



ST. OSWALD'S CATHOLIC PRIMARY SCHOOL (VOLUNTARY AIDED)



Parent / Carers Handbook

Headteacher: Mrs J. Hassan
Deputy Headteacher: Mrs. L Morgan-Hillam
Assistant Headteacher: Mr. C Goulding
Chair of Governors: Mrs. C Travis

Love Jesus

Love Learning

Love Each Other

SCHOOL PROSPECTUS AND
PARENT / CARER HANDBOOK

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The information contained in this prospectus was accurate at the time of printing, but it should not be assumed that no changes will take place before the start of the 2021/22 school year or in subsequent school years. Throughout the Prospectus there is consideration of Health and Safety.

A warm welcome to St. Oswald's Catholic Primary School

On Behalf of the whole community of St. Oswald's Catholic Primary School I would like to welcome you and your child to our school. At St. Oswald's we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives and are equipped with the skills and abilities to shape the world they live in. We pride ourselves on our excellent links with parents and we offer lots of opportunities for you to come in- to school to share your child's learning journey with them.



The very best schools are the ones in which the whole school community work together and at St. Oswald's we are proud of our strong links and good relationships with our families and parish community.

St. Oswald's Catholic Primary School "is a good school, there is a welcoming and happy atmosphere. The positive ethos of the school is evident in all aspects of school life and there is a purposeful aspect to all lessons." **Ofsted July 2017**

Our School

St. Oswald's is a Catholic School under the trusteeship of the Archdiocese of Liverpool. It is maintained by Wigan Council. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority. For the school's year commencing September 2021, the Governing Body has set its admissions number at 50.

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. The school will help the children develop fully as human beings and prepare them to undertake their responsibilities as Catholic in society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the faith of this school to apply for and be considered for a place here.

Mission Statement

LOVE JESUS LOVE LEARNING LOVE EACH OTHER

“We are a learning community promoting the Gospel values of mutual trust, care and respect.”

This vision has to be shared by all the school community through the following aims:

- *To be committed to honesty and responsibility in all relationships.*
- *To provide a rich, stimulating and exciting curriculum which challenges every pupil to achieve their maximum potential.*
- *To create a family ethos with a caring and welcoming atmosphere that gives us all a sense of belonging.*
- *To provide a calm, safe environment for every person to grow, learn and feel valued.*
- *To provide each individual with the life skills necessary to become a responsible citizen and committed member of the church.*
- *To provide opportunities to form links with local, national and international communities, developing our understanding of the world beyond our school.*



Our Code of Conduct

“THE OZZIE’S WAY”

Hardworking, even if it’s tricky.

Always being kind and helping each other.

Positive, “I can” attitude.

Polite manners and good behaviour.

You can follow, “The Ozzie’s Way.”

Staffing Organisation

The Governing Body:

The remit for the Governing Body is to ensure clarity of vision, ethos and strategic decisions are maintained. Hold the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff. To oversee the financial performance of the school, making sure school budget is well spent.

Chair of Governors	Mrs C Travis
Vice Chair	Miss J Allen
Staff Governor	Mrs E Hart
Foundation Governors	Father J Gorman, Deacon P Blinston, Mrs C Hughes, Mr D Hughes, Mrs S Blinston
Parent Governors	Mr N Holding, Dr A Wilkinson
LEA Governor	Mrs C Fletcher

Teaching Staff:

Name	Class Responsibility	Leadership Roles
Mrs J Hassan		Headteacher / Safeguarding Officer
Mrs L Morgan-Hillam	Eagles - Year 6	Deputy Head / KS2 Leader / Maths Leader
Mr C Goulding	Seagulls - Year 5	Assistant Head / Pastoral / Inclusion Leader
Mrs K Colothan	Eagles - Year 6	Reading Leader
Mrs R Silver	Owls - Year 5/6	PSHE&C Leader Children's Co-Ordinator Rainbows
Mrs G Barton	Seagulls - Year 5	Social, Emotional and Mental Health Leader
Miss R Clegg	Magpies - Year 4	
Mrs H Grindley	Starlings - Year 3/4	P.E. Leader
Mrs P Atherton	Blackbirds - Year 3	R.E. / Collective Worship Leader
Miss D Knott	Wagtails - Year 2	Geography / Eco Leader
Miss V Lea	Robins - Year 1/2	KS1 Leader / Trainee Teacher Leader Science Leader
Mrs K Wibberley	Sparrows - Year 1	Computer Studies Leader
Mrs J Gill	Owlets - Reception	Early Years Leader
Mrs E Hart	Eaglets - Reception	D.T. Leader and Art Leader
Mrs K Fox	PPA Cover Teacher	History Leader
Mrs A Mazou	French Teacher	

Learning Support Staff:

Name	Class Responsibility	Additional Roles / Responsibilities
Mrs J Donlon	Eagles - Year 6	Cover Supervisor / Website
Mrs K Harris	Owls - Year 5/6	Cover Supervisor
Mrs L Smith	Owls - Year 5/6	Lunchtime Supervisor
Mr T Little	Owls - Year 5/6	1:1 Support / Sports TA
Mrs A Harrison	Seagulls - Year 5	1:1 Support / Lunchtime Supervisor
Mrs D Brearton	Seagulls - Year 5	First Aider / Rainbows
Mrs M Catterall	Magpies - Year 4	
Mrs L Costello	Magpies - Year 4	Cover Supervisor
Mr M Ode	Starlings - Year 3/4	Computing and Social Media TA / Cover Supervisor
Mrs J Jackson	Blackbirds - Year 3	Cover Supervisor
Mrs B Dean	Wagtails - Year 2	Lunchtime Supervisor
Mrs A Davies	Robins - Year 1/2	
Mrs L Osborne	Sparrows - Year 1	Cover Supervisor
Mrs J Ridings	Owlets - Reception	Cover / Lunchtime Supervisor
Miss A Woolley	Owlets - Reception	Lunchtime Supervisor
Mrs J Hanway	Eaglets - Reception	Cover Supervisor

Other Support Staff:

Name	Position
Mrs K Crompton	School Office Manager
Mrs S Asquith	School Admin Assistant
Mrs S Weaver	School Caretaker / Premises Manager
Mrs M McKnight	School Cleaner
Miss J Weaver	School Cleaner
Mrs W Flannery	School Cook
Mr J Ashcroft	Kitchen Assistant
Ms S Elliott	Lunchtime Assistant
Mrs K Ashcroft	Lunchtime Assistant / School Toast
Mrs C Walker	Lunchtime Assistant

The School Day

Foundation Stage and Key Stage 1

Morning Registration	8.50 am - 9.00am
AM Teaching Time - 2h 30m	9.00am - 11.45am
PM Teaching Time - 2h 30m	12.45pm - 3.30pm
AM Break Times	10.00am - 10.15am
Lunch Time	11.45am - 12.45pm
PM Break Time	2.30pm - 2.45pm

Key Stage 2

Morning Registration	8.50 am - 9.00am
AM Teaching Time - 2h 45m	9.00am - 12.00pm
PM Teaching Time - 2h 15m	1.00pm - 3.30pm
AM Break Times	10.15am - 10.30am
Lunch Time	12.00pm - 1.00pm
PM Break Time	2.30pm - 2.45pm

Parents should ensure children arrive promptly, school registration opens at **8:50am** and closes at **9:00am**. Children arriving after this time must sign in at the main entrance to receive their attendance mark, this will show as **L** (Late). The morning register closes at 9:30am, pupils arriving after this time will be marked as a **U** (Late after register closes). At the end of the day, all pupils are dismissed from the class door. Year 5 and 6 pupils who walk home alone, parents must notify school prior to dismissal.

School Attendance and Punctuality

We have an excellent attendance record at St Oswald's, children's attendance and punctuality is vital to their learning and is monitored each half term.

Punctuality and attendance of students is vital for their learning and progression, it also prevents disruptions within the learning environment for both themselves and other members within the class. Attendance and lateness records are monitored weekly by the school office and reported to the pastoral team. Children with poor attendance or persistent lateness parents/carers will be contacted by the school and asked to attend a meeting to discuss their child's attendance, support will be provided if necessary either by the school or other outside agencies, if no reasonable improvements are made, the school will issue an Educational Penalty Notice. This is a Local Authority policy.

Sickness Reporting

Absences due to sickness, parents or carers should contact school before 9.30am on the first day, either by telephone or the online absence reporting system stating the reason for absence. On the child's return to school a written note detailing the dates, reason for absence and signed by the parent/guardian should be handed in to the school office - this is legally required.

If school has not been informed of a child's absence then the school administrative staff will contact parents/guardians to understand the reasons for absence. If no contact has been made after 3 days, other outside agencies will be contacted by the school. This is in the interest of Safeguarding, Health and Safety and Attendance.

Medical Appointments

If a child has to be absent for medical, dental or other appointments absence will be granted as authorised; advance notice is required for authorising these absences. Whilst realising that it is not always possible to do so, we encourage parents/guardians to make these appointments outside of school hours where possible. A parent or named representative must collect the child from the school premises.

If a child is absent during morning registration it is the parent/guardian responsibility to order a school lunch online or by phoning the school office before 9.30am if required or send the child in to school with a packed lunch if returning to school before lunchtime.

Holidays in Term Time

Holiday absence during term-time interrupts the continuity of teaching and learning, disrupts the educational progress of individual children and creates disruption in school. Working alongside the Local Authority we aim to minimise the amount of time lost to term-time holidays.

The school asks for family holidays to be taken within the normal school holiday periods, however, we do understand there may be very occasional legitimate reasons to request leave during term time.

Written requests should be made to the headteacher outlining the dates of absence and reason for leave during term time. The Headteacher will consider each application individually, taking into account the specific facts, circumstances and relevant context behind the request. Leave may be granted and authorised under exceptional circumstances, granted as unauthorised with no Educational Penalty Notice (EPN) issued or where the child's attendance is a concern the leave will be granted as unauthorised with a EPN issued.

