pupils who have special educational needs and/or disabilities are managed and supported well by adults to make good progress.
- Teaching assistants support pupils' learning well during lessons.
- Leaders should use assessment information more robustly to accurately assess the outcomes of different groups of pupils and to hold teachers to account.
- Middle Leadership should be strengthened so that staff can use their knowledge and skills to develop the quality of teaching and learning.
- Leaders' planning for improvement should be closely linked to school priorities.
- The governing body must robustly challenge leaders about pupils' achievement.
- Teachers must use assessment information more effectively in order to tailor tasks to meet the needs of pupils.
- Pupils' problem-solving and reasoning skills should be developed, especially in Maths.
- The indoor and outdoor learning areas in the early years should consistently provide children with opportunities to develop their numeracy and literacy skills.



## Admission Arrangements

*The school adheres to the admission policy as written by the LA, a copy of which can be obtained from the school website.*

**Orchard Community Primary School currently has an approved year group admission number of 50.**

### Procedures for admission into the Reception Year Group

There is one point of entry at the beginning of the Autumn term, for all reception children who have their 5th birthday between 1<sup>st</sup> September and 31<sup>st</sup> August. Pupils are taught in the Early Years Foundation Stage Unit. Children are taken into school on a staggered intake over a period of approximately three days.

An excellent induction programme has been established for the children and their parents before starting at the school, which includes:

- A formal 'meeting' in June where parents are provided with an Orchard Primary School Welcome Pack to inform them of key policies and practices, school organisation, the EYFS curriculum and a chance for another tour around the school.
- An opportunity for pupils to spend three morning sessions in the EYFS classroom prior to starting school in order to build up familiarity with the setting and the staff.
- EYFS staff visits to all 'feeder' pre-school settings to speak to Key Workers.
- Parents are invited to a 'Meet the Teacher' meeting in September to enable staff to discuss the character, skills and development of each individual pupil starting school. It provides a great opportunity for teachers to really get to know the children they will be teaching.
- Class buddies in Year 1 help new pupils to settle in and find their way around the school.
- Parental invitations to Autumn workshops, a coffee afternoon and a shared reading session in the first half-term.

### Applications for General Admission

Parents wishing to send their children to Orchard School may apply online at [www.leics.gov.uk/admissions](http://www.leics.gov.uk/admissions).

The closing date for first time admissions is January. Where applications exceed the approved admission number, the Governors reserve the right to refuse admission on the grounds that to admit children in excess of the approved admission number would prejudice the provision of efficient education or the efficient use of resources.

Parents are advised that priority is given to pupils who live in the school catchment area but this in itself does not guarantee a place. (Further information regarding oversubscription criteria is outlined in our school admission policy). At the time of registration, parents are asked to produce their child's birth certificate.

**Parents who wish to view the school are warmly invited to contact the school office or Headteacher to arrange a mutually convenient time.**



## Behaviour & Expectations



### The Golden Rules

**Pupils are expected to work and play in a manner that is sensible, caring thoughtful. To support this we have six golden rules which provide clear guidelines for children's behaviour and which ensure consistency across the school.**

- **We are polite, kind and helpful - we don't offend others with our actions or bad language**
- **We are gentle - we don't hurt others and keep our hands and feet to ourselves**
- **We work hard and always try our best - we don't waste our or others' time**
- **We listen carefully - we don't interrupt, answer back or ignore instructions**
- **We are honest - we don't cover up the truth**
- **We look after our school and equipment - we don't waste or damage things**

Through the application of these rules, we aim to develop children's sense of responsibility and forethought and to instil in our children the need to consider consequences of words or actions.

### Rewards & Sanctions

Good behaviour is rewarded through a system of team points, stickers, stars, and certificates and class treats. Whilst most children behave well, there are occasions when we need sanctions. In every classroom there is a Behaviour Management board divided into green, amber and red zones. At the beginning of each day, all the children have their names placed in green. All children whose names are in the green zone at the end of a lesson receive a team point which counts towards their own rewards and that of their house.

Should behaviour occur which is undesirable, a verbal warning from the teacher is usually a sufficient reminder in the majority of cases. If a child continues to misbehave after two clear warnings, his/her name is put into amber and the expected behaviour is made clear to the child. This is initially the 'choice' zone and children have an opportunity to make a good choice, improve their behaviour and return to the green zone.

Children who choose not to improve their behaviour and continue to disrupt learning will receive up to 3 ticks, each corresponding to 5 minutes reflection time (at break or lunchtime). Continued poor behaviour or extreme behaviour will result in a pupil going into the red zone. In this case, pupils are required to complete a 'Think' sheet, which is used for discussion with the Headteacher and parents

Parents will be contacted at an early opportunity if there are concerns about a child's behaviour.

Depending on the situation, it may be necessary to deal with persistent misbehaviour by: removing privileges; separating the child within, or from, the class using a daily report sheet; or by devising an individual behaviour programme. In extreme circumstances, pupils may be excluded from the school. This is always a last resort, and generally only where there are serious health and safety concerns.

At lunch times our Midday Supervisors deal with any minor behaviour issues using strategies agreed in the school behaviour policy.

## The School Day

- **Arrival:** Children are allowed onto the school grounds through the KS1 playground from 8.45 a.m.
- **Morning registration:** 8.55 a.m. (Gates are locked at 9.05 a.m.)
- **Assembly:** 9.05-9.25 a.m.
- **Break-time:** 10.25 a.m.
- **Lunch-time:** 11.50 a.m. EYFS & KS1; 12.00 p.m. KS2
- **Afternoon registration:** 1.00 p.m.
- **Break-Time (KS1):** 2.00 p.m.
- **School ends:** 3.15 p.m.

### Arrival At School

**Travel to and from school** - The school encourages children to walk or cycle to school to improve health and fitness and reduce congestion. If you want your child to cycle to school, you should collect and sign a copy of our cycle policy. Cycles may be kept in the school cycle racks.

**Parking** - The safety of our children must over-ride all other considerations. Therefore, car parking on the school site is restricted to staff, authorised visitors only or those with a disability permit.

To help ensure your child's safety, please therefore park off site. Parents are kindly asked to observe the restricted parking area surrounding the school and are requested not to park on the yellow zig-zag lines outside the school gates. In fairness to local residents, we also hope that parents will show consideration when parking near school at the start and end of the school day. Please do not block the driveways of neighbouring houses whilst waiting for your child.

**Arrival** - Children should enter school through one of the two pedestrian gates on Grange Drive – they should not use the main drive. All children should wait on the Key Stage 1 playground until the whistle is blown. They then line up and are collected by their class teacher and enter school through their agreed route. Parents needing to speak to teachers are politely requested to enter school via the office and not use the side doors.

**Punctuality** - Please ensure that your child arrives at school on time so that we can check registers and lunch numbers efficiently and enable your child to settle happily in to their morning lessons. Any children arriving after 8.55 a.m., for security reasons, must be brought to the main entrance and signed in at the main office.

### Collection From School

**KS1 Children who are collected are released individually by the class teacher who will ensure that children do not leave the playground until they can see the adult who is taking them home. Children should enter and leave school through one of the two pedestrian gates – they should not use the main drive.**

Children, whose parents/carers are late collecting them at home time will report to the school office and wait in the reception area. The school must be informed when a different adult is picking a child up from school at home time. If this does not happen the child will not be released.

