



# WELCOME



*Dear Parents/Carers,*

*Welcome to Burtonwood Community Primary School!*

*In this prospectus, you will find details of the aims of the school, the curriculum, its organisation and the arrangements we make for the care of each individual pupil.*

*At Burtonwood Community Primary School, our aim is to ensure that your child enjoys a rich, broad curriculum, which provides opportunities for your child to excel in all subjects. The curriculum is exciting and relevant to the 21<sup>st</sup> Century. We place great emphasis on the necessary skills in Mathematics, English, Science and Computing. Assessment is rigorous and thorough, and it is used to inform future teaching to ensure your child makes good progress at our school and receives additional support when required. We will encourage your child to strive for excellence in everything they do and we will be delighted to celebrate their success with you.*

*To achieve the best possible outcome for your child it is important that home and school work closely together in a partnership to provide the best possible education for your child. We will build on the good start you have already made and we hope you will support your child continuing to learn at home and become involved in school life yourself wherever possible.*

*Burtonwood Community Primary is a safe learning environment, where your child will feel secure and able to enjoy a happy seven years with their friends. We value academic progress but also your child's social, moral and cultural education. We want them to develop the vital personal qualities of kindness, tolerance and honesty as well as a moral code of what is right and wrong so that they will become responsible citizens in the future.*

*The school is a member of the Omega Multi-Academy Trust along with Great Sankey High School and three other local primaries. The aim of the trust is to deliver the highest standards of education for all children and young people aged 4-19 through collaboration, support and challenge.*

*If there are further concerns or questions, which you wish to have answered, then please contact school and we will do all we can to help you.*

*Mrs. H. Muttock, Headteacher*

## SCHOOL CLASSIFICATION & ORGANISATION

The school is currently a one-form entry, co-educational Community Primary School operating within Omega Multi-Academy Trust. Classes are arranged in year groups of usually no more than 30. The building is made up of traditional classrooms, together with the central library, computer suite and main hall. The main school building has two quadrangles: one containing our garden which provides an outdoor teaching area, the other an outdoor heated swimming pool. We have a dedicated area for Reception class with purpose-built amenities and an exciting, outdoor provision area including a stage and a pirate ship to promote their physical development and communication skills. The school also has extensive play areas and grounds, parts of which have been set aside and planted with trees as natural woodland areas. We have developed our largest woodland area - Willow Wood- into an exciting outdoor classroom.

**Our school grounds**



## SCHOOL INFORMATION

### School Hours

Morning: 9.00 a.m. to 12.00 noon (Key Stage 1) 9.00 a.m. to 12.15 p.m. (Key Stage 2)  
Afternoon: 1.00 p.m. to 3.15 p.m. (Key Stage 1) 1.15 p.m. to 3.15 p.m. (Key Stage 2)  
We open our doors from 8:50am for the children to filter in to class and engage with a morning task.

### Absences

In the event of an absence, the school should be informed of the cause of the absence by Class Dojo or telephone, on the first day of absence. Parents will be contacted on the first day of absence if the school has not received this notification. If a child is absent for no justifiable reason, this will be recorded as unauthorised on the child's record. It is against government policy to take children for holidays during term time: this is actively discouraged. Such holidays will only be authorised in exceptional circumstances. Parents picking up children for a medical appointment during school hours should report to the office.

### School Meals

Your child may have a school meal or bring a packed lunch. School meals are paid for through Parentpay, an online payment system. Information and application forms for free school meals (FSM) are available from the school office.

Universal Free School Meals are available for all children in Reception, Year 1 and Year 2.

### Medicines

If prescribed medicines need to be administered during school time, they should be handed in at the office (with written instructions of dosage etc) where they are kept for safekeeping. It is school policy that children with asthma keep their inhalers on their person in case of an asthma attack, and hand in a spare inhaler to the school office. No other medications should be kept by children in school.

### Illness or Accident

If your child becomes ill or is injured during school time, we will contact you using the information contained on the emergency contact form. Parents complete these forms when their children start school. **If the information supplied on the emergency contact form changes, please notify school immediately.**

Qualified first aiders on our staff deal with minor accidents. Parents are informed of any bumps to the head by Class Dojo, phone or in person. For other minor injuries, an accident note is completed and given to the child to take home.

