



School Prospectus

2024 - 2025

CONTENTS

Welcome.....	3
About our school	3
SAFEGUARDING AND CHILD PROTECTION PROCEDURES	4
INCLUSION – ACCESSIBILITY	5
THE SCHOOL DAY	5
BREAK TIMES AND LUNCH TIMES	5
PLAYTIME SNACKS AND DRINKS	6
SCHOOL UNIFORM	6
JEWELLERY AND HAIR STYLES	7
VALUABLES	7
POSITIVE BEHAVIOUR AT SCHOOL.....	7
ANTI-BULLYING	8
REWARDS.....	8
SANCTIONS	8
ATTENDANCE	9
EMERGENCY OR EARLY CLOSURE OF THE SCHOOL	9
MEDICINES.....	9
COMMUNICATION	10
PARENT/TEACHER CONSULTATION EVENINGS.....	10
PARENT TEACHER FRIENDS ASSOCIATION (PTFA)	10
THE SCHOOL GOVERNORS	10
DEALING WITH COMPLAINTS	11
INDUCTION ARRANGEMENTS.....	11
ADMISSION ARRANGEMENTS.....	11
HIGH SCHOOL TRANSFER.....	11
THE CURRICULUM	12
THE EARLY YEARS FOUNDATION STAGE (EYFS)	13
CORE SUBJECTS.....	14
HOMEWORK	15
ASSESSMENT AND RECORD KEEPING	16
INCLUSION - PUPILS WITH ADDITIONAL NEEDS	16
MORE ABLE, GIFTED AND TALENTED PUPILS.....	17
CLASS VISITS AND ACTIVITIES	18
EXTRA CURRICULAR ACTIVITIES.....	18

The information contained within this Prospectus is correct at the time of printing i.e. Sept 2023. Details of any changes may be obtained from the school office.

WELCOME

Address	Barneby Avenue, Bartestree, Hereford. HR1 4DH
Telephone	01432 850449
Website	www.lugwardine.hereford.sch.uk
Office email	admin@lugwardine.hereford.sch.uk
Headteacher	Ms Angela Taylor
Chair of Governors	Mrs Clare Long

For many of you, this Prospectus may be your first link with Lugwardine Primary Academy. The aim of this Prospectus is to give you a flavour of what Lugwardine Primary Academy has to offer your children in their first steps along the exciting road of learning. We have tried to include a brief guide to everyday life in school. The guidelines are designed to help us work together to ensure the smooth running of the school and the happiness and welfare of all the individuals in it.

There is much more information about our school curriculum on our website at www.lugwardine.hereford.sch.uk

You are most welcome to make an appointment to have a look around the school and I would be happy to answer any further points you may wish to raise.

Thank you

ABOUT OUR SCHOOL

The adjoining villages of Bartestree and Lugwardine are situated in pleasant countryside, 4 miles east of the Cathedral city of Hereford. In recent years, the villages have undergone substantial growth, bringing the total population to over 4,000.

Lugwardine Primary Academy was formerly housed in Victorian premises adjoining the Parish Church in Lugwardine. In September 1989 the school moved to the present excellent modern premises in Bartestree, although still remains within the boundaries of the parish of Lugwardine. In April 2012 the school converted to an academy.

Lugwardine Primary Academy is a non-denominational Community School for children aged 5 - 11 years. At present there are 7 full time teachers plus the Headteacher. In addition to this, there are a variety of support staff designated to work in school. A Higher Level Teaching Assistant (HLTA) and trained teacher are responsible for providing PPA cover and teaching assistants provide a range of SEN support and general classroom assistance.

Our planned admission number each year is 30. The school has capacity for 210 pupils.

The school has benefited from a number of building projects since it was first built. The most recent of which is the development of the school hall which was completed in the summer of 2022.

The school allows for a maximum of 7 classes in single year groups. The current number of children we have on roll permit us to have single year group classes, they will be taught as itemised below:

The grouping for September 2023 is in seven class groups:

E.Y.F.S. (Early Years Foundation Stage)

Reception Class Year R children 4-5 year olds

Key Stage 1

Year 1 Year 1 children 5-6 year olds

Year 2 Year 2 children 6-7 year olds

Key Stage 2

Year 3 Year 3 children 7-8 year olds

Year 4 Year 4 children 8-9 year olds

Year 5 Year 5 children 9-10 year olds

Year 6 Year 6 children 10-11 year olds

The benefit of whole school planning allows us to ensure that the children are offered a broad and balanced curriculum which clearly relates to the new National Curriculum (2014).