**Dogs** - Dogs are not allowed on the school premises at any time, with the exception of Guide Dogs.





## Dress Code



**We consider it important that children attending Orchard Community Primary School come to school in an appropriate form of dress, which will not only be functional but will help them to adopt a responsible attitude to the school and the task of learning. The standard uniform is as follows:**

- Royal blue sweatshirt or cardigan with or without the school logo
- White polo shirt with or without the school logo
- Grey skirt/pinafore dress/culottes/trousers
- Sensible dark shoes which may be buckled, laced or slip-on – no trainers please
- Plain white/grey/black socks or black/grey tights if desired
- Blue checked dress, grey tailored shorts and/or sandals (optional for the Summer Term)

**Uniform embellished with the school's logo, can be purchased from Castle Print Wear in Station Road or Tesco online**

<https://www.tesco.com/direct/orchard-community-primary-school/16437.school?source=others>

## PE & Games

The school expects children to come to school with a suitable PE kit.

- A pair of plain blue or black shorts
- Plain white t-shirt/polo shirt
- Black plimsolls (indoor PE) and trainers (for outdoor PE only)
- Blue or black tracksuit/jogging bottoms and tracksuit top/sports jacket – no designer sportswear please
- PE bag – drawstring bags only please. No rucksacks as space is in short supply. All articles of clothing should be clearly named.
- Swimming kit should consist of a swimming cap, towel, one-piece swimsuit for girls or trunks for boys

## Other

**Book Bags** - Essential in Foundation Stage and Key Stage 1.

**Jewellery & Make Up** - If your child has pierced ears, only the small stud type may be worn. Earrings should be removed for all physical activities. Those unable to do so can cover the earring both front and back using tape provided by parents. If you wish your child to have their ear/s pierced, we recommend that it is done at the start of the long summer break in order that they have time to heal and your child can remove their earrings on their own. Once removed, the items remain the responsibility of the child. Other forms of jewellery - bracelets, necklaces, etc. must not be worn or brought to school. A watch may be worn but the school will not be responsible for its loss. Make-up is not permitted.

**Mobile Phones** - Children are not permitted a mobile phone in class. If a parent requests that their child should carry a mobile phone to/ from school then during the school day it must be handed into the office.

**Lost Property** - All items that are brought into are school should be clearly labelled. Un-named lost property will be kept in a storage container in school. Items not claimed by the end of each half-term will be donated to charity. We cannot accept responsibility for the loss of personal possessions. It is therefore best if children do not bring valuables or precious possessions to school.

## Teaching & Learning

### Our Curriculum Aims

- To provide a broad and balanced curriculum that includes our statutory obligations within the Early Years Foundation Stage Curriculum and the National Curriculum.
- To enhance pupils' individual capabilities, encouraging individuals to become independent, self-motivated and self-disciplined learners and members of school and the community.
- To encourage lively, enquiring minds and an enthusiasm towards school and education.
- To build confidence, self-respect, self-esteem and a sense of responsibility in each child; to help pupils to work co-operatively with consideration for others; to encourage pride in our school and community and to establish high standards in work and behaviour.
- To ensure that our pupils become literate and numerate.
- To develop enquiry, problem solving and creative skills and IT capability in line with the aims of the National Curriculum.
- To enable each pupil to develop physical awareness, stressing the values of healthy living and an understanding of the workings of the human body.
- To develop in pupils a respect for other people's cultures and origins, and to reject biased attitudes towards sexism, racism and disability.
- To provide opportunities for spiritual growth.
- To help children to consider their own beliefs and those of others.
- To develop an understanding of an ever changing world concerning work, leisure and the environment.

## Equal Opportunities Statement

At Orchard Community Primary School it is our policy that everyone is treated equally regardless of gender, religion, race, nationality, social background and disability. Our aim is to create an environment in which all pupils can develop their sense of self respect, tolerance and courtesy for others.

## School Values

At Orchard, our values shine like the ...

**S**uccess

**T**olerance

**A**mbition

**R**esilience

**S**elf-Belief

## Religious Education

**Religious Education and Collective Worship contribute to the spiritual, personal and social development of our children and plays an important part in the development of the school as a caring community.**

Religious Education is delivered using the Leicestershire Agreed Syllabus. Whilst based largely on Christian history and beliefs, RE lessons will also draw upon stories and figures from other cultures in order to reinforce concepts which span many religions - for example, respect and love for fellow human beings, care of the weak or poor and the principles of truth, honour and self-sacrifice.

Collective Worship is broadly Christian in character although in our daily assemblies we also recognise, through our choices of themes and stories, a society which is made up of people who have different cultural backgrounds, faiths and traditions.

One assembly each week is a celebration of children's achievements, and takes the form of a presentation of certificates acknowledging hard work, good behaviour and positive learning attitudes.

A variety of visitors assist us in emphasising the moral and spiritual values we hope to instil.

Parents have the right to withdraw their children from R.E. and Assembly under section 25 of the 1944 Act. Please write to the Headteacher if you wish to discuss this further.

## Early Years Foundation Stage



**Children in our Foundation Stage class follow the Early Years Foundation Stage curriculum. This curriculum is the fore-runner to the National Curriculum and involves young children experimenting, investigating, and making sense of the world around them through play.**

Exciting first hand experiences, both self-initiated and adult-led, enable the children to develop knowledge, understanding and key skills in all areas of learning which provide a sound basis for later education.

- Personal, Social and Emotional Development (Making Relationships; Self-confidence and self-awareness; Managing Feelings and Behaviour)
- Communication and Language (Listening and Attention; Understanding; Speaking)
- Physical Development (Moving and Handling; Health and Self-Care)
- Literacy (Reading, Writing)
- Mathematics (Numbers, Shape, Space and Measures)
- Understanding the World (People and Communities, The World, Technology)
- Expressive Arts and Design (Exploring and Using Media and Materials; Being Imaginative).

The morning sessions include many Literacy and Numeracy activities which are very practical-based with a good variety of additional choice activities including role play, outdoor play, construction, sand, water and play dough. All children participate in a daily 'Letters and Sounds' phonics session.

The afternoon sessions are more fluid and children can access activities in both classrooms and the outdoor area. Within the first half term of starting school your child will be assessed to ascertain their achievements during their early years. The assessment is carried out during a normal day, through games and observation by staff and is used to provide appropriate activities and teaching for pupils.

The results are reported back to parents informally during the first Parents' Meeting where suggestions are given for strategies to use with your child at home to aid their learning. This combined with information from parents and pre-school records will be used to plan the appropriate next steps for your child. Parents can be involved in their child's learning journey through our interactive package called 'Tapestry'.

Throughout the year an on-going profile of each child's achievements will be kept based on regular observations. This will form the basis of the end of year Foundation Stage Profile which is shared with you through Parents' Evening and End of Year Report.

## Overview of Provision in Key Stage 1 and 2

**During their time at Orchard, each child experiences a broad, balanced curriculum where skills, knowledge and understanding are developed in a variety of contexts.**

In Key Stage 1 (Infants) and Key Stage 2 (Juniors) the school's curriculum content includes all those areas specified in the National Curriculum programmes of study, providing a base for an education that ensures quality and progression.