In the event of a major incident, the child will be taken to hospital and the parents contacted.

### Charges for School Activities

**Instrumental Music Lessons** carry a termly fee for tuition. The instruments are provided without charge.

**Educational Visits** have valuable educational benefits and depend entirely on voluntary contributions from parents. In cases where family circumstances make it difficult for such a contribution to be made, parents should contact the Headteacher in confidence.

The school offers a range of **extra-curricular clubs** before and after school. In the last year, these included choir, yoga, archery, gymnastics, art and craft, fencing and Wake Up Shake Up. There may be a charge for some of these clubs.

Children who are entitled to Free School Meals will not have to pay for clubs or residential or day visits. This does not apply to Universal Free School Meals.

# BURTONWOOD COMMUNITY PRIMARY SCHOOL

## MISSION STATEMENT

ONE TEAM, ONE GOAL – EXCELLENCE

### SCHOOL VISION

- ❖ Our learning culture constantly strives for excellence.
- ❖ We will respect and support each other in a warm and welcoming community.

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*"The quality of teaching, learning and assessment is outstanding.  
Teaching is highly effective in all classes. Teachers have high  
aspirations of themselves and of pupils. Pupils want to achieve as  
highly as possible."  
Ofsted March 2017*

## AIMS OF THE SCHOOL

- Encourage pupils to develop lively, enquiring minds; the ability to question and apply themselves to their tasks through a broad and balanced curriculum.
- To develop respect for other people and themselves, and a tolerance for others no matter what their race, religion or ability.
- By recognising their responsibilities, help children understand and care for the environment and the community in which they live.
- Encourage children to become effective communicators via Information Technology, enabling children to learn essential skills in an ever-changing world.
- Help children develop physical skills and positive attitudes towards a healthy lifestyle, personal fulfilment and team spirit.
- Teach children about human achievements and aspirations in the arts, sciences and religion, and provide opportunities for children to express and develop their creativity in the written and spoken word.
- Provide a sound basis of literacy, numeracy, science and technical knowledge to encourage and foster development of all children according to their individual needs and abilities.

*"The school's work to promote pupils' personal development and welfare is outstanding. Pupil well-being is central to the work of the school and is woven into all aspects of school life. The value placed on the personal development and well-being of the pupil defines the school" OFSTED 2017*

## OUR GOVERNING BODY

*The Governing Body has a general responsibility to ensure that the school is being effectively managed to meet the needs of the pupils, the expectations of the parents and the interests of the wider community. It ensures that the school stays within the financial budget formulated by the Education Funding Agency and that the school conforms to all Education Acts laid before Parliament and all legal requirements set by the Education Authority.*

| <b><u>Name</u></b>                           | <b><u>Type of Governor</u></b> |
|----------------------------------------------|--------------------------------|
| <b>Mr. Paul Carr (Chair)</b>                 | Co-opted Governor              |
| <b>Mrs Gillian Harrison<br/>(Vice-chair)</b> | Co-opted Governor              |
| <b>Mr C. Wright</b>                          | Co-opted Governor              |
| <b>Mrs L. Hope</b>                           | Parent Governor                |
| <b>Mr J. Shaw</b>                            | Parent Governor                |
| <b>Mr P. Slevin</b>                          | Co-opted Governor              |
| <b>Mrs S.J. Ignatius</b>                     | Staff Governor                 |
| <b>Mrs M-R. Noble</b>                        | Co-opted Governor              |
| <b>Mr M. Fairhurst</b>                       | Co-opted Governor              |
| <b>Mrs H. Muttock</b>                        | Head Teacher                   |

## COMPLAINTS PROCEDURE

Initial concerns and complaints should be discussed with the teacher and/or the Head Teacher. If the problem cannot be resolved satisfactorily, then a formal complaint may be made in writing to the Head Teacher. The complaints policy and form are available on the school website. A response will be given within ten working days. If this response is seen as unsatisfactory, then it will be considered by the Governing Body and investigated by the appropriate sub-committee. If a complaint is rejected, then an appeal can be made to the full Governing Body.