School has four houses – Arrowsmith, Burdon, Hollylea and Wilcroft. Every child is placed in one of these houses on entry to school. Siblings will be placed in the same house. Each house has a House Captain and Vice Captain chosen by the children.

The school also has a School Council comprising of two pupils from each class. They meet regularly to discuss ways of improving different aspects of school life.

SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Under the Education Act 2002 (section 175), and DfES (2011) Safeguarding Children and Safer Recruitment in Education, schools must make arrangements to safeguard and promote the welfare of

children and follow the correct procedures and processes. School refers to the documents 'Keeping Children Safe in Education' September 2022 and 'Working Together to Safeguard Children, 2015.

Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children. The Designated Safeguarding Lead in school is Miss Katie Bythell and the Deputy Designated Safeguarding Leads are Ms Angela Taylor (Acting Headteacher) and Mr Will Lewis (SENDCo).

All other staff receive appropriate, regular safeguarding training on a rolling programme.

INCLUSION – ACCESSIBILITY

The school has carried out an Accessibility Audit and is confident about meeting the needs of all pupils here. We provide parking spaces, toilet facilities, wide corridors and easy access to all school rooms. Signage is clear so that visitors can clearly find their way around the school. The school also has a wheelchair ramp and disabled toilet for children.

THE SCHOOL DAY

8:30 – 3:15

The school gate is open between 8:30 – 8:40 for the children to be dropped off. Registers close at 8:40 am. Members of the school's Senior Management Team (SMT) will be on the gate and able to answer any questions that parents may have.

The children have a 15 minute playtime in the morning and then one hour for lunch.

Key Stage 1 have an additional 15 minutes playtime in the afternoons.

BREAK TIMES AND LUNCH TIMES

We always encourage children to spend break times outside, weather permitting. Please make sure that your child has an outdoor coat as drizzle or cold weather will not keep us inside. Children are discouraged from bringing toys into school unless specifically requested by the class teacher.

Alliance in Partnership provide hot lunches for our school, which are ordered weekly at a cost of £2.65 a day for a main meal and a dessert. All Reception and Key Stage 1 pupils are entitled to a free school meal, however, this is optional. Any children in families on Income Support or Family Income Supplement are entitled to register separately for a free school meal (even if your child is in EYFS or Key Stage 1). If you feel you are eligible, please ask for a form at the office. Alternatively, if your child does not take up this offer he/she will need a packed lunch.

PLAYTIME SNACKS AND DRINKS

At Lugwardine Primary Academy we promote a balanced diet in school and do not label foods as good or bad/healthy or unhealthy

EYFS pupils (Year R) do not need to bring any snacks into school as we take part in a free fruit scheme initiative.

Key Stage 1 pupils (Years 1 and 2) receive free fruit at break. If you would like your child to have a snack in the morning please supply your own from the list below.

Key Stage 2 pupils (Years 3, 4, 5 and 6) do not receive any free fruit. If you would like your child to have a snack at morning playtime please supply your own using the list below.

The following list outlines the type of snack that is suitable for your child to bring in to school for morning playtime. If it is not on the list below, please do not send it in.

Snacks

Fresh fruit

Fresh vegetables

Dried fruit (not covered in any coating e.g. yoghurt, chocolate)

Plain rice cakes

Bread sticks

Oat cakes

Plain biscuits, (no filling or coating)

Drinks in School

Pupils are permitted to bring water for drinking during the day. Bottles are available to purchase from the school office. Water is always available in school for all pupils. Fizzy drinks and energy drinks, e.g. Powerade, Red Bull, Lucozade and flavoured waters both fizzy and still are not be allowed.

Nuts, or products which contain nuts, are not allowed in the school due to children with severe allergies.

SCHOOL UNIFORM

Every pupil is expected to attend school in uniform. The logoed jumper or cardigan is available from The School Uniform shop in town or www.schooltrends.co.uk. The reminder of the school uniform can be purchased elsewhere. The school PTFA runs a preloved web page where uniform is available and the funds support the school.