## The Curriculum

**At Orchard, we aim to foster a life-long love of learning, by adopting an exciting, fun, highly practical, skills based curriculum whereby the key skills needed to make progress in each subject are embedded within a cross curricular topic-based programme of study to inspire both pupils and our teaching staff.**

Each key stage studies one engaging topic per term or half-term - part of a 2-year rolling programme.

As well as providing a platform for cross-curricular learning, whereby the topic is used to link together the core subjects of Literacy, Numeracy and Science, these themes also provide the impetus for stimulating learning experiences, starting with an 'Inspiration Day' for example at the beginning of each term (a trip, visitor or 'wow' activity) to motivate and enthuse the pupils about the topic ahead, and an 'outcome' event to which parents may be invited, to celebrate the conclusion of the topic.

To ensure the full coverage of the National Curriculum, each subject area has been carefully mapped across the school to fit with these topics.

With the exception of English, Maths, Science, ICT and PE, subjects may not be taught every term however, due to blocking subjects for relevancy within the topic theme.

The key skills (deemed essential for pupil progress) from each subject are also mapped to each topic throughout the school.

Curriculum planning is truly inclusive at Orchard, with a variable mixture of topics, projects, out of class experiences, Discovery Days and themed weeks to motivate the pupils and give them enthusiasm for their learning.

## Teaching Styles

Teaching approaches are matched to the child's needs and considerable value is placed on creativity, enterprise, communities, personal well-being and the environment. We employ whole class, group and individual teaching approaches.

## Progress and Attainment in Learning

Assessment for Learning is at the heart of our practice. Staff regularly assess your child's work in order to ensure that they make progress in their learning. We use 'Classroom Monitor' to record and track attainment and progress. Assessment information is used to match the curriculum to children's needs and to set targets for improvement.

During the Summer Term, pupils in the Foundation Stage, Year 2 and Year 6 children are 'summatively' assessed using teacher assessment and National Standard Assessment Tasks and Tests. The results are shared with parents and Year 2 and 6 results are published in the school's prospectus. Year 1 pupils undergo a phonics screening test in June.

Results are analysed, used to inform planning and identify areas for development on an individual and whole school basis. They are also used to support the on-going teacher assessment of pupils learning and achievement and aid the target setting process for the next academic year.

## Character Education

**At Orchard Community Primary School we acknowledge that the experiences provided for children in their primary years has a major impact on their future wellbeing and success.**

It is for this reason that we have made a whole school commitment to the teaching and development of character traits, attributes and behaviours which underpin achievement and success; endeavouring to ensure that developing 'character' goes hand in hand with high educational aspirations and achievement.

Through our rich and exciting curriculum, we focus on teaching pupils to be their best selves, to take pride in their work, and to be positive members of the school, and greater global communities.

We want to create children who thrive on challenge, love learning, respect each other and have attributes that will ensure that they will be valued members of our society.

We also create a culture where staff are empowered to take risks and be inventive with the curriculum and learning, where mistakes are seen as a valuable part of the learning process, where all staff and governors support each other and the ethos of the school and most importantly where the relationships in the school between all stakeholders provides a secure foundation for skill development.



## English

Children learn their language by talking, listening, writing and reading. There are many opportunities in class for speaking and listening activities (drama/role-play, talk partners and regular discussion times) to enhance pupils' understanding of language and of the way language can be used to communicate.

We aim to develop a love of reading for all our pupils - all children have access to a wide variety of literature and non-fiction containing quality text, language and illustrations.

To explore the relationships between letters and sounds, pupils in Reception and KS1 participate in a daily phonics session. They follow the synthetic phonics approach, in which individual letters or letter sounds are blended to form groups of letters or sounds, and those groups are then blended to form complete words. Pupils in KS2 participate in whole class 'shared reading' activities. Children choose their own individual reading books from decimal-coded selection. Progress is monitored regularly through the accelerated Reader project so that appropriate programmes of work can be matched to individual children, ensuring that comprehension and research skills continue to develop.

Discrete Grammar, Punctuation and Spelling lessons (GPS) are delivered from Y1 – Y6 and form a key part of the English curriculum. Talk for Writing is delivered using a cross-curricular approach meaning that the skills children learn can be applied across the topics covered, giving them a clear purpose and scope for creativity. Once per half-term, all children in KS1 and KS2 consolidate their writing skills through a 'hot write' which encourages them to apply the writing skills learnt and to develop speed, fluency and stamina. All children are taught to write in a legible printed style of writing on entering school. This develops into joined handwriting in Y1, with teaching delivered through the Pen Pals handwriting scheme.

## Mathematics

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Orchard, we use the White Rose Maths Scheme which enables us to increase each child's confidence in maths through a varied and integrated approach whilst ensuring the process is both enjoyable and purposeful. Maths lessons take place for at least 5 hours each week. This may be as a daily lesson or could be blocked over a morning to allow longer investigative work to take place.

Understanding of concepts is developed in several ways:

- modelling and imagery (e.g. a number line to order numbers or to demonstrate addition/subtraction)
- practical application of skills through meaningful and relevant mathematical tasks
- developing fluency through the use of mental methods (e.g. rote learning of multiplication tables)
- interaction with/between pupils (e.g. discussing methods/explaining solutions)
- practising/applying concepts (e.g. through investigative work/problem solving)

Mathematical knowledge, skills and understanding are therefore taught through a variety of activities including:

- written calculations practice/arithmetic
- visual, auditory and kinaesthetic games
- problem-solving and investigational tasks
- practical work

Opportunities to extend concepts and apply knowledge across the curriculum are readily taken; as is the use of ICT to support and facilitate learning. We expect children to learn multiplication tables both by rote and as instant recall of multiplication and division facts.

## Science

The Science curriculum has four areas of study:

- scientific enquiry – this is taught throughout all areas of science, not as an individual topic
- animal and plants
- materials
- physical processes e.g. forces, electricity, light, sound

Science may be taught through subject specific lessons or a topic based approach depending on the theme. In our Science lessons, the children acquire knowledge and understanding through investigative work, practical activity and first-hand experience. Our aim through this work is for children to be able to plan, hypothesise and predict outcomes, design and carry out investigations to test their hypothesis, interpret their results and be able to explain what these results mean.

## Computing

At Orchard Community Primary School, we aim to make Information Technology an integral part of the curriculum so that our pupils obtain a set of skills that can be built on in other subjects, at secondary school and in later life.

This is achieved by presenting children with opportunity to:

- meet the requirements of the National Curriculum to enable all children to reach the highest possible standards of achievement.
- enable all children to use IT with purpose and enjoyment to become confident, independent users through individual and team learning.
- further extend their experience of using IT by delivery across the curriculum.
- respond to new developments in IT, facilitating effective use.
- understand the capabilities, limitations, implications and consequences of the use of IT.
- provide tasks which are interesting and give scope for further development in IT capability.
- understand how to be safe using e-technologies.