## ORGANISATION AND STAFFING

### ACADEMIC YEAR COMMENCING SEPTEMBER 2020

#### KEY STAGE 1

|           |                 |         |
|-----------|-----------------|---------|
| Reception | Miss L. Parkin  | Teacher |
| Year 1    | Miss A. Clapson | Teacher |
| Year 2    | Miss N. Ellis   | Teacher |

#### POSITION

#### KEY STAGE 2

|        |                   |                    |
|--------|-------------------|--------------------|
| Year 3 | Miss F. Hutton    | Teacher            |
| Year 4 | Miss F. Coupe     | Teacher            |
| Year 5 | Mr T. Nightingale | Teacher            |
| Year 6 | Miss J. Baker     | Teacher            |
|        | Mrs. S. Ignatius  | Deputy Headteacher |
|        | Mrs. G. Dugdale   | Non-Contact Time   |
|        | Mrs C De'Prez     | Non-Contact Time   |

#### ANCILLARY STAFF

|                   |                          |
|-------------------|--------------------------|
| Mrs. L. Eckersley | Office Manager           |
| Mrs. S. Fairhurst | Administrative Assistant |

|                                                                                                                                                                     |                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Mrs K. Middlemore*, Mrs. C. Nulty, Mrs. D. Webb*, Mrs. J. Morse*, Mrs. J. Bond*, Mrs. L. Dutton*, Mrs. H. Blackburn*, Mrs. S. Williams, Mrs. L. Jones, Mrs. J. Cain | Teaching Assistants |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|

|                                                                                                                                            |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Ms. J. Cain, Mrs K. Middlemore*, Mrs. J. Aspinall, Mrs A. Woods, Mrs. K. Moon, Mrs L. Lyons, Mrs A. Burne, Mrs S. Williams, Ms. K. Wellens | Midday Assistants |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------|

|                                                      |                                                    |
|------------------------------------------------------|----------------------------------------------------|
| Mrs. T. Samm*                                        | Catering Supervisor & Extended Services Supervisor |
| Mrs. L. Kelly,<br>Mrs K. Harrison<br>Mr. N. Johnson* | Catering Assistants                                |
| Mrs. K. Harrison, Mrs A Woods                        | Site Manager<br>Cleaners                           |

\*Qualified First Aider

## ADMISSIONS

**The admission policy of the school can be found on the school website.**

- Children are required by law to attend school from the start of the term following their fifth birthday.
- Any child reaching the age of five between 1<sup>st</sup> September and 31<sup>st</sup> August of the following year may be admitted, full-time, to school on the first day of the autumn term in September;
- For in-year admissions, please contact the school office.

### **Admission of Out of Borough Pupils to Warrington Schools**

- Out-of-borough pupils are offered places at Warrington schools on the same basis as Warrington pupils.

### **Admission Appeals**

- Parents whose children are not offered a place at their preferred Community or Controlled school, have a right of appeal to the Independent School Appeals Panel. The Education Authority's admission limit for the school is 30 pupils in any academic year.

## ARRANGEMENTS FOR VISITING THE SCHOOL

Parents seeking possible admission for their child, are welcome, and indeed encouraged, to make an appointment in advance to come and look around the school. Should parents wish to discuss a particular problem with the class teacher, an appointment should be made. This will ensure that the teacher is available and minimise any disruption to preparation and lessons.

Please contact the school office regarding any queries.



## OUR CODE OF CONDUCT

Everyone will act with courtesy and consideration to others at all times.

This means that:

- We will always try to understand other people's point of view.
- In class, we will make it as easy as possible for everyone to learn and the teacher to teach. (This means arriving on time with everything we need for lessons, listening carefully, following instructions, helping each other when appropriate.)
- We move calmly, politely and quietly about school. (This means walking, being ready to help by opening doors, standing back and letting people pass and help carry things)
- We keep the school clean and tidy so that it is a welcoming place we can all be proud of. (This means putting litter in the bin, taking care of displays, other people's work and school equipment)
- We try to make our school a happy place for all by following the rules of our class.