All items must be clearly marked with the pupil's name (labels or marking ink is suggested for this). Please see separate hand out detailing autumn and summer uniform requirements.

PE AND GAMES UNIFORM

Plain navy or black shorts or jogging bottoms and white t-shirt are required for all physical activities. On the days when children have PE they can wear their kit into school for the day.

Soft soled gym shoes are needed for indoor use ONLY, and a pair of trainers are needed for outdoor work. Key Stage 2 children need studded football boots and shin pads if they wish to go to Football Club after school.

JEWELLERY AND HAIR STYLES

The only acceptable jewellery for children are plain studs in pierced ears, any other jewellery is not suitable for school, especially in terms of health and safety issues.

Children are encouraged to wear a wrist watch ('Smart' watches are not allowed).

We ask that suitable hairstyles be worn in school and long hair is to be tied up with a simple elastic bobble or band in uniform colour (black, grey, navy and white).

VALUABLES

We do encourage children not to carry large amounts of money to school with them. Any money your child may have for an educational visit or other necessary expenses, should be deposited with the class teacher immediately at registration each morning. All monies coming in for school trips must be in an envelope, clearly marked with your child's name, class and name of trip.

From time to time, the class teacher may ask that articles be brought in for the purpose of display or examination during topic work. Please do not send articles that are of great personal value, unless your child is given specific instructions to bring it straight back home. **We are unable to accept responsibility for the loss of any money or valuables** brought into school, or for the damage to property whilst on the school premises.

Should it be necessary for your child to bring a mobile telephone to school, please ensure it is left at the school office as mobile phones are **specifically banned from the classroom**.

POSITIVE BEHAVIOUR AT SCHOOL

In our school, we have a few simple rules which are made for the well-being and safety of everyone - children, staff and visitors. We expect our codes of behaviour and anti bullying strategies to have regard for our aims as set out in our Mission Statement. We aim to have a relaxed and pleasant atmosphere in which good attitudes are positively encouraged, where good examples are set and where a fair system of rewards and sanctions operates.

We have six Golden Rules:

- We are honest
- We are kind and helpful

- We work hard
- We listen
- We are gentle
- We look after property

Further information can be found in our Behaviour Policy.

ANTI-BULLYING

Bullying is defined as the wilful, conscious desire to hurt, threaten or frighten someone, and as such is completely unacceptable. Any incidence of this kind of behaviour is ALWAYS taken seriously by the staff. We have an Anti-Bullying Policy in school which is reviewed annually by the staff which forms the basis for our actions when bullying is identified in school.

Teachers are alert to signs of distress in pupils - poor work, no one to play with, a desire to remain with adults, a change in behaviour - and immediate support is offered. Children are encouraged to tell any adult here if they have a problem. Any action that is taken is made clear to the parents of both the bully and the victim, and each case is followed up. The help of the parents is essential if problems are to be sorted out satisfactorily.

Non-teaching staff are encouraged to alert class teachers to any problems they discover. Both bully and victim are spoken to separately in order to find out what has actually happened, then they are brought together to discuss the problems out in the open.

REWARDS

We have a system of rewards and sanctions which are intended to encourage good behaviour, including stickers, certificates and house points. On entry into school, each child is placed in one of four houses – Arrowsmith, Burdon, Hollylea and Wilcroft. House points are given for good work and the totals are kept. House assemblies take place regularly and children receive Bronze, Silver, Gold and Platinum awards for gaining certain numbers of house points.

Each Friday we hold a Celebration Assembly. Each class has two 'Star of the Week' pupils and each award winner receives a certificate to celebrate this. Each child also receives a certificate to mark their birthday.

To reward positive behaviours at the start of each week all staff members are given a Golden Ticket which they can award to any child in recognition of an act of kindness, good manners, or hard work. All children who are awarded a Golden Ticket gather on Friday afternoon to be rewarded with hot chocolate and a treat.

SANCTIONS

It is a non negotiable that at Lugwardine Primary Academy all children have the right to feel safe. There is a clearly identified system of sanctions available to staff to deal with unacceptable behaviour. If a child behaves very badly, i.e. deliberately hits another child, bullies someone or is rude to another child or adult, the child will have to explain his/her behaviour firstly to the Lead Teacher for behaviour

and will be subject to the system of agreed interventions set out in our Positive Behaviour and Anti Bullying Policy.