Computing is taught through the following strands:

- Communicating – through the use of: various word processing/multi media programmes, e-mail, the internet and creative software that covers all areas of the curriculum.
- Handling Information- using IT to sort and classify, extract and interpret information
- Modelling - using IT to work collaboratively in “real and imaginary” situations using interactive learning games and content based simulations related to topics.
- Controlling - using IT skills to control on screen and external objects.
- Computer Programming – create/design/write and debug simple programs.

## Design & Technology

Technology activities provide pupils with opportunities to develop problem solving strategies and ‘design and make’ skills. Children work with construction kits, simple woodworking tools and a variety of materials.

## Art & Design

Used as a means of enhancing pupils’ observational skills, understanding and enjoyment of the world around them, Art and Design provides a variety of opportunities for pupils to explore ideas, feelings and meanings.

We provide a well-planned curriculum that enables children to develop their skills in drawing, the use of paint, printmaking, textiles and three-dimensional work from direct observation of a subject, as well as from experiences, memory and imagination. Either as individuals or in groups, the children experience working with various media so that they can experiment with colour, textile, tone, line and pattern using a variety of tools, materials and techniques. Children learn to appreciate that there are connections between their own and others’ work and the work of artists past and present, as well as those from other cultures.

## History & Geography

Children study the Humanities in an exciting, meaningful and memorable way. Historical Studies may be concerned with individual figures and events but more often will focus on features of a period. Topics include Invaders and settlers, The Egyptians and Location, Location, Location. ICT, research skills and first hand resources are widely used. Enrichment activities, such as visits to museums, theatre groups, and special theme days, also enhance this area. In Geography, pupils study their immediate surroundings and their home region, before going on to learn about the geography of the UK and the wider world. Studies include mapping skills, the use of diagrams and fieldwork techniques. Lessons help children to develop their knowledge and understanding of physical and human geography, together with an appreciation of the quality and vulnerability of different environments and the need for protection and conservation.

## Music

A structured programme of Music teaching is delivered throughout the school, linked through the creative curriculum where relevant, in order to develop children's appreciation of music and their own musical skills. Whole class instrument tuition (using boom-whackers) is available for pupils in Y5. A peripatetic teacher provides private tuition for children who wish to learn to play the piano.

## Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Our curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. We follow nine core values in PE:

- Become more determined and demonstrate resilience
- Understand and demonstrate the importance of respect for others
- Learn to develop self-control and manage emotions
- Experience being part of a team and understand their contribution to it
- Win with pride and lose with grace
- Learn the importance of practice and preparation
- Learn how to set realistic goals and work towards achieving them
- Aspire to improve and challenge themselves
- Have fun and enjoy themselves

A highly qualified coach supports in the delivery of PE lessons. P.E. starts with individual activities aimed at developing personal skills and moves on to co-operative work in small groups and teams. Orchard School provides a balanced programme of games, athletics, gymnastics, dance and outdoor activities. Children are encouraged to be active at break and lunchtime and are encouraged to take part in after school clubs and other sporting activities. In order to help them gain the confidence to become competent swimmers, children in Y3 and Y5 also have the opportunity to undertake swimming lessons at Ashby Grammar School.

## Languages

French is taught across Key Stage 2 and is used in some of our everyday routines. We sing songs; play language games and learn about France and French culture. Most of all, we make it fun!

## Personal, Social and Health Education (PSHE)

The PSHE curriculum at Orchard is delivered both as a subject in its own right and through the creative curriculum and is intended to enable children to make informed choices about lifestyles they adopt. It includes activities to develop children's self-esteem, their ability to relate to and collaborate with others, their awareness of bullying and its consequences and their ability to resolve differences. Health Education provides the context for teaching ways in which children can take greater responsibility for their own health and well-being, and includes elements of Relationships and Sex Education. Many aspects of PSHE are covered through the ethos of the whole school. Physical and mental well-being is emphasised within a range of topics which include e-safety, personal hygiene and dental care, medicines, smoking and other drugs.

## Outdoor Learning

***We want to develop a very child-centred, explorative approach to education at Orchard Community Primary School, which sets learning from the national curriculum in a different context – outdoor learning activities enable us to do just that.***

Staff at Orchard are passionate about enabling children to explore their own learning in the richest classroom possible – the outdoors.

We therefore look for creative ways to integrate a range of practical outdoor activities into lessons, such as building fairy and elf houses from mud, leaves and twigs to inspire storytelling and literacy or to support work in maths for example, through the creation of 3d shapes by lashing whittled wood together.

Moreover, children are physically active helping to lead to the development of healthier lifestyles.

## Extra-Curricular Activities

***The school offers a wide range of additional extra-curricular activities to extend children's learning..***

Clubs usually run in school from 3.15pm until 4.15pm at a cost of £3.00 per session. The programme of clubs regularly changes so that a full-range of activities can be offered throughout the year. Letters are sent to parents during the preceding half-term and places can then be booked a half-term at a time.

All extra-curricular clubs are run by qualified, experienced staff and our extra-curricular programme varies throughout the year, making the most of seasonal sports and activities.

Past clubs have included: Tri-Golf, Quicksticks Hockey, Gymnastics, Invasion Games, Arts and Crafts, Athletics, Multisport, Cross Country, Cooking and much more. We have very successful sports clubs and regularly compete in the Charnwood and North West Leicestershire competitions.

## OPS Radio

We are proud to be one of the only schools in the local area to be producing our very own radio shows from our dedicated studio.

We have several shows broadcast each week by our Year 5 and 6 pupils.

**All shows can be heard through My Live School ([www.myliveschool.org](http://www.myliveschool.org)) or from our website.**

**You can follow the radio team on Twitter (@OPS Radio)**



## Awards

**Enhanced Healthy School  
Eco Schools Status and Silver  
Environmental Award  
Sainsbury's School Games  
Platinum Kite Mark  
Music Mark**



## Enrichment Days & Activities

A wide-ranging programme of enrichment activities provides a variety of exciting and stimulating opportunities for pupils.

As well as 'Inspiration Days' to launch topics, and participation in national acknowledgement events such as Roald Dahl Day or Anti-Bullying Week, the curriculum is also enhanced through a range of visits and visitors.





## Promoting British Values Statement

*The Department for Education states that there is a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.*

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
  - Respect for the basis on which the law is made and applies in England
    - Support for equality of opportunity for all
  - Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

The school seeks to prepare children for life in a multi- cultural society and to fulfil its duty to promote social cohesion.

We do this by increasing children's knowledge and awareness of other cultures, languages and faiths so that they will appreciate the similarities in peoples' attitudes and values but at the same time enjoy the richness and variety, which the differences bring to our lives.

### Pupil Leadership Councils

School Council	Playground Pals	Sports Ambassadors	Digital Leaders
ABA (Anti-Bullying Ambassadors)	Library Team	ECO Team	House Captains

## Pupil Premium Funding

All schools receive additional ‘Pupil Premium’ funding from the government for pupils who could potentially be classed as disadvantaged. As well as funding ‘free’ school meals, the money can be used to cover the cost of clubs, trips, uniform, specific resources etc. However, the funding is only allocated to the school if an application is made by a parent and approved. Your child may be eligible for free school meals if:-

- *You receive income support benefit; or if*
- *You receive income based job seekers allowance; or if*
- *You receive child tax credits with an annual income of less than £16,190; or if*
- *You receive state pension credit*

You cannot claim free school meals if you are in receipt of working family tax credits.