## OUR VIEWS ON BULLYING

Bullying is a wilful and conscious act that hurts, threatens or frightens another, persistently keeping the victim in a state of anxiety. Most types of bullying have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

The school regards any form of bullying as unacceptable. If the school observes bullying, or is made aware of bullying, immediate and appropriate action will be taken. The child concerned will be made aware that his/her behaviour is unacceptable to school and society in general, and a scale of sanctions will apply. Their parents will be informed of this. The school is very aware of the implications of children's use of technology and the risk of cyber-bullying. We actively promote e-safety in lessons and we encourage parents to monitor their child's use of digital devices at home and make themselves e-aware around privacy settings and the suitability of apps and games.



## PASTORAL CARE

*"Pupils love to come to school and are highly motivated by the activities in which they engage."*

OFSTED 2017

The school through its Mission Statement, Aims and Code of Conduct, as well as policies for equal opportunities, health education and anti-bullying, endeavours to provide an environment that encourages mutual respect and self-discipline.

We actively encourage children to view themselves as valued members of the whole school community that functions for the benefit of all its members. We have a school council made up of pupils from Years 1 - 6, which meets regularly and sends representatives to an Omega MAT school council.

## HOME SCHOOL AGREEMENT

To achieve the best possible outcome for your child, it is important that home and school work closely together to provide the best possible education for your child. All staff, parents and children need to understand their responsibilities and work together towards the same goals, as detailed in our home-school agreement. You will receive this agreement when your child starts school in Reception.

## OUR DRUGS POLICY

Through our Science and PSHE programmes of study, we educate children to respect their bodies and keep themselves healthy and safe. This includes education about medicines and drugs, including alcohol and tobacco.

The school is a non-smoking premises.

***All illegal drugs are unacceptable in school.***

Should the school identify a concern over drugs then:

1. The parents of the child will be immediately contacted.
2. The appropriate agencies will be contacted, e.g. social services, child protection officer, police child protection officer.
3. After full consultation with the appropriate agency as to "How at risk the child is", the necessary steps will be taken to ensure the safety of the child.
4. If a criminal act has been committed, the police will be informed

## SAFEGUARDING

*“School leaders are vigilant about all aspects of safeguarding and are committed to pupils’ welfare.”*

*Ofsted 2017*

Burtonwood Community Primary is a safe and secure learning environment for your child and it is our duty to safeguard and promote the welfare of all the children. The head teacher, in partnership with the Governors, has put in place effective policies and procedures in line with national and local requirements. A range of policies are available through our website, including child protection and anti-bullying policies, which are reviewed regularly.

The school ensures that the children's personal information is kept safe and confidential, maintaining the privacy of the individual. The school works in partnership with a range of external agencies and the sharing of information is very important to achieving positive outcomes for your child.

Information sharing can be particularly important to

- Deliver more effective early intervention to prevent difficulties escalating for a child and their family, increasing the chance of achieving positive outcomes.
- Ensure a child receives the support that they require through, and after, significant transitions in their lives, e.g. moving onto secondary school.
- Prevent significant harm happening to a child, when it is necessary to share concerns about a child with social care or the police.

The school will seek consent of parents and carers before sharing information with an outside agency. In some cases involving child protection, the school may share information with social care and the police without a parent's consent.

## NATIONAL CURRICULUM SUBJECTS

The curriculum at Burtonwood Community Primary meets all the requirements of the National Curriculum for England at Key Stages One and Two. The curriculum places a strong emphasis on the basic skills in the core subjects, which are English, Mathematics and Science.

The curriculum also provides high quality learning across all the subjects, allowing children to make good progress and achieve excellence. Teaching in school is supported by a wide range of enrichment activities including specialist teachers in French, Art, PE and Music, and a comprehensive programme of day trips and residential trips (from Year 2).

The curriculum contains a strong global dimension, making the children aware of the world around them and their responsibilities as a global citizen. Curriculum planning is often cross-curricular and aims to provide breadth and balance suitable for each child's age, ability and aptitude.

## **English**

Our programme follows the National Curriculum for English and reflects the need for a gradual acquisition of basic skills over a wide variety of activities in all aspects of the school curriculum.