In the event of repeated occurrences of unacceptable behaviour, then the child's parents will be asked to come into school to discuss matters with the class teacher and a member of the Senior Leadership Team. If this fails to solve the problem then an outside agency may be consulted. The Headteacher has the right to exclude children from school on a short term or permanent basis. Full details are available in the Behaviour and Anti-Bullying Policy.

ATTENDANCE

Regular school attendance is crucial if children are to reach their full potential. Every lesson counts, children who have time off school find it difficult to catch up.

Good attendance is key for:

- Good learning
- Forming strong friendships
- Ensuring pupils can take part in extra-curricular activities.

All these will contribute to the happiness of the child at school and a happy child will always do their best.

Absence must be fully explained. Parents must ring the school office between 7.45am and 9am on each day of any absence and send a note in on the first day of their child's return explaining the reason for the absence.

If we have any concerns about a child's attendance or punctuality, the school will employ the services of an Educational Welfare Officer to support the family.

EMERGENCY OR EARLY CLOSURE OF THE SCHOOL

There are occasions when bad weather overnight or over the weekend prevents the school from opening. We will update the school Facebook page and post on the school website.

When the situation occurs that the school needs to be closed during the day, in consultation with the Local Authority and Governing Body the school will contact all parents before sending any children home and again it will be posted on our website. This is an occasion where the text messaging service will be used.

MEDICINES

If your child needs medicine during the school day, you will need to speak with the school office and complete a medical form. Medicines should be handed directly to the office or staff member on the school gate. They should be clearly labelled and should be collected at the end of the day by the parent/guardian. If your child has an allergy or needs to take regular medication for a long-term problem, such as asthma, please inform the school. These details are regularly updated. Also we must know if your child should be wearing spectacles or a hearing aid.

Should your child have a chronic illness or condition, school, in conjunction with other professionals put together a Health Care Plan, which will be available in school at all times

Please inform the school **IMMEDIATELY** if your child has an infectious disease - especially German Measles. Parents/Guardians must be notified of this. Also, please let us know if your child has head lice.

COMMUNICATION

We send home a weekly newsletter via email. All other updates are posted on our facebook page and the school website at www.lugwardine.hereford.sch.uk

PARENT/TEACHER CONSULTATION EVENINGS

These are held termly. The first meeting is in the Autumn Term with individual time slots for parents. In the Spring Term parents will receive a mid-year verbal report covering progress and attainment and recommendations of how they can help their child at home. A Parents' Information Evening for each class is held during September.

In the Summer Term there will be a written report, which will be a summary of the child's effort and achievement and set targets for future development. In addition to this there is also a final Parents' Evening to give staff and parents the opportunity to discuss any issues highlighted in the annual report as the end of the academic year approaches.

PARENT TEACHER FRIENDS ASSOCIATION (PTFA)

The school is very fortunate in having a very active Parent Teacher Friends Association (PTFA) which was originally formed in the summer of 1982. It is affiliated to the National Confederation of PTAs. The Annual General Meeting is held during the Autumn Term, when officers are elected to serve for the coming year.

Parents of all children are automatically members of the PTFA and any help and support that can be provided is greatly appreciated.

Each class has two reps who coordinate help and support as appropriate.

The school is very grateful to the PTFA for the money raised. A programme of events is planned for the year with regular details given on how the money is spent. New ideas and offers of help are always welcomed.

THE SCHOOL GOVERNORS

A Governing Body is a voluntary group of people who have a connection with the school. Individual Governors have no power except where the whole Governing Body has delegated a specific power to that individual.

The Governing Body meets frequently throughout the school year. The minutes of the Governors' Meetings are in the school office and are available on request, except for matters marked confidential.

- Governing body responsibilities include:

- Setting strategic direction, objectives, targets and policies
- Reviewing progress against the budget, plans and targets
- Approving the school budget
- Acting as a critical friend to the Headteacher by providing support and challenge
- Appointing the Headteacher

DEALING WITH COMPLAINTS

If you have any complaints the first course of action is to contact the school. Depending upon the nature of the complaint you will be directed to the appropriate member of staff. We will endeavour to make an appointment to discuss any concerns and attempt to resolve them as quickly as possible. If after this, the issue remains, you may wish to seek further advice from the Chair of Governors. Full details are provided in the schools Complaints Procedure which can be found on the website.