If you think you are eligible, please register. The application form is available to download from:

[http://www.leics.gov.uk/index/education/going\\_to\\_school/school\\_catering/free\\_school\\_lunches.htm](http://www.leics.gov.uk/index/education/going_to_school/school_catering/free_school_lunches.htm)

*Alternatively, we can send you a copy of the form if you prefer – just let us know. If you would like further information or assistance with making an application, in confidence, please contact Mrs Daft in the school office tel: 01332 810078 /01332 814300*

## Home School Partnerships & Communication with Parents

**We very much appreciate any support you can provide at home in relation to helping your child, especially with their reading, spelling and times tables, which are crucial areas of learning to master.**

### How can you help?

- By showing an interest in your child's homework, you are communicating the fact that school work and learning are important and need to be taken seriously.
- Encourage your child to complete homework to the best of their ability in order to instil a sense of pride.
- Urge your child to spend quality time reading each day, rather than simply watching the television or playing on a computer. Remember to record reading in the home-school diary so that the teacher can monitor your child's confidence across a range of text types.
- Express high expectations for your child from an early age and encourage independence.
- If teachers have sent work home to be completed, please could you encourage your child to hand it in on time for marking.

*The website has a number of useful 'How You Can Help' booklets that can be easily downloaded. There are some great ideas for 'teaching' spelling, a list of useful comprehension questions for reading, and perhaps most importantly, examples of how we teach maths nowadays.*

**Homework** - We know that it is important for all children to be confident readers, writers and mathematicians by the time they move to high school, therefore all of our children are expected to undertake certain tasks at home to consolidate or extend learning. We recognise however, that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

The homework we set is designed to build upon the skills children have been learning in Literacy and in other areas of the curriculum. Each half-term, there are a range of activities/tasks for the children to choose from to motivate and inspire them into becoming independent learners.

Alongside more open tasks set in the Homework Choice Menu, pupils are also often asked to complete a Maths activity or an English activity such as Punctuation and Grammar each week to consolidate and reinforce basic skills and understanding in these 'core' subjects. It is also expected that they should be reading on a regular basis and learning spellings.

A breakdown of how homework is structured in each class is provided below. This has been designed to encourage a gradual progression of skills and expectation so that by the time children reach Year 6 they have established a clear routine in preparation for secondary school. Most of the homework is provided for completion over the course of a half-term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter weekly sessions.

### Reception – Foundation Stage:

- Learning key words/phonics list
- Reading and sharing books daily; adults to keep a signed record in the Home-School Diary
- Curriculum activities which encourage the involvement of parents and carers
- Challenges set via Tapestry.

### Key Stage 1 – Classes 1, 2 and 3:

- Reading and sharing books with parents/carers at least x3 weekly and recording in the Home-School Diary
- 1x weekly phonics list at an appropriate level if required
- Spellings to learn which will follow the spelling patterns taught in their phased groups
- A weekly maths activity set to preview learning or related to current learning in class
- In Year 2 learning of multiplication facts 2, 5, 10 (and starting on x3)
- Homework Choice Menu which includes a variety of curriculum activities (which include Literacy and Maths) to encourage the involvement of parents and carers

## Key Stage 2 - Years 3 and 4 - Classes 4, 5 and 6

- Homework Choice Menu which will include a selection of open-ended activities to choose from
- Children may be given a literacy and/or numeracy activity weekly
- Reading at least 3 times a week
- Learning times tables and number bonds (continuing with 2, 5 and 10 and learning of multiplication facts 3, 4, 6, 7, 8, 9, 11 when ready)
- A spelling list will be provided each week

## Key Stage 2 - Years 5 and 6 – Classes 7, 8 and 9:

- Children will be given a literacy and/or numeracy activity weekly
- Reading at least 3 times a week
- Learning of multiplication facts ongoing - all tables to be revised, in any order, mixed and to include division
- A spelling list will be provided each week
- A Homework Choice Menu will be provided for each topic which will include a selection of open-ended activities to choose from
- From the Spring Term, Y6 children will also have SATs revision as homework

Homework is not optional. Taking pride in completing homework says a lot about a learner's attitude. We want all of our pupils to develop a studious approach to learning outside of school and it is therefore the school's expectation that tasks sent for home work will *at least* be attempted. Pupils are also expected to complete homework to the same high standards insisted on in class e.g. neat handwriting, accurate use of full stops and capital letters etc.

Children are given clear instructions for homework. However, if you find that your child is really struggling with a piece of work or is unsure what to do, please leave it until you have been able to speak to the teacher or write a note. Please also contact school if for any reason, it has not been possible for your child to hand in their homework.

### We make every effort to ensure that parents are well-informed about their child's progress and the work of the school.

- **Autumn Term Parents' Evening** - Parents are invited to attend a formal Parents' Evening in the Autumn to discuss how their child has settled back into school, as well as their initial progress.
- **Spring Term Reviews** - These are formal parent interviews held in February. Parents are invited to make a ten-minute appointment with the class teacher to discuss their child's progress and to look through samples of work.
- **Progress Checks** - Brief progress reports at the end of the Autumn and Spring Terms provide on-going information about children's achievements against end of year targets, 'Age Related Expectations', their progress and learning attitudes.
- **Annual Written Report** - Every child receives a written progress report at the end of the school year. The report addresses all areas of the curriculum and also includes comments on behaviour, attitude and effort. Parents are asked to acknowledge receipt of the report and are given the opportunity to write comments. Contents of the report can be discussed with the class teacher, if required.
- **Next Step Targets** – Termly 'Next Step' Targets for English and Maths are shared with parents at Parents' Evening and through termly Progress Check Reports.
- **Curriculum Evenings** - From time to time meetings are organised to help parents to keep in touch with how the curriculum is taught. These occasions may take the form of 'try-it' sessions when parents will be able to experience activities in different subject areas and see examples of children's work at different age levels. In addition to explanations about teaching strategies, parents are given guidance about games and activities to try at home.
- **Home/School Diary, Homework Books & Class Dojo/Tapestry posts** - We give every child in KS1 a Home/School Diary. This is mainly a reading diary to record books read to a parent, or independently, at home.

## Pupils with Special Educational Needs

Occasionally children need an extra little 'boost', or distinct attention to enable them to get the most out of their education. In line with the 2014 Code of Practice for Special Educational Needs, the school employs regular procedures for the identification of children who have additional needs or who may experience difficulties in particular subjects, or at school in general.

If we feel your child would benefit from targeted intervention in order to address difficulties or gaps in learning, you will be contacted by the school's Special Needs Leader (SENCO). Your child will be placed on the Special Needs Record. An Individual Education Plan (IEP) will be devised, highlighting targets for development, and a programme of support will be arranged which will meet the specific needs of your child.

Pupils may be withdrawn from the classroom for short sessions to receive extra teaching input from a Teaching Assistant/Teacher as required. Children who receive additional provision or specialist teaching through an Educational Health Care Plan (EHCP) are taught within mainstream classes whenever appropriate.

The SENCO manages referrals to outside agencies e.g. Speech and Language Service, Autism Outreach, Educational Psychologist. A room in the Learning Centre is set aside for a wide range of Inclusion Materials which are used in the classrooms to support learning.