- We believe children should read fluently, accurately, with understanding and enjoyment, and that they should actively search, and thoughtfully respond to the written word in all its forms.
- We teach handwriting, spelling, punctuation and grammar, thus enabling children to convey with confidence their increasingly complex thoughts and feelings with clarity, fluency, accuracy and presentation suitable to their purpose and audience.
- We seek to develop children's abilities to listen attentively and with understanding whilst providing situations, opportunities and activities to help them become confident, expressive and appropriate speakers.
- We believe children are entitled to share the world heritage of stories, poetry and drama.
- We also believe children should be able to find information and have access to a wide range of reference material. To meet these aims we provide an extensive range of reading books to suit all interests and abilities, and a popular, up-to-date, catalogued, well-stocked library from which children can borrow books.

## **Maths**

We follow the National Curriculum for Maths: its aim is to provide and develop a sound foundation in mathematics and prepare the children for economic well-being in adult life. The school follows a mastery approach to the teaching of Maths, which promotes deep understanding, mathematical reasoning and problem-solving. The school endeavours to foster an enjoyment of mathematics by providing challenging activities relevant to the children's ages and abilities. These challenging activities are supported by practical resources, collaboration with other children and questioning by the teaching staff. The children are encouraged to work logically with speed, accuracy and to learn and apply the appropriate mathematical language to their work. The children are given a thorough understanding of number and its application to real life situations and other areas of the school curriculum. Computers, calculators and other mathematical aids are also used to assist the child's understanding.



## **Science**

Our Science programme aims to help children understand the world around them, extend their knowledge and develop a sense of enquiry, curiosity and wonder through investigation and interaction in which they are personally involved. The children are encouraged to develop scientific skills and attitudes as well as gain scientific knowledge. They are encouraged to explore objects at first hand, helping them to observe, predict, hypothesise, record and draw conclusions suitable to their age and ability. They study a variety of topics about animals and plants, including habitats and evolution; materials (solids, liquids and gases) and how we can change them; forces in everyday life; electricity; light, sound; and, Earth and Space. We provide enrichment activities such as organising science shows and workshops provided by specialist science consultants and by arranging trips and visits. We study environmental science through residential visits and day trips. Reception and Year 1 children have weekly forest school sessions in our outdoor area, Willow Wood.



## **Computing and Communication Technology**

The school has a well-equipped computer suite with 22 networked PC's and 8 laptops that are connected to the internet. Computers and interactive whiteboards are also available for use in all classrooms, and these are also linked to the internet. Each teacher has access to a class iPad which enables the teacher to display a child's work or a text on the interactive whiteboard, or to model how to use an app. The entire school has wireless access to the internet. Classes also have access to two sets of thirty iPads and thirty wireless laptops, featuring built-in webcams and microphones - all able to access the internet and the school's network. The children also have opportunity to use Lego WeDo to create and code models; dataloggers to record and graph temperature, noise and light data during science lessons; and a range of Beebots and remote controlled equipment to embed coding into the curriculum. The range of software available in school allows children to learn a variety of skills including word processing, data handling, spreadsheets, modelling and control as well as use of the internet for research. We use programs to allow children to become authors creating interactive storybooks, architects designing buildings, artists creating intricate patterns, game designers on Kodu, greeting card designers, and musicians using audacity and Garage band. Our organisation of computing also means that it is used in all curriculum areas to support and enrich the child's learning experience. Additionally, children have access to a range of websites and apps such as Mathletics and Times Tables Rockstars in to enrich the maths curriculum, Reading Plus and Spag.com in KS2 to support English skills and Hairy Phonics and Hairy Words in KS1 to embed phonics. The school also runs a weekly coding club for children in Key Stage Two.





## Geography

At our school, Geography is concerned with the local area, Cheshire and localities in the United Kingdom, Europe and various other parts of the world. We aim to help the children gain a greater understanding of the ways of life and cultures of people in other places. The study of the local area forms an important part of the geography taught in both Key Stages with the aim of building upon the children's knowledge and understanding of the local area and the need to care for the environment in which they live. We believe that as much teaching as possible should include a practical element and therefore, where possible, we endeavour to support their learning by field trips and visits. We also offer residential visits to outdoor education centres. This enables children to learn about new environments as well as developing independence. The school has an orienteering course on its ground to develop mapping skills.