Visiting School and Parking

- Please use the Access Controlled Gate on the KS1 playground. Press the intercom button and speak to the office staff.
- Please enter School by the Main Entrance and use the bell to gain attention. You will be asked to sign in and out by the school administrative staff. No access is permissionable through classroom doors. No dogs are to be brought onto the playground.
- There are informal opportunities to visit school including class assemblies, concerts and contact at the start and end of the school day.
- Formal opportunities include, parent interviews and specific appointments with Head and Deputy Head, Assistant Heads or Class teachers. Appointments have to be made through the School Administrative staff at the office. School will determine who is the most appropriate person for you to see.

Please note the school car park is out of bounds for all children. There is limited space on the car park and therefore it is not available for parents to park on. We have a problem with traffic congestion in Council Avenue. We ask parents for co-operation in this matter. We continually liaise with the Police and Highways Department, the parent consultation group and Local Community. Governors cannot accept responsibility for cars left on the car park.

General Organisation

We have 11 classes in our school. These classes are of mixed ability and some mixed age groups (e.g. Y5/Y6) are in the same class. Due to increasing pupil numbers on roll and the demands of class size it is necessary to have mixed age classes. Children are not kept down in mixed age classes nor are they at any disadvantage.

The Senior Leadership Team determine which class pupils are in. This is based on a variety of criteria including, age, ability and balance of boys and girls, Class teachers are also consulted in the process.

Each class has a curriculum appropriate to the children's needs in all subjects following the principles laid down by the National Curriculum, the Archdiocese and, for under 5's, the Foundation Stage Curriculum. Teacher Assessment is on-going and pupil progress is carefully recorded and monitored. Teachers have a secure knowledge of assessing pupil progress. Assessment for Learning has a high priority. Children are taught using a variety of teaching methods: as a class, as a group or at an individual level. Pupils may be grouped within class for some subjects according to ability to ensure each pupil achieves their potential.

The Senior Leadership Team and Subject Leaders, through evaluating and monitoring pupils' work, talking to pupils and analysing test results, look closely at individual pupil progress alongside the class teacher to raise pupil achievement. Pupils in all classes have appropriate targets to help their progress.

Within the school there is a clear management structure. The Senior Leadership team includes: Headteacher, Deputy Head, Assistant Head and Business Manager. The Senior Management Team consists of the Inclusion manager, Early Years leader, Keystage One Leader, English and Maths Leaders and RE Leader. There are clearly defined staffing responsibilities. These include Key Stage Leaders, Subject Leaders and an Inclusion Leader. Governors visit the school to monitor the teaching and learning and closely monitor pupil progress – Governors have specific roles.

Each class has timetabled support from trained Teaching Assistants who according to their level of training will support/ supervise individuals, groups or classes.

The school provides work experience for student teachers, teaching assistant students and secondary age pupils.

The school has a strong mentoring/coaching ethos.

CLASS ORGANISATION

Reception	Eaglets	Y3	Blackbirds
Reception	Owlets	Y3/Y4	Starlings
Y1	Sparrows	Y4	Magpies
Y1/Y2	Robins	Y5	Seagulls
Y2	Wagtails	Y5/Y6	Owls
		Y6	Eagles

Religious Education



St. Oswald's Catholic Primary School is an integral part of the life of the parish of St. Oswald and St Edmund Arrowsmith, supporting and promoting Catholic ideals and the examples of Jesus to be followed in all aspects of daily life. Throughout the school year, pupils will attend church for Class Masses and celebrations. Parents, carers, families and members of the community are always welcome to attend these events.

Our parish priest, Father John Gorman, Deacon Paul, and Deacon Jim, are very much a part of our school community.

St. Oswald's School is a Catholic Primary School and as such provides for the necessary instruction and practice of the Catholic Faith. Religious Education is provided within the timetable according to the syllabus authorised by the Archbishop of Liverpool, namely "Come and See" .

In our last RE Inspection (November 2018), the judgement was that St. Oswald's was providing outstanding provision for R.E.

The children celebrate a class assembly once each term and the Parish Deacon visits the school on a regular basis. We also have class Masses for Upper Key Stage 2 pupils. The children participate fully and actively at the level of their own development and understanding. Class Masses are also part of the liturgical experience and parents are always invited to attend. Parents are kept informed termly about their child's progress in religious education.

Throughout Key Stage 2 children are invited to serve as altar servers, taking part in the full life of the school and the wider Parish community. Following the Archdiocesan programme "With You Always" pupils at Year 4 have been prepared for Reconciliation and the Eucharist. Preparation for the Sacraments takes place through workshops involving pupils, parents/carers. The Parish Catechists lead this and school closely liaises with the Parish.

There are separate Foundation, Key Stage One and Key Stage Two Collective Worship times with SMT members each week. Foundation Stage Collective Worship also takes place separately. Collective Worship is timetabled each day. We have a Collective Worship Leader and Governor.