Progress for children with special needs is closely monitored and reviewed on a regular basis, enabling parents, teacher and the child to meet termly to formulate short and longer-term goals and reflect on achievement.

## Access for children with disabilities

Orchard School is committed to ensuring access for children with disabilities to all aspects of school. The school building is accessible for wheelchairs and we have a disabled toilet. The school has an Accessibility Plan and a Disability Equality Scheme. The school's Inclusion Policy details how children are supported through a differentiated approach according to their individual needs.

## Children in Care

Through its Inclusion Policy, the school recognises the need to support Children in Care. Provision will be made to address individual needs and to work with external agencies.

## More Able Pupils

At Orchard, all children are valued for their individual strengths, talents and special abilities, whether this is in a core curriculum subject or in any other area. We endeavour to meet the needs of more-able children through careful identification and monitoring strategies, by providing access to a curriculum which will not only support the development of the whole child intellectually, socially and emotionally, but will enable them to show aptitudes and quality of thinking. Provision for more-able children may well include individual educational programmes, the opportunity of tackling demanding tasks where initiative and design are required and at times the chance to work with older children.

We also cater for pupils who demonstrate particular talents through our 'Donington Dynamos' sessions. Additionally, pupils demonstrating exceptional ability will be encouraged to take a full part in extra-curricular activities and will be given the opportunity to collaborate with pupils from other schools during special workshops, facilitated through our partnership within the Loughborough Learning Alliance.

## Attachment Difficulties

At Orchard, we recognise that an open mind and an empathic approach are the essential for helping children with attachment difficulties. We appreciate that accepting that the child has a need they are trying to convey, requires patience. As well as having 'positive' behaviour management policies and procedures, we implement effective provision and whole school practice and beliefs in order to provide the stability the child needs to move from a state where they perceive school to be unsafe to one of safety; only then can the child begin to build the skills to learn more effectively.

## School House System

When children enter school they will be allocated to one of the school's four houses, named after features on the Donington race circuit: Redgate, Wheatcroft, Coppice, McLeans. Each house is vertically grouped across the school and siblings will be allocated to the same house. Each house is led by teachers in school and each house will elect their Y6 House Captain and Vice House Captain. Quality work or outstanding behaviour is rewarded with house points. The house with the most points at the end of each week is awarded the coveted House Trophy. Inter-house activities take place throughout the year culminating in our House Competitions Week.



## Attendance

**The Department for Education expects schools and local authorities to promote good attendance (95% and above) and reduce absences, including persistent absence. This is because we know that missing out on lessons leaves pupils vulnerable to falling behind.**

As a school we work incredibly hard to support all pupils and their families so as to ensure that all children have good attendance. A number of initiatives, such as the presentation of awards to the class who achieves the highest weekly attendance, or commendations to pupils with very good/excellent termly attendance, are a few of the strategies we use to encourage good attendance.

The law relating to school attendance, which came into force on 1st September 2013, states:

***'Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.'***

It remains the policy of the school to only sanction non-attendance during term time in exceptional circumstances.

Parents/carers needing leave of absence for exceptional circumstances\* should complete a form (where applicable) at least two weeks before the anticipated start date as absences will not be granted retrospectively. The reason for the request should be given in detail. We will also take into account the current attendance for each child when making a decision.

It is not possible to define all **'exceptional circumstances'** therefore the circumstances of each holiday application will be taken into account on an individual basis. However, examples of what might be considered 'exceptional circumstances', as agreed by Governors at Orchard Community Primary School are:

- Service personnel returning from or scheduled to embark upon a tour of duty abroad
- Where it is company policy for an employee to take leave at a specified time in the year and there is absolutely no opportunity for a family holiday in school holidays. NB: This must be supported by documentary evidence from the employer
- Where a holiday is recommended as part of a parent or child's rehabilitation from a medical or emotional issue NB: Evidence must be provided by qualified professionals such as a Doctor
- Accredited Exam – ballet/music (extra-curricular)
- Gifted & Talented opportunity (acting part in a pantomime, Wimbledon ball person etc.)
- Bereavement
- Serious family crisis
- Wedding - close family relative
- Religious Day
- Other exceptional circumstances to be considered on an individual basis, which are "unusual" or "rare"

Parents/carers who take their children out of school without permission will incur unauthorised absences for their child. These remain on the child's record and will be monitored for further action by the Local Authority. If your child has unauthorised leave of absence you may either be issued with a Penalty Notice of £120 per parent per child (discounted to £60 if paid within 21 days), or, your case could be referred by the Local Authority directly to the Magistrates' Court for the purposes of a criminal prosecution.

**Reporting an absence** - If your child is unable to attend school through illness, please telephone the school office before 9.30am on the first day of absence so that the absence can be recorded as authorised.

In order to ensure the safety of all of our children, the school is legally obliged to check with parents on the first day of an unexpected absence if no notification has been received. Therefore, if a child is not at school without explanation we will phone you to make further enquiries.

Attendance is monitored constantly. Where a child's punctuality or attendance causes concern, parents will be informed via letter and, where deemed necessary, invited to discuss the matter with the Headteacher. Continuing concerns with attendance or punctuality have to be reported to the Local Authority who will pursue the matter formally.

**Appointments** - Hospital and dental appointments are approved absences. However, if you or another designated adult need to collect your child for an appointment during the day, please inform your child's class teacher or the office in advance.

We request that you report to the reception office when collecting/returning children before/ after appointments in order to sign your child in and out.

**Illness** - The following is a guide to the normal periods that children should stay away from school after contracting infections or diseases. However, these periods may be varied in individual cases at the direction of the medical practitioner.

**Minimum period of exclusion from school:**

Chickenpox	Five days from onset of rash
Diarrhoea/Vomiting	Until 48 hours from the last episode
German Measles (rubella)	Six days from onset of rash
Measles	Four days from onset of rash providing child appears well
Mumps	Five days after onset of rash
Meningitis	Until declared fit to return to school by a Medical Practitioner
Impetigo	Exclusion until skin is healed or 48 hours after starting anti-biotic
Scarlet Fever	Five days from the start of the administration of antibiotics

**Illness during school hours** - If your child becomes ill during the day, we will contact you by telephone and request that you or a named representative collect him/her.

**Contact Numbers in the case of Accidents and Emergencies** - You are asked to complete a form giving details of telephone numbers and addresses where we can contact you in an emergency. We hope these will be few and far between but it is important that information is current; should you change your home/mobile telephone number or your place of work, please advise us immediately.

**Special Medical Conditions** - Where children have medical conditions which may require rapid intervention (e.g. diabetes, epilepsy, asthma, migraine or an allergy), it is vital that you make us aware of this. Parents must notify the Headteacher and Secretary about the condition, symptoms and appropriate action following onset. A Care Plan will be completed detailing this information and the Headteacher will then make all staff aware of this information. Training will be accessed, where appropriate, from the school health service.

Parents/carers have the responsibility to ensure that epi-pens or inhalers are clearly labelled with their child's name. Inhalers are stored in an appropriate place and are easily accessible so that asthmatic children are able to get their inhaler quickly. Inhalers should be taken to swimming lessons, sports events and educational visits. Most asthmatic children will be able to administer inhalers themselves. Where they need to be supervised, this will be done by the Headteacher or one of our qualified First Aiders. Epi-pens will be stored safely in a central location and will only be administered in an emergency by a trained member of staff.