**Residential visit to  
Glaramara**



**Children learning to  
use atlases.**

## History

Through the history that is taught in school, children can begin to learn and understand about the past and its influences on life today. We aim to build the children's knowledge and understanding of British history and that of other countries and cultures. They are encouraged to find out about the past by investigating surviving evidence and to consider how this evidence should be interpreted, given the context in which it was produced. History skills contribute to, and enrich other areas of the curriculum. Our chief aim is that all our children will enjoy history and develop a curiosity about the past, which informs their understanding of the present.



**Year 3 children  
learning about the  
Romans**



**Remembrance**

## **Music**

The music programme in school aims to develop in the children a sense of rhythm and melody. We have visits from musicians, who provide workshops and performances to encourage the enjoyment of a wide range of music both as performers and listeners. The children have access to singing, percussion work with pitched and un-pitched instruments, and learning based on the Charanga music scheme.

If Key Stage 2 children have the aptitude and interest, there is the opportunity to extend their learning through music tuition in brass and keyboards. Parents are expected to contribute to the cost of these lessons.

In class, as part of the music curriculum we have specialist music tuition to enhance their learning. In Year 3, all children learn to play the keyboard; in Year 4, all children learn samba drumming for one term; in Year 5, they receive specialist singing tuition; while, in Year 6, they are part of a gospel choir. Our Year 6 gospel choir performs throughout the year and the learning culminates in a concert at Liverpool's Anglican Cathedral each July. We have a flourishing school choir, who give regular performances throughout the year at festivals, charity concerts and school events. They also have the opportunity to sing alongside the West Warrington Band in the local community and perform at the Manchester Arena with Young Voices.



## **Personal Social and Health Education and Citizenship**

Our PSHE and citizenship programme aims to help give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and thereby become informed, active, responsible citizens. Through a wide range of cross curricular activities and experiences, the children will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. The school actively involves the school's health adviser who is also available should parents wish to discuss personal matters relating to the physical or emotional well-being of their child/children. We offer residential visits where there are opportunities develop pupils' self esteem and opportunities to develop leadership and co-operative skills. We have a school council which has representatives from each class from Year 1 to Year 6. At their meetings, they discuss the children's ideas about what they would like in our school. They report ideas to the headteacher.

## **Art**

Activities are planned to enable the natural development of the children's skills and aptitudes. We use a wide range of experiences and encourage the children to acquire skills and techniques appropriate to their age. The children's work is frequently linked to other areas of the curriculum. We also try to encourage the development of visual perception and visual literacy to enable the understanding and appreciation of art from a variety of cultures, styles and periods through time. A range of artists are studied to this end. The creative arts are a very important part of our school curriculum. The school employs a specialist artist to enhance this.



**Artwork Year 2**

## **Religious Education**

This is taught within the framework of the Warrington Local Authority Agreed Syllabus. It aims to help children develop personal and social values. All teaching is non-denominational but is based around the Christian faith with other religions and their religious festivals also being taught. We visit our local churches for services at Harvest,

Christmas and Easter, and some classes visit other places of worship to enrich their curriculum.

Parents have the right to withdraw their child from Religious Education lessons and assemblies.

**Children visit  
Jewish  
Synagogue.**



## **Design and Technology**

This is a practical subject, which involves the children in designing and making things that work. We aim to develop the children's personal skills and knowledge of a wide range of materials and equipment. Design and technology will involve the children in drawing upon the knowledge and skills from other curriculum areas, particularly from science, maths and art. Our planning is progressive and uses specially designed kit. We endeavour to make the activities enjoyable, relevant and meaningful.



**Making Moving Monsters**



### **Physical Education**

The children have regular lessons of Physical Education, which during the year will include gymnastics, apparatus work, dance, games, athletics and outdoor activities depending on the age of the child. The school has strong links with Great Sankey High School and the local feeder primaries and, with the help of our own school minibus, we are able to take



part in local sporting events and competitions. We also employ specialist sports coaches and a dance teacher to deliver some of the PE sessions throughout the school. We aim to develop in children self-confidence and the progressive acquisition of skills in body movement and control. We also aim to foster co-operation, tolerance and self-esteem when undertaking physical activities.

In the summer months, all children have swimming lessons in our recently refurbished heated outdoor pool. Under the guidance of our qualified swimming instructor, the children are encouraged to gain water confidence and gradually progress to being competent swimmers with good style and an enjoyment for water activities. Year 3 and 4 classes also have lessons at Great Sankey Hub swimming pool to gain deep-water swimming and elements of water safety and survival.