Parents do have the right to withdraw their child from Religious Education and Collective Worship. Parents need to liaise with the Headteacher if this is to be requested. Pupils, staff and parents take part in events, activities which contribute to the Catholic Life of the school and fulfil our Mission Statement.

Pupil With Special Needs / Disabilities

Some children will have special educational needs in terms of learning , behaviour, emotional needs, medical or physical. Special emphasis is placed upon the early identification of these children and applies to less and more able. As far as possible we select, devise and monitor appropriate learning experiences and programmes of work. The aim is to ensure all pupils realise their full potential.

There is close liaison with the Class teacher, the Inclusion Leader, Subject Leader, parents and if necessary, the School Psychological Service and Learning Support Service and other agencies.

Our intention is to create the opportunities for each pupil to realise his / her potential as a individual. We follow Local Authority / Archdiocese guidance in terms of Inclusion and Access. To do this the process involves :-

- Scrutiny by Senior Leadership Team / Subject Leaders / Class teachers of objective tests results and targets kept on the Schools Data Bases ensuring progress is maintained termly
- Teacher Assessment; detailed information is kept on Assessment of / for pupil learning. These are evaluated and impact on classroom practice. Assessing Pupil Progress has a high profile
- Procedures for pupils' transition class to class and school to school are followed
- On-going match between previous pupil performances and current performance are monitored each term
- Monitoring and Wave interventions take place – monitored by the Inclusion Manager
- Pupils are involved in progress meetings and target settings
- We keep clear mapping provision of support through Teaching Assistants
- The SEND Governor liaises and monitors the provision and policy

AT ALL STAGES WE CLOSELY INVOLVE PARENTS THROUGH REVIEW MEETINGS, THREE PARENT INTERVIEWS, TWO INTERIM REPORTS AND AN ANNUAL REPORT. SEPARATE MEETINGS ARE ARRANGED WITH THE INCLUSION MANAGER / ASSISTANT HEAD FOR PASTORAL CARE.

More able Children

More able pupils are defined as pupils who display learning strengths and abilities in one or more area beyond the majority of their year group.

As a school, we are committed to raising standards in all aspects of children's development. We encourage them to maximise their potential and achieve success.

To identify such pupils there is close liaison between class teachers, Inclusion Leader, Headteacher, parents and outside agencies.

In order to cater for pupils, work is differentiated, including 'mastery' type activities to allow children to further deepen their knowledge and understanding and apply this to a wide range of contexts. Where necessary school will determine the appropriate class and groupings.

We provide dated events throughout the school year devoted to challenging our More Able pupils and the progress of this group of children is carefully monitored.

Pastoral Care

St. Oswald's is a caring school and the well-being of our pupils is a priority. We have a shared responsibility between all members of staff who strive to provide a safe, happy and secure environment for all pupils through the structures and systems provided. Class teachers, with support, assume the pastoral care of the children in their class. Children with problems for example are aware of systems/ people who will help. At dinnertime the Lunchtime Assistants assume this role alongside Senior Leadership Team and liaison with Class teachers takes place as appropriate. The ethos of the school enables pupils with concerns to feel secure enough to share them with an appropriate adult.

We have an Assistant Head whose role is Pastoral care. Some staff have been trained in Rainbows and we run a group to support children who have suffered loss, this can be through either bereavement or family breakdown. We involve outside agencies such as the Child Mental Health Team and Counselling. We are an Emotionally Aware School- all our staff are trained to support children with identified emotional needs.

Curriculum

The Curriculum provision takes into account the Foundation Stage Curriculum 0 – 5, National Curriculum, Archdiocesan Guidelines and LA Guidance.

There are three Key Stages in the Primary School - Foundation Stage, Key Stage One and Key Stage Two. We teach Religious Education and all Core and Foundation subjects are taught in school. Core subjects are: Mathematics, English, Science and Computing. Foundation subjects are: History, Geography, Art, Physical Education, Music, Design and Technology and Personal, Social and Health Education and Citizenship. We continue to teach Financial Education and British Values.

Our Curriculum is broad and balanced. We adjust and amend our Curriculum based on current National and Local requirements. French is taught for Y3 to Y6. We try, through the curriculum, to prepare our children for the opportunities, responsibilities and experiences of adult life in a multicultural society and to incorporate Excellence with Enjoyment. We endeavour to provide cross-curricular links in all subjects. We emphasise planning for skills across the curriculum. The school places a high priority on financial education and provides timetabled opportunities for this.

All subjects have Curriculum Leaders i.e. members of staff whose focus is the monitoring and evaluation of those subjects throughout the school. Each subject is well resourced and the commercial schemes used are carefully matched to programmes of study. Examples of our rich curriculum can be seen by visiting our school web site www.stoswaldswigan.co.uk and our Twitter site @saintoswalds

Foundation Stage:

The Foundation Stage curriculum covers the 3 prime areas:

Personal and Social Development (Managing Feelings and Behaviour, Making Relationships, Self Confidence and self awareness), Physical Development (Moving and Handling, Health and Self Care) and Communication and Language (Listening and Attention, Speaking and Understanding.)