**Arrangements for the administration of medicines** - Pupils who are unwell should not be sent to school. However many pupils need to attend school while taking prescribed medicine for the following reasons: they suffer from a chronic illness or allergy or they are recovering from a short-term illness and are undergoing or completing a course of treatment using prescribed medicines.

Parents should note that nominated staff are only able to administer medicine providing a consent form has been completed. See the school's 'Administration of Medication' policy.

**First Aid** - Minor accidents such as grazes or bumps are managed by staff trained in basic first aid. When a significant injury occurs, we opt on the side of caution. Therefore, where we feel there is a need to seek further medical advice, parents will be contacted immediately and together we make an informed decision as to the next steps. Injuries of all types are scrupulously recorded and logged. If a child has an identified bump to the head but is able and happy to continue at school, we monitor them closely and send home a 'Head Bump' letter.

## Safeguarding

**We have a duty of care to keep children safe from harm and consequently the school takes child protection extremely seriously. Safeguarding in school covers a number of aspects, ranging from the physical environment of the school buildings and land, practices and procedures, and close liaison with a range of other agencies.**

**Welfare and Security** - In the interests of security, all visitors, including parents, are asked to use the main entrance at the front of school, where restricted access procedures are enforced by staff in the main office. Visitors are asked to sign in/out and are given an identification badge to wear. All staff and volunteers are fully DBS checked. Your children are supervised at all times in school, by teachers, Teaching Assistants or Midday Supervisors.

The safety and security of the children in school is constantly reviewed. Health and Security checks take place on a regular basis, and appear on the agenda of each termly governors meeting. Regular fire drills are carried out and electrical equipment is tested every twelve months.

As part of our Safeguarding role, we teach all children how to keep themselves and others safe (at an age-appropriate level). Our PSHE Scheme of Work includes work on Domestic Violence, Drug and Alcohol Abuse, Bullying, Personal Safety, Inappropriate Touching, Secrets, Relationships, Cyber Bullying, Internet security etc. Children are also given clear information about how to report things they feel uncomfortable about. Visitors from the Fire Service or Local Police Constabulary visit school to reinforce 'keeping safe' messages.

**Working Together** - From time to time, families may find themselves in difficulties which could prove detrimental to their children. We will work with those families so that they are supported to ensure their children's safety and well-being and signpost them to other agencies who may be able to offer help and support

**Child Protection** - Our first priority is your child's welfare. It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind, or whether it is thought that a child may be at risk of abuse - physical, sexual, emotional, neglect.
- In some cases, such as incidences of neglect, there may well already have been discussions between school staff and the parents of the child as to how Social Care staff will be contacted in order to assess the child's and family's needs, or to see whether an investigation into possible child abuse is required.
- However, if we suspect non-accidental injuries, or we receive a disclosure from a pupil, the law places a duty on staff in schools to report possible cases of child abuse and therefore there may be occasions when we have to consult other agencies, such as the Social Services Department, even before we contact you. Should this be necessary we want to reassure you that any concerns we have about your child will then be fully discussed with you, after we have talked with the other agency.
- The Leicestershire Area Child Protection Committee has laid down the procedures we follow. If you want to know more about this procedure, please speak to the Head Teacher. The school also has a safeguarding and child protection policy (available on the school's website).

**The school has three DSLs (Designated Safeguard Leaders) in school: Mrs F. Shields, Mr. J. Patching and Mrs R. Daft. Concerns about child protection and safeguarding should be reported to them as soon as possible. The school also has a named Governor for Safeguarding, Mrs Sue Shearman.**

**If you have any concerns that a child is in danger, you should report it to Social Care Emergency Duty Team  
Tel: 0116 305 005 or the Police.**

**Photographs of children taken at school events** – Parents/relatives of pupils should note that any photographs or video film they take at school events are likely to contain images of other children whose parents may not have given permission for them to be filmed or photographed.

Such images should be solely for the family's use and must not be circulated more widely. We will ask you to sign a form to this effect at school events.

## Bullying

As in all schools, it is possible that bullying or malicious teasing *may* take place; at Orchard, it is extremely infrequent and we are most concerned that it does not occur. Any form of bullying is not tolerated, whether verbal or physical and all staff work hard to ensure that bullying is challenged and that victims are supported.

Children are introduced to our behaviour and anti-bullying policies as soon as they arrive in school and clear messages are given throughout the year during personal, social and health education lessons, circle time and assemblies. Children are encouraged to tell an adult immediately if another child hurts or upsets them in any way and incidents are dealt with in line with our behaviour policy. Posters around the school remind the children that bullying is not a single act but 'Several Times On Purpose'.

All incidents of bullying are taken very seriously and we take very firm action where such behaviour comes to light. All incidents of bullying are logged and reported to the Governing Body. A range of positive behaviour modification strategies are used as appropriate. Parents should not hesitate in reporting incidents of verbal or physical abuse to staff or the Headteacher or in her absence, a senior teacher.

## Charges for school related activities

There are some circumstances where the Governing Body reserve the right to make a charge for school related activities. These are as follows:

**Educational Visits during the school day have long been regarded as valuable learning experiences and often provide social and emotional benefits as well. We, like many schools would wish these to continue and to be extended. Parents are invited to make voluntary contributions towards the cost of these visits, activities and extra-curricular pursuits. No pupil will be excluded from an activity if a contribution is not made. However, where contributions fall short of the overall cost to be incurred by the school the visit may need to be cancelled. Please note that we do not make any profit on school visits.**

**Activities outside school hours not within the Curriculum or Educational Visits** - For example an evening visit to the theatre, pantomime or residential holiday. The full cost to be met by parents. Exception is made for children in receipt of Pupil Premium Funding.

**Individual Music Tuition** - Individual music tuition takes place on the basis of private charges between tutors and parents.

**Materials/Ingredients** - Charges may be made for materials/ingredients. This could include costs for cookery, pottery and certain craft items. You will receive details of any planned charges before relevant activities.

**Breakages and Damages or Lost School Equipment** - Parents will be expected to replace or purchase lost items of school property, for example a library book. Parents will be charged for any wilful damage by their children to school buildings or property.

**Swimming** - Parents are requested to contribute towards some of the costs for transport charges.

## Mealtimes

**School Dinners** - Healthy, hot meals are served daily. All pupils in Reception, Year 1 and Year 2 are entitled to a free school dinner. For pupils in Year 3-6, school dinners are paid for via our School Money system, Parent Pay.

**Sandwiches** - Alternatively, your child may bring his/her own packed lunch. For those who do bring a packed lunch, water is provided, but you may wish to include a non-fizzy cold drink for your child in a suitable unbreakable container. We request that parents provide healthy lunch boxes for children and do not send sweets or chocolate bars. Orchard is a nut free zone; please do not send peanut butter sandwiches or any nut products into school. As many children bring similar lunch boxes, please ensure that your child's full name is displayed on the outside.

**Snacks** - Children may bring a healthy, mid-morning snack (such as a piece of fruit or a cereal bar). We do not allow sweets or chocolate unless it is to celebrate a specific occasion e.g. birthday.