**Swimming in our heated pool**



### **Modern Foreign Languages**

As part of our Global Curriculum, we find out about a broad range of cultures and traditions. In our school, we study French as an additional language. Each class takes part in a focused French lesson each week, delivered by a language assistant. At the Foundation Stage and Key Stage 1, the simple vocabulary is delivered through cross-curricular activities, such as singing French songs, enjoying a French meal and greeting each other in French. At Key Stage 2, the children also learn to read simple vocabulary, as well as looking at similarities and differences in our culture. They have regular French speaking lessons to enable them to gain confidence to speak to each other and follow simple instructions.

## **Early Years**



The Early Years Foundation Stage runs to the end of the Reception year. Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge and skills. Well-planned play activities both indoors and outdoors enable the children to learn in this way with enjoyment and challenge. Our outdoor classroom is utilised throughout the year and encourages the children to complete tasks and games in an active and adventurous way.

The Foundation Stage curriculum is organised into seven areas of learning. The three prime areas are Personal, Social and Emotional Development, Communication and Language and Physical Development. The four specific areas of learning are Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. During the year we continually observe and monitor the children's progress in all areas of learning in the Foundation stage. These observations enable us to plan topics which are suited to and led by the current needs and interests of the children. We use a software program called '2 Simple' that allows us to work in partnership with parents to assess children's learning and progress. This program allows parents to contribute photographs and evidence to their child's learning journal which is shared with parents throughout the year.



## **International links**

The school has a strong international curriculum where children find out about world and global issues such as poverty, world development and human rights. They develop their role as global citizens and learn about the needs of others. The children eagerly arrange charity events and activities to help others, especially in response to world crises such as natural disasters and develop good moral values about the lives of those less fortunate.

## Special Educational Needs (SEN)

The school currently follows the Special Educational Needs Code of Practice (2014). Children who experience learning and behavioural difficulties are initially assessed by their class teachers. Differentiated teaching and intervention programmes, personalised to the child's needs, will be put in place and their progress will be closely monitored. Children, who do not make sufficient progress, will then proceed through the system and are referred to external agencies for additional assessments and recommendations. If appropriate, the child would then be placed on the SEN register, a Pupil Passport for educational or behavioural need is written termly and targeted interventions take place which are additional to, or different from, that provided to the rest of the class. Parents are involved in all stages of their child's assessment and special needs programme. Our teachers and teaching assistants are trained in supporting children with a range of needs.

*"Additional funding for pupils who have special educational needs and/or disabilities is used very effectively and has a positive impact on pupils' learning. Consequently, these pupils make very good progress from their respective starting points."*

*Ofsted 2017*

## HOMEWORK

We believe that homework is an effective link between school and home and is usually a development/extension of the work done in class. It allows parents to share and be a part of their children's learning.

Reading is a vital life skill and it facilitates access to all other areas of the curriculum. All children are encouraged to read at home every night. This would be shared reading with an adult for younger pupils and independent reading for older children. Little and often, and as part of a daily routine, often works best with younger children.

Homework may include learning spellings and/or times tables depending on the age of the children. Key Stage Two children use online learning resources such as Mathletics, Reading Plus and SPAG.com to support their learning.

The children are asked two or three times a year to complete projects at home to support their learning in school, usually instead of the regular English and Maths homework.

A parent guide for helping your child at home is sent out each term giving information about English, Maths, Computing and Topic work.

## PUPIL TRACKING, RECORDING AND ASSESSMENT

Teacher assessments and standardised tests continue throughout the child's education and the results reported to parents. At appropriate times, diagnostic tests may also be administered. The results of such testing allow the school to track pupil progress and put in relevant support should this be appropriate. Parents are kept fully informed at each stage of this process.

Parents/carers are invited to discuss their child's attainment and progress with their teacher at parents' evening in the Autumn and Spring terms and an annual written report is sent to the parents or carers in the summer term.

All records are open to inspection by parents or any adult who has legal responsibility for the child. At the end of Year 6, the children are able to take home portfolios of work chosen by them as a record of the progress, range of work and activities undertaken during primary school.