The specific areas are: Literacy (Reading and Writing), Mathematical Development (Numbers and Shape, Space and Measure), Understanding the World (People and Communities, The World and Technology), Expressive Arts and Design (Exploring and Using Media and Materials and Being Imaginative).

Along with the prime and specific areas we take into consideration how the children learn:

- Playing and exploring
- Active Learning
- Critical Thinking

Discipline / School Rules

When a child is admitted to the school, parents place the Headteacher and Staff “in loco parentis”, that is, in their place, as guardians of the child. We accept this responsibility and take it very seriously and is indicated in our Mission Statement. The school has an agreed policy on discipline and a Code of Conduct- The Ozzie’s Way. The Home/School Contract is reviewed annually and copies are sent home at the beginning of each academic year. Each class has access to CPOMs database, behaviour is recorded including positive comments and pupil targets. Lunchtime Assistants also record lunchtime behaviour. A high standard of behaviour is expected. As a school we take a positive viewpoint. We reward desired behaviour and deal appropriately with undesirable behaviour. Pupils share in the compilation of procedures which, in general, are designed for the safety of children and respect for each other, the building and its contents.

Parents are made aware of the Mission Statement and Code of Conduct/Ozzie’s Way during the Newstarter Meeting, Newsletters and Assemblies. If there is a problem in this area we always try to inform parents and ask for their support. It is essential that school and parents are united in carrying out the school’s discipline policy. Discipline is ultimately the responsibility of the Governors and the Headteacher. We use the termly Parent Interviews, interim reports and annual report to inform parents regarding pupil behaviour. No pupil’s bad behaviour should prevent them or others from achieving their learning potential.

Behaviour is dealt with regard to the age of the pupil and the severity of the incident. In a minority of cases the pupil maybe internally excluded from the classroom. This maybe for a session or a day. It is our policy that the class teacher with the Headteacher accepts the pupil back into the class. Debarment at lunchtime, temporary or permanent exclusions are dealt with following both National and Local guidelines.

SCHOOL UNIFORM

White Shirt—long or short sleeved
Royal blue jumper or cardigan
Blue and yellow school tie
Grey trousers/ grey skirt / grey pinafore or blue kilt
Summer dress – blue or yellow gingham
White socks / grey socks/grey tights in winter
Black/Blue coat/anorak/fleece for outdoor
Black sensible shoes

PE KIT:

Indoor PE kit is blue shorts, school PE top and black pumps. Outdoor PE kits include blue/black tracksuit bottoms or leggings, hoodie and trainers.

You have the choice to obtain uniform from anywhere. Slaters, Sportsline and Topaz Embroidery Ltd supply our uniform with the embroidered school badge. Fleeces and waterproofs are also available from some suppliers. Please note fleeces are for outdoor wear only. In the winter months black boots may be worn, but pupils will need to change into suitable indoor footwear. If trainers are worn they should be black. Reading bags and pump bags, in royal blue are also available to buy.

HAIRSTYLES

In terms of standards in school it is reasonable to request that extreme hairstyles are to be avoided. Girls with long hair should be tied back or in plaits with appropriate blue/grey/ yellow accessories. Boys hair should be a short style (not shaved) – no extreme gelled or highlighted styles.

VALUABLES

Items of value are best left at home. School cannot accept responsibility for valuables. Rings, earrings and various other items of jewellery present particular problems in terms of pupil safety and security especially during PE . Watches are permitted but must be removed during P.E. Ashton Leisure Centre do not allow pupils to enter the pool wearing earrings. This is Wigan Leisure Culture Trust’s policy and it must be adhered to.

Pupil Safety

SAFEGUARDING

In school, procedures are set down to ensure the Health and Safety of your child. In the event of your child being involved in a minor accident, you will be notified, by an accident form, at the end of the day. We always err on the side of caution where accidents to your child are concerned. The L.A. are informed when it is appropriate. In the case of more serious accidents we contact parents through contact numbers provided. It is important we have up to date contact information. We inform parents if their child has had a head bump.

CONSENT FORMS

Consent forms for field trips, photograph usage and media forms will be required to be completed at the start school, these can be amended throughout your child’s time at school Field trips, photographs etc. will be issued in the Autumn term and you are asked to sign and return them to school.

CONTACT INFORMATION

When your child starts school you will be required to fill in a contact / medical form which will provide school with the necessary information we need if your child is ill during school time. In such cases we contact parents by telephone. These forms will be sent home annually to be updated. If you do change address / telephone numbers we would be grateful if you could inform us. We also have a school texting system and email to keep parents informed with reminders and updates of any events happening within school.

MEDICINES IN SCHOOL

Following advice received from Professional Associations and Wigan L.A Guidelines teaching staff are not permitted to administer medicines to pupils in school. There may be limited circumstances when medicine can be in school. Please contact school with queries in this area. We look at each case individually but have to consider the professional guidance we are given. It will be necessary to fill in a required LA form if medicine is to be given. Pupils with Asthma inhalers will be supervised. Inhalers are kept in the class. Other medication is kept in the safe environment of the Office with access at all times. The Headteacher, Deputy Headteacher, School Business Manager and Office Admin will administer medication to your child.