INDUCTION ARRANGEMENTS

We aim to provide as much home/school liaison as possible. Children are offered a series of introductory sessions during the second half of the Summer Term prior to starting school. The EYFS Teacher and Teaching Assistant visit feeder nurseries to meet all children prior to entry.

Pupils transferring in-year are given the opportunity to experience a 'Taster Day' before officially joining the school.

ADMISSION ARRANGEMENTS

The school follows the Local Authority Policy for admissions. The planned admission limit is 30 for children in their first year of school. In the event of over-subscription please refer to the advice given in the Local Authority Information for Parent's Booklet, which is available from the address below.

All matters regarding admissions should be referred to:

School Admissions,

Herefordshire Council,

Plough Lane Offices,

Plough Lane,

Hereford HR4 0LE

schooladmissions@herefordshire.gov.uk

HIGH SCHOOL TRANSFER

In September, after their eleventh birthday, children transfer to High School. We always encourage children and parents to visit all schools that they are considering attending. This helps with making decisions about which school will suit their child the best. Details of Local Authority Policy and details of High School Transfer may be obtained from the school office or from the Herefordshire Admissions Dept.

THE CURRICULUM

The National Curriculum is made up of three core subjects:

- English
- Mathematics
- Science

And eight foundation subjects:

- Art and Design
- Computing
- Design and Technology
- Languages (Key Stage 2 only)
- Geography
- History
- Music
- Physical Education

All schools are also required to teach Religious Education. We follow the Herefordshire Agreed Syllabus for R.E.

Core Intent

At Lugwardine Primary Academy we develop children as resilient learners who have the knowledge, understanding and skills to be responsible and effective members of their community.

The curriculum we teach will enable our learners to be confident members of both their local community and the wider world. The children will leave Lugwardine Primary passionate about their beliefs and equipped with the knowledge and skills they need to achieve their full potential.

Our curriculum is designed to inspire, support and include. We believe that by developing the whole child, pupils will learn to transfer the skills and knowledge across different settings and circumstances. We believe all children benefit from a range of learning opportunities and seek to develop their experiences both inside and outside the classroom.

Implementation

To achieve our intent we will:

- plan, teach, assess, deliver & monitor a curriculum that reflects the expectations of the our curriculum as an entitlement for all children regardless of age, gender & race;
- enable all pupils to work in an atmosphere that is exciting, stimulating and challenging in order for them to develop into independent learners;
- provide the children with a wide range of opportunities, resources & teaching styles to promote knowledge, skills and understanding;
- actively promote the principle that all pupils should be encouraged to become independent learners. They will be taught to collect and use information from a wide variety of sources and make sensible choices in all aspects of their learning;

- make our curriculum broad from the foundation stage to Year 6, so that children are given a wide view of the world about them;
- make it balanced, so that they are offered appropriate amounts of time depending on the importance of the subjects they are studying;
- make it coherent, so that the children can make connections between subjects, where they overlap and interconnect;
- make it differentiated, so that children of different abilities are taught areas of the curriculum at their level, and are not prevented from making progress; give continuity and progression, so that children move smoothly from one stage to the next, at their pace and level of understanding;
- deliver a curriculum relevant to current life, so that a meaningful context for learning is experienced.

THE EARLY YEARS FOUNDATION STAGE (EYFS)

The EYFS makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs.

At Lugwardine our Early Years curriculum is topic based and we allow the children to participate in the planning every week, incorporating their interests and ideas for activities. The class and outside garden are set out with several stations including construction, creative, reading, writing, sand, water, malleable, role play and small world and other resources are very easily accessible for all children. We allow the children to help themselves to resources from the cupboards and drawers, but also encourage them to tidy up after behind themselves.

Planning is shared with the Nursery Nurse. Practitioners meet weekly to review, plan and discuss the adult led activities, objectives and observations to be done. Each child has a paper file of assessments completed, paper 'Journey through Reception book' samples of work, as well as an electronic Learning Journey on 'Tapestry' to store evidence throughout the year. This learning journey is available for parents who are encouraged to comment on their child's progress and experiences.