### **Assessments at National Curriculum Key Stage 1 (Year 2) and Key Stage 2 (Year 6)**

These are undertaken in line with the orders given by the Standards and Testing Agency (STA). The results are reported to the Education Authority and to the parents of the children who have undertaken the assessments. End of Key Stage assessments are available through the link to the Department for Education's Performance Tables on the school's website.

## UNIFORM

*We encourage the children to wear their school uniform with pride and ask parents to work with us in promoting and encouraging high standards of personal presentation.*

### SCHOOL UNIFORM

White school polo shirt (plain, or with school logo)

Purple school sweatshirt or cardigan (with school logo)

Grey skirt, pinafore or smart grey trousers/shorts

Lilac gingham dress for summer

Plain white socks/grey socks/grey tights may be worn during the winter months

Grey socks with long trousers or white sports socks may be worn in summer with shorts

Black shoes (**WEARING TRAINERS FOR SCHOOL IS NOT ACCEPTABLE**)

Purple reversible fleece/jacket (with school logo) - parents' choice

Purple reversible storm proof jacket (with school logo) - parents' choice

**TO AVOID LOSS, ALL CLOTHING AND PERSONAL ITEMS SHOULD BE CLEARLY MARKED WITH THE CHILD'S NAME.**

### NO JEWELLERY SHOULD BE WORN AT SCHOOL

A watch (no smart watches), can be worn by older pupils. They are entirely responsible for this. These will need to be removed for PE lessons.

Please do not have your child's ears pierced during term time as it can have major implications to their participation in sporting activities.



### P.E. AND GAMES WEAR

**INDOOR** ~ Black shorts with white polo or t-shirt & black pumps

**OUTDOOR** ~ Black shorts or jogging bottoms, white polo or t-shirt with plain sweatshirt, and trainers.

**SWIMMING** ~ Swimming costume/trunks, towel, swimming caps for those with longer hair (available from the school office). Verruca socks are also available from the school office. Flip flops, jelly shoes, crocs or similar (not P.E. pumps) must also be worn when using the school pool.



## EXTRA-CURRICULAR ACTIVITIES & EXTENDED SERVICES

We offer a wide range of extra curricular activities some of which may involve a small charge. Several of these activities are organised through the goodwill of staff members, parents and friends of the school. Some activities continue throughout the year whilst others vary from term to term. These include rugby, gymnastics, coding, archery, judo, art and craft and choir.



**Choir singing in St. Rocco's  
and The Vicarage  
Residential Home**

## THE SCHOOL MINIBUS

The school has its own minibuss, which is supported by the P.T.F.A. The minibuss is for use by the community of Burtonwood, including schools in the multi-academy trust. This enables groups of children to be taken on class and extra curricular activities giving increased learning opportunities whilst at school. The vehicle is fitted with lap seat belts and meets current safety legislation.



## PARENT, TEACHER AND FRIENDS ASSOCIATION

All parents and carers of children in school are automatically members of the school's P.T.F.A. The association gives fantastic help and support to the children in school and funds additional items for the benefit of all. Everyone is welcome to attend the regular meetings.

**Children enjoy the themed  
discos**



## COMMUNITY LINKS

Burtonwood Community Primary is proud to be at the heart of the local community and takes an active role within the village. Every year the school runs community events such as the carol concert for Senior Citizens. Every year the school celebrates Christian festivals such as Harvest, Christmas and Easter at the two local churches. The school choir sings annually at the community lighting of the Christmas tree. The school choir also take part in a Christmas concert at the Catholic club alongside the West Warrington Band. They also sing for the residents at the Vicarage Residential Home. The school has developed a wildlife garden, Willow Wood, which can be used by community groups.



**Parents and grandparents  
attend the Senior  
Citizens Carol Concert**



**Harvest Service held at  
the Methodist Church**



**Children involved in the  
community litter pick**





**Contact Nicola on 01925 299797**

We are extremely lucky to have a before and after school link club on site. The club is open from 8am to school starting time and from the end of school to 6pm, and may be open in the holidays subject to need. This link club provides quality child care offering many varied activities such as construction toys, board games, art and craft, baking and local trips. Healthy breakfasts and afternoon snacks are provided by friendly, experienced staff.

On this site, pre-school places are also available for children from 3 years old.