Parental Involvement

Parents will have access to a their child's work at regular intervals during the year. Achievements outside school are recognised in assemblies and in class. At Foundation Stage, a file of your child's Learning Journey is sent home each term. Parents have the opportunity to contribute to this file. All pupils have access to our remote learning platform, Seesaw. Homework is set via Seesaw.

At St. Oswald's we value the support given to the school by our parents in many ways. We are committed to developing the home/school partnership. This partnership, is crucial for the continued development of the school and its pupils and staff. We try to encourage the involvement of all parents in an atmosphere of mutual support and responsibility for their child's education. School has two newsletters, Early Years and Whole School.

We encourage full parental support of Staff and Governors of St. Oswald's Catholic Primary School in carrying out the aims and objectives of the school's Mission Statement and its Code of Conduct. We send home each Autumn term the Home - School Contract for parental and pupil involvement.

PARENT HELPERS IN SCHOOL

Parents are invited to help in school on a regular or occasional basis, by assisting with various activities - art and craft, cookery, library visits, helping to supervise on educational visits, and helping to escort Key Stage 2 children to and from the swimming baths, on a rota basis. Parents always work under the direct supervision of the class teacher. We follow national / local guidelines in terms of security checks. Parents working in school must be prepared to undergo DBS clearance checks. Parents who are completing teaching assistant college based courses are also provided with a placement and are also required to undergo DBS clearance checks.

PARENTS' VISITS TO SCHOOL

There are opportunities after class assemblies to view pupils' work with your child.

.There are three parent interviews a year in October, February/March and July. Pupils attend interviews Y1 to Y6. to discuss targets and progress.

You can arrange an appointment to see members of staff. In the first instance this is usually the Class teacher / Deputy/Assistant Headteachers. You can arrange a meeting at a mutually convenient time through the School Administration staff. During the school day a teacher's main role is with the children.

Invitations to Concerts, Sports Afternoons, Newstarter Induction Inspire programmes are sent out.

PARENT COUNCIL

We have an established Parent Consultation Group to consult parents on issues. These meetings take place termly. The membership represents all groupings in the school.

PTA

We have a PTA committee who are committed to raising additional funds for school in order to further benefit the children. All parents are welcome to join the PTA. Parents can offer to help on a regular or an occasional basis.

IN SCHOOL DEVELOPMENTS

Minutes of Governors meeting are available. Parents also have the opportunity to complete questionnaires / questions re. pupil progress and attitude to school. These are distributed termly. Information about topics to be covered in subjects are sent home via the Newsletters or letters and are also put on the website. Workshops also take place in English, Maths, R.E., Computing, Relationships and Sex Education, and Performing Arts. Inspire meetings take place for all areas of learning in the Foundation Stage

Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Rationale for homework

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the White Paper, 'Excellence in Schools,' where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents.

One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of extra-curricular and out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future.

Types of homework

We set a variety of homework activities. We encourage the children to read every night by giving them books to take home to read with their parents. Children learn spellings or mathematical tables as part of their homework. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the Internet. We set literacy and numeracy homework routinely each week on Seesaw and we expect the children to consolidate and reinforce learning done in school through practice at home.

Reading books are sent home each Tuesday and have to be returned with the completed homework by the following Monday. We ask for a reading diary to be completed and returned each week with the reading book. We provide a supervised Homework Club on a Thursday lunch time for those pupils who have had difficulty completing homework tasks. From January to May school funds Y6 Homework/Booster classes twice a week for 1 hour. In these sessions school supports parents by doing the night's homework with their child.

Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any problems or questions about a particular homework task, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher.

Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the Governing Body.

Monitoring and review

It is the responsibility of our Governing Body to agree and then monitor the school homework policy. The committee of the Governing Body that deals with curriculum issues does this. Parents complete a questionnaire during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our Governing Body may, at any time, request from our Headteacher a report on the way homework is organised in our school.

Educational Visits

Y6 School Venture Break



For a number of years Y6 children have had the opportunity to attend a Venture Break during their final year. Instruction in a variety of skills not available in school is given during this time e.g. zip wire, nightline, trapeze, crate challenge, archery, canoeing, climbing and abseiling. The residential centre has a full educational programme together with an organised and supervised social evening programme. This venture break provides all pupils with varied targeted learning opportunities.

Swimming Y3 / Y4

Children will be given an opportunity to attend a swimming course at Ashton Leisure Centre. We follow the rules and regulations as set down by the Swimming Pool. Changing room supervision is by poolside staff with the teachers responsible overall. Certificates of competence are awarded by the Wigan Education Authority. We pay into a Service level agreement for supervision in the changing rooms. Swimming shorts for boys are not permitted by Ashton Leisure Centre. Pupils are expected to achieve the National Swimming Standard.