During the first half of the Autumn Term the teacher will carry out a baseline assessment for every child. This will establish where they are in aspects of their learning and development and help future planning. The results of this early assessment will be shared with parents at Parents' Evenings. By the end of the year the teacher will have built up an accurate profile of the each child's development. Each child is assessed throughout the year on their development towards the Early Learning Goals.

We encourage children towards reading, communication and mathematical skills from the very beginning. Much of this early learning is achieved through carefully structured play. Young children who cannot read or write often express their ideas and feelings through play. It is an important way of developing new skills and building up relationships with other children both individually and in groups.

Reading is taught through a variety of structured reading schemes supplemented with a wide range of other books. Books are organised in a structured, graded way to allow children many opportunities for consolidation of key vocabulary. We encourage parents to work with their child at home by reading with them on a daily basis. We are always pleased to discuss ways in which they can help their child at each stage of their reading development with parent.

At the end of the year pupils are assessed against all the early learning goals criteria with a report being provided for parents.

CORE SUBJECTS

ENGLISH

English includes developing spoken language, reading and writing. The children have an English lesson every day but also learn English skills across all areas of the curriculum.

Spoken Language

Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. At Lugwardine we provide opportunities in all areas of the curriculum and through activities such as drama, discussion and debate to develop their skills in speaking and listening.

Reading

Reading is taught at Lugwardine by developing skills in the following two areas:

- word reading
- comprehension (both listening and reading).

We develop the children's comprehension through high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All children are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary and feeds their imagination.

At Key Stage 1 there is strong emphasis on the teaching of phonics, we currently use the programme called Essential Letters and Sounds. Pupils' reading is structured in Key Stage 1 and pupils are helped and guided towards suitable reading material.

The school's expectation is that children will read with parents/carers at least 5 times a week. Children can borrow books from the school library or from the classroom library.

Writing

Writing is taught at Lugwardine by developing skills in the following two areas:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

We encourage children to develop their imagination and express ideas through their writing. So that the children can communicate their ideas effectively to others we teach them the essential skills of accurate spelling, using the correct grammar and punctuation and how to develop fluent, legible and, eventually, speedy handwriting.

MATHEMATICS

A high quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, and appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Maths is essential to everyday life so that children must:

- Become fluent with rapid knowledge recall
- Reason mathematically using mathematical language
- Solve problems showing a variety of routines and persevering to seek solutions.

All pupils are involved in a daily Maths lesson of 45-60 minutes. The lessons are carefully planned to be both engaging and appropriate to the children's needs and abilities. Schemes are used to supplement and support the teachers planning as well as to guide the assessment of progress to ensure continuity across the school.

SCIENCE

We believe a high quality Science education provides the foundation for understanding the world. This understanding is broken down into three specific disciplines: biology, chemistry and physics. The children need to build up a body of key foundational knowledge and concepts and we aim to encourage curiosity about natural phenomena. Children are taught strategies to explain, predict and analyse how things around them will behave.

The children engage in an afternoon session of Science each week. It is broadly practical and the teachers' planning reflects a focus on "hands on approach" for all children with support and extension for needs and abilities. Children are encouraged to use the environment around the school to investigate further into concepts and ideas they have been introduced to.

HOMEWORK

It is our policy that homework will be given to children during their time at Lugwardine Primary Academy. Some homework will be set using ICT based platforms.

- It is expected that:
- children will read regularly at home – at least 5 times per week
- children will learn their tables and spelling lists – for weekly tests in school
- children will join a library as it would be a great help when they have to find information at home for their topic work
- parents will support us in maintaining the high standards of achievement and high standards of behaviour we have established here.

ASSESSMENT AND RECORD KEEPING

Assessment is a continuous process that takes place in all areas of school life. Through on-going assessment we hope to build a complete picture of a pupil's development, not only intellectually, but emotionally, socially and physically.

Assessment can take on many forms. We assess through discussion and observation as well as using more formal procedures such as testing.

Formal assessment is carried out on a regular basis to ensure that the children are making consistent progress. This allows us to track the progress of individual pupils or year groups and also helps us to identify strengths and weaknesses across the school. Parents will receive information about the results of these tests as part of the pupil's Annual School Report.