**School Milk** - A carton of milk is provided free of charge each day to all pupils under the age of 5 years. Parents can sign up for their child to receive this during the admissions process. For children aged 5 years and above, parents can choose to buy milk via our Cool Milk Scheme.

**Drinks** - Water is available throughout the day.



## Parental Involvement in School

*The school recognises the benefits of an effective partnership between parents and school and we very much value the help, support, opinions and expertise provided by parents.*

**Home-School Agreement** - Parents and carers are asked to sign our Home-School Agreement, which outlines the responsibilities of pupils, parents and the school in the context of the schools aims and expectations.

**PTA (Parent-Teacher Association)** - Orchard is fortunate in having a supportive Parent Teacher Association that is very much an integral part of the school community. The PTA organises a variety of social, educational and fund-raising events throughout the year, for both children and parents, and generates income which is spent on the provision of facilities, equipment and special activities to benefit the pupils of the school. The committee plan events throughout the year which we hope you will be able to support. Even if you are unable to commit yourselves regularly, a one off offer of help at an event, or a cake donation, is always appreciated.

**Anxieties, Concerns and Passing on Messages** - There may be occasions when you wish to pop in to school to talk about your child, ask a question or share some relevant information. Quick messages can be passed onto a member of staff as you drop off/collect at the designated school door before or after school. You can also pass on messages via Mrs Daft in the office.

**If the issue might take some time to solve, we would ask that you ring the school office to make an appointment, with either the class teacher, or Mrs Shields, as staff, who have teaching commitments that must take priority, need to be in class from 8.45 to settle/supervise pupils.**

Parents are asked to use the Home-School Diary or Class Dojo for non-urgent messages. We believe that it is in everyone's interests for us to sort out 'problems' quickly rather than allow them to build up and result in anxiety, dissatisfaction or unhappiness. As a general 'rule', if it's a class issue, always ask to see the teacher first - they will be more than happy to help. If it has not been possible for your concern or query to be addressed, then the Headteacher is your next port of call who will always endeavour to make time to discuss any problems with you.

**Tapestry & Class Dojo** – Class Dojo and Tapestry are both classroom communication apps used to share the latest news, photos and 'reports' between parents and teachers.



**Getting involved** - At Orchard, we really appreciate the involvement of parents and other volunteers in school. Whether you can offer half an hour a week or a whole morning or afternoon, you are always very welcome to come into school and become involved with various learning activities: listening to readers, helping with ICT or Art and Craft, running the library etc.

As with work placement students, everyone working with children is subject to a satisfactory DBS check. Parents are also warmly welcomed into school through formal invitations to parents' assemblies, sports days, parents' evenings and so on.

**Letters/Correspondence** - Termly newsletters from the Headteacher contain information about current events, dates, new developments and achievements.

Parents will receive written communications through email or text message unless we are informed otherwise. Some letters may be sent home, via the children, giving information about clubs, a sporting event or when particular changes to routine are necessary.

Termly class overviews provide information about specific class topics, events etc. and are sent out at the start of each term.

**Website** - General information about the school, monthly newsletters and a number of key policy documents can be viewed on our website.

The website is also regularly updated with pictures of events in the 'Gallery' section, as well as 'Latest News' posts. In the 'Parents' section, there are a number of 'How You Can Help' booklets relating to Reading, Maths, Spelling and Homework.

**Text Messaging Service** - We operate a text messaging system at Orchard in order to keep parents informed about events, deadlines, parents' evening or emergency closures.

## Secondary School Transfer

You should receive information relating to secondary school applications from Leicestershire City Council during the Autumn term, enabling you to select your preference. The majority of pupils transfer to Castle Donington College at the end of the academic year in which they are eleven. In the term prior to this transfer, there are opportunities for Y6 pupils to familiarise themselves with their future school and the associated staff. Regular liaison between the staff of this and other local schools is aimed at ensuring a smooth transfer in which each child's academic and social needs are taken into account.

### Formal Complaints

We believe that our school provides the highest standard of education for all our children, and that the Headteacher and other staff work very hard to build positive relationships with all parents.

Our school aims to be fair, open and honest when dealing with any complaint. We try to deal with misunderstandings, problems and complaints as quickly as possible to the satisfaction of all concerned.

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher.

Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher. The Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors, Mrs Sue Shearman. The letter can be addressed to the Chair of Governors at the school or sent to 'Administration, Committees and Secretariat' Education Department, County Hall, Glenfield, Leicester, LE3 8RF.

Should a parent have a complaint about the Headteacher, s/he should first make a formal approach to the Chair of Governors.

**A copy of the school's complaint policy is available on request/on the website.**

### Wrap-Around Care

Orchard Community Primary School runs both Before School (Morning Larks) and After-school (Night Owls) Clubs five days per week.

Morning Larks Club provides an exciting, fun filled start to the day. It runs from 7.45am until 8.45am Monday to Friday for those parents who need an early drop off. Morning Larks is Ofsted registered (Registration Number 119982) and includes a light breakfast of cereal, toast, fruit and a drink. Morning Larks is run in the main school building, usually based in the Hall. It offers a safe, stimulating environment for children to take part in a variety of activities including sports, crafts and IT. Sessions are charged at £3.50 per child, per session and payment can be made using our online payment system or childcare vouchers. Sessions can be booked through the Eduspot site.

Night Owls Club runs from 3.15 to 6.00pm (with additional time until 6.15pm by arrangement). It provides a perfect end to the busy school day and gives children an opportunity to let off steam or relax with friends. Night Owls is based in the Learning Centre but the club has the use of the school facilities including the Studio/Hall, IT suite, field and playgrounds.

Sessions are charged as follows:-

Session 1 - 3.15pm to 4.15pm £4.00

Session 2 - 3.15pm to 5.15pm £9.50

Session 3 - 3.15pm to 6.00pm £13.50

Session 4 - 3.15pm to 6.15pm £16.00

Sessions include games, sports, crafts, IT and activities, as well as an opportunity to complete homework for older children. Tea is served at 4.40pm each day and runs on a three week revolving menu. Tea is included in the price of sessions 2-4.

## General Data Protection Act 2018

We need to hold personal information about your child on our computer system and in paper records to help us with their educational needs. The Headteacher is responsible for their accuracy and safe-keeping. Please help to keep your child's records up to date by informing us of any change of circumstances.

School staff have access to your child's records to enable them to do their jobs. From time to time information may be shared with others involved in your child's care, if it is necessary. Anyone with access to your child's records is properly trained in confidentiality issues and is governed by a legal duty to keep their details secure, accurate and up to date.

All information about your child is held securely and appropriate safeguards are in place to prevent accidental loss.

In some circumstances we may be required by law to release your child's details to statutory or other official bodies, for example if a court order is presented, or in the case of public educational issues. In other circumstances you may be required to give written consent before information is released – such as the educational reports for insurance, solicitors etc.

To ensure your child's privacy, we will not disclose information over the telephone unless we are sure that we are talking to you - the parent/carer. Information will not be disclosed to family and friends unless we have prior written consent and we do not leave messages with others.

You have a right to see your child's records if you wish via a Subject Access Request. Please ask at the school's office if you would like further details.