Extra curricular Activities

There are a variety of extra - curricular activities which try to encompass all tastes and abilities. These will develop and continue using the skills of teaching staff and external experts. We promote, via Newsletters, all the available activities in the Ashton and Bryn area. We provide the venue for our breakfast and afterschool club, Care, Love, Learn, during term time and Holiday Club during school holidays.

Musical productions, Christmas plays, carol concerts and assemblies take place at various times during the school year. All children take part in these productions.



During lunchtime and after-school there are numerous clubs for children to participate in, these include:

- Boys and Girls Football practice and games
- Sport Cool
- School Choir
- Judo / Karate
- Fencing
- Music Instruments e.g. Brass, Piano, Guitar
- Rugby
- Cricket
- Foundation Creative Club
- Sacramental workshops
- KS1/KS2 Key skills
- Rainbows Bereavement
- Volleyball
- High 5's
- Traditional Games
- Maths Club
- Athletics
- Healthy Food club
- Fundamental Sports Skills
- Performing Arts Club
- Zoo Club
- Outdoor Skills Club

Additional Information



Care Love Learn at St Oswald's aim to provide the best quality Out of School Club for the children we care for within a safe, caring, loving and stimulating environment, which is fully inclusive and accessible to all.

Breakfast club is available from 7.30 and afterschool club is until 6pm. During the school holidays the holiday club is open daily between 7.30am and 6pm. For further information please visit the website at www.carelovelearn.com

We also work with First Steps and the YMCA Breakfast and Afterschool clubs.

Liverpool Archdiocese have introduced a Sacramental Preparation programme "With You Always". The children are prepared by the Parish Sacramental Team

We are accredited with the Silver School Games Mark Award for our commitment, engagement and delivery of competitive school sport in 2017/18

Educational Visits are arranged to compliment the topics for the term.

We fund the Wider Opportunities Programme, a music programme for all our Y4 pupils to learn to play the guitar.

We have a secure Twitter @saintoswalds account which you can request to be included in.

Compliments and Complaints

The school Compliments and Complaints Policy is published on the school website. A paper copy is available, on request, from the school office.

It is always good to receive positive feed-back, this can be given verbally or in writing to the school office. It is encouraging to hear when situations go well and are appreciated, and your comments will always be shared with staff and pupils where appropriate. There is also an opportunity to give compliments through our regular questionnaires or Parent View. For ease of use, a template compliments form is attached to the end of this policy.

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to St. Oswald's about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure. This procedure complies with Section 29 of the Education Act 2002.

Any complaint should initially be addressed through an appointment with the Class teacher. In the event of the problem remaining unsolved, parents can then arrange to see Key Stage Leader / Assistant Head / Deputy Head. In the event of the problem remaining unsolved a meeting can be arranged with the Head / Deputy Head / Assistant Head. The next stage would be for parents to put the complaint in writing to the Headteacher. Ideally we use all stages but circumstances may determine immediate intervention by the Head / Deputy Head. The matter will then be dealt with in accordance with the procedure laid down by the 1996 Education Act, Headteacher, then Chair of Governors. Complaints sent elsewhere will always be referred back to the School and Headteacher. A full copy of the School Complaints Policy is available from the school website or can be requested from the School Office.

ST OSWALD'S CATHOLIC PRIMARY SCHOOL

ADMISSION POLICY AND ARRANGEMENTS 2021/2022

ST OSWALD'S is a Catholic School under the trusteeship of the Archdiocese of Liverpool. It is maintained by Wigan Council. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority. For the school's year commencing September 2021, the Governing Body has set its admissions number at 50.

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. The school will help the children develop fully as human beings and prepare them to undertake their responsibilities as a Catholic in society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the faith of this school to apply for and be considered for a place here.

ADMISSIONS TO THE SCHOOL will be determined by the Governing Body. Parents must complete a Local Authority Preference Form or apply online via the website www.wigan.gov.uk following the links. If you wish to have your application considered against that school's faith/denomination criteria then you should **ALSO** complete the Supplementary Form which is available from the Local Authority and the school. All preferences listed will be considered on an equal basis and, where there are more applications than the number of places available, the following set of OVERSUBSCRIPTION CRITERIA will be applied:

1. Looked After Children and previously Looked After Children.
2. Baptised Catholic children who have a sibling in the school at the time of admission.
3. Baptised Catholic children resident in the parish of St. Oswald & St. Edmund Arrowsmith, Ashton-in-Makerfield.
4. Other baptised Catholic children.
5. Other children who have a sibling in the school at the time of admission.
6. Children from other Christian denominations. Proof of Baptism in the form of a Baptismal Certificate or confirmation in writing that the applicant is a member of their Faith community from an appropriate Minister of Religion is required.
7. Children of other faiths. An appropriate Faith Leader would need to confirm in writing that the applicant is a member of their faith group.
8. Other children.