Foundation Stage Profile (EYFSP)

This is an on-going assessment which is collated during the final term. The aim of the assessment is to give us an indication of each child's development in specific areas. The purpose of the profile and the results are discussed with parents early in the school year and again at the end of the reception year.

National Curriculum Tests (SATs)

At the end of Key Stage 1 (age 7) pupils have Teacher Assessments. At the end of Key Stage 2 (age 11) pupils are required to undertake statutory Standardised Assessment Tests (SATs). These are summative assessment tests in English and Maths for Key Stage 1 and English and Maths for Key Stage 2. The results of these tests are published to parents and Key Stage 2 results are published nationally in the form of league tables.

In year 1 children will take a Phonics Screening Check which is used to identify where children have met the national expected standard. Children who have not met the standard will take the check the following year to ensure they have met the expected standard.

INCLUSION - PUPILS WITH ADDITIONAL NEEDS

We believe that it is important to provide a caring and trusting environment where all children can achieve their potential academically, socially and emotionally. This is the shared responsibility of the whole school, its staff, governors and parents. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe.

Special Educational Needs and Disabilities

Children may have special educational needs either throughout, or at any time during their school career. These needs may impose barriers to learning which will need to be addressed by the school. When planning teachers set suitable learning challenges and respond to children's diverse learning styles. Teachers take account of the requirements of individuals and groups within their class and make provision to enable all children to participate effectively in curriculum and assessment activities.

Some children require support which is additional to or different from that given to other children of the same age. Effective differentiation is the prime intervention in meeting pupil's needs.

When individual needs cannot be met within normal classroom differentiation then a child may take part in specific interventions with a teaching assistant.

On occasions specialist advice from external agencies may be required e.g. Educational Psychologists, Behaviour Support Teams etc.

Other groups with additional needs

Within school we are aware that there are also other groups of children which may require extra support at times throughout their time with us e.g. children with English as an additional language. Their needs are met in a variety of ways e.g. support from the Learning Mentor, specific resources, extra – curricular activities.

Further information regarding Special Educational Needs and Disability can be found in our Local Offer on the school website. Our Special Education Needs Coordinator (Mr Will Lewis) is happy to speak to you about general issues related to SEND if the class teacher cannot answer your questions.

MORE ABLE, GIFTED AND TALENTED PUPILS

It is important to understand what we mean by more able, gifted and talented pupils. More able pupils can be defined as pupils who demonstrate a significantly higher level of ability than most pupils of the same age in one or more of the curriculum areas or in any of the following:

- General intellectual ability
- Specific academic aptitude
- Creative thinking
- Leadership qualities/social skills

They can usually be identified as pupils who achieve two years beyond their age group in a certain subject. This would be about 1-2% of the school population. These children are identified through teacher assessment.

Gifted and talented children are those which demonstrate significantly higher level of ability in the following:

- Artistic ability
- Ability in the expressive arts e.g. drama or music
- Physical ability

Whilst we are able to identify these children through the normal curriculum in school we also ask parents to share information if a child is participating at a high level in an activity outside of school.

At all times the needs of the children, whatever their ability, are catered for through careful differentiation and the setting of challenging targets. We also offer specific activities for selected groups of children where they have the opportunity to get together with like-minded children from other schools to take part in workshops run by specialist teachers.

CLASS VISITS AND ACTIVITIES

We greatly value the role class trips and visits play in the children's experience of primary school. Each class arranges for a variety of trips during each academic year. We also invite external providers to the school to provide stimulating activities during the year.

The school will request contributions to help cover the cost of such activities. Where opportunities are offered for residential visits, the necessary charges will be made to cover the costs of activities; board, lodging, transport and insurance as set out in greater detail in the Charging and Remissions Policy. These charges would only be made when written parental consent is received by the school.

EXTRA CURRICULAR ACTIVITIES

We are very fortunate that staff and parents are prepared to offer a wide variety of clubs and activities during lunch times and after school. Details of club times and attendance are sent home on a termly basis. To ensure the clubs are able to provide the necessary resources we charge a minimal fee for the children to attend.

We are able to offer a variety of sporting activities including netball, football, rounders and kwik cricket. Other activities offered to children during the year usually include drama, gardening, orchestra, art club and recorders.