If it is not possible to offer places for all applications within any criteria above then places will be allocated to the children who live nearest to the school. The distance will be measured in a straight line from the child's home address to a central point at the school using Wigan Council's Geographical Information System (GIS) which is based on Ordnance Survey. In the event of distances being the same for two or more applicants where this distance would be last place/s to be allocated, we will use a system to randomly pick who will be offered a place.

Children with a Statement of Special Educational Needs or Education Health Care Plan that names a school will be offered place without using the admission criteria and will count as part of the school's published admission number.

Notes:

- All applications will be considered at the same time and after the national closing date. Applications received after that date will be **treated as late applications** and will not be considered until **after** the main allocation of places has taken place. The only exception to this will be applications for looked after children that are received by the date stated in the Local Authority Admissions Booklet.
- A Looked After Child is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their Social Services functions (under section 22(1) of the Children Act A previously Looked After Child is one who immediately moved on from that status after becoming subject to an adoption, child arrangements order or special guardianship order.
- For a child to be considered as a Catholic evidence of a Catholic Baptism is required. Baptism should take place before the closing date for applications.

A Baptised Catholic can also be defined as one who has been baptised by the Rites of Baptism of one of the various Churches in communion with the See of Rome (cf Catechism of the Catholic Church 1203). Written evidence of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place.

Or

A person who has been baptised in a separate ecclesial community and subsequently received into full communion with the Catholic Church by the Rite of Reception of Baptised Christians into the Full Communion of the Catholic Church. Written evidence of their reception into full communion with the Catholic Church can be obtained by recourse to the Register of Receptions, or in some cases a sub-section of the Baptismal Registers of the Church in which the Rite of Reception took place.

- The Governing Body will require written evidence in the form of a Certificate of Reception before applications for school places can be considered for categories of 'Baptised Catholics'. A Certificate of Reception is to include full name, date of birth, date of reception and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of reception.
- Those who have difficulty obtaining written evidence of baptism for a good reason, may still be considered as baptised Catholics but only after they have been referred to the parish priest who after consulting with the Episcopal Vicar, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.
- Home Address is considered to be the address where the child normally lives. Where care is split and a child moves between two addresses, the household in receipt of the child benefit would normally be the address used but the admission body reserve the right to request other proofs as fit the individual circumstance. Applicants should not state a childminder's or other relative's address.
- Sibling is defined in these arrangements as full, half or step brothers and sisters, adopted and foster brothers and sisters who are living at the same address and are part of the same family unit. This does not include cousins or other family relationships.
- A waiting list for children who have not been offered a place will be kept and will be ranked according to the Admission Criteria. The waiting list does not consider the date the application was received or the length of time a child's name has been on the waiting list. This means that a child's position on the list may change if another applicant is refused a place and their child has higher priority in the admissions criteria. The waiting list will be retained until at least the end of December of the relevant year of the admissions process.
- For 'In Year' applications received outside the normal admissions round, if places are available they will be offered to those who apply. If there are places available but more applicants than places then the published oversubscription criteria will be applied. A waiting list for those who have not been offered a place will be kept until the end of the relevant academic term.

- If an application for admission has been turned down by the Governing Body, parents can appeal to an Independent Appeals Panel. Parents must be allowed at least twenty school days from the date of notification that their application was unsuccessful to submit that appeal. Parents must give reasons for appealing in writing and the decision of the Appeals Panel is binding on the Governors.
- The Governing Body reserve the right to withdraw the offer of a school place where false evidence is received in relation to the application.
- It is the duty of governors to comply with regulations on class size limits at Foundation Stage and Key Stage One. The Governing Body may exceed the regulations for twins and children from multiple births where one of the children is the 30th child admitted. This also applies to in-year applicants who are looked after/ previously looked after, children of UK service personnel or children who move into the area for whom there is no other school available within a reasonable distance.
- If a child is a “summer born child”, parents can request that the date their child is admitted to school is deferred to later in the school year. However, the child has to start school before the end of that school year. If a parent wishes their child to be educated out of their normal school year (kept back a year), they must discuss this with the school before applying. However, the decision on this rests with the school (para 2.17 of the Admissions Code).
- Parents may request that their child attend school part-time until he/she reaches his/her fifth birthday.

School Term Time Dates 2020—2021

AUTUMN TERM 2020 (73 days)

OPEN	Wednesday	2nd September 2020
Half-Term Close	Friday	23rd October 2020
Re-open	Monday	2nd November 2020
CLOSE	Friday	18th December 2020

Inset Day Tuesday 1st September 2020

SPRING TERM 2021 (55 days)

OPEN	Thursday	7th January 2021
Half-Term Close	Friday	12th February 2021
Re-open	Monday	22nd February 2021
CLOSE	Wednesday	31st March 2021

Inset Day Wednesday 6th January 2021

Inset Day Thursday 1st April 2021

SUMMER TERM 2021 (62 days)

OPEN	Monday	19th April 2021
Half-Term Close	Friday	28th May 2021
Re-open	Monday	7th June 2021
CLOSE	Wednesday	21st July 2021

Bank Holiday Monday 3rd May 2021