

Welcome To



Saxton Church of England Primary School



The STAR
MULTI ACADEMY TRUST

Part of the STAR Multi-Academy Trust

and the

*Monk Fryston & Saxton Federation of Church of
England Primary Schools*

Prospectus 2019-2020

Saxton Church of England Primary School

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The STAR Multi-Academy Trust

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Welcome to Saxton Church of England Primary School

Thank you for considering our school for your child. We take great pride in being able to provide excellent standards of education and care for our children, and work hard to achieve the best possible outcomes for everyone in our community. We are keen to develop effective partnerships with our parents and families so that together we can meet our high expectations of behaviour, development and achievement.

Since September 2019 our school has been federated with Monk Fyston CE Primary School, which is also in the STAR Multi Academy Trust. This means that the school share a common leadership team and governance. We believe that sharing resources, skills and expertise across both schools will enable our children to experience the very highest standard of Church of England primary education. I hope that the following pages will provide you with all the information you need to help you make the important choice about your child's school.

We would be very pleased to show you our school 'in action', with or without your child. Whilst we acknowledge that visits during the school day can sometimes be difficult to arrange, we would encourage you to see how our lessons operate and meet our children.

Please telephone the office to make an appointment.

Rick Weights, Executive Headteacher

Our Vision and Values

Our Christian vision is that:

Everyone who spends time learning and growing at Saxton, becomes a successful individual with the **courage**, **compassion** and **creativity** to make a difference in the future. We are **respectful** of God's world, working together to create a loving and caring **community**.

Our aim:

Across our federation we have a single aim: to develop 'Good people, doing well' (This is inspired by the book of Titus which says, "Titus 3:14 – Our **people** must learn to devote themselves to doing what is **good**, in order to provide for urgent needs and not live unproductive lives.")

Our Values:

Courage

We believe that with God's help and the encouragement of our families, friends and teachers that we can all be courageous, facing challenges and standing up for what is right.

Isaiah 41:14 For I am the Lord your God who takes hold of your right hand and says to you, 'Do not fear; I will help you.'

Compassion

At Saxton school we show compassion by helping people so they feel cared for, just as God cares for us.

2 Corinthians 1:3-4 Praise be to God who comforts us in all our troubles, so that we can comfort those in any trouble with the comfort we ourselves receive from God

Creativity

We value all of our unique talents and use them creatively for our own enjoyment, to give pleasure to others and to make a difference in the world.

1 Peter 4:10 You are like servants who are responsible for using God's gifts, so be good servants and use your gifts to serve each other.

Respect

God has created a beautiful world and we respect his creation by being kind to each other and by looking after the environment.

Matthew 7:12 So in everything, do to others what you would have them do to you

Community

We enjoy being members of a community, building friendships, supporting each other and working together to make the world a better place.

1 John 4:11-12 Dear friends, since God so loved us, we also ought to love one another



School and Church

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values. We have strong links with the Church in Saxton (as it is next door!) and the children visit the church for whole-school collective worship or to take part in Church services.

We were recognised as an 'good' church school at our most recent SIAMS (church) inspection in 2015.

Collective Worship

Children meet daily for collective worship. This is an important part of each day and takes place either in the school hall or in church. This worship takes account of a child's age and experience, and is complementary to work in the classroom. It is Christian in content and we use the same richness of resources for assemblies as those used in religious education lessons in class. We offer children some time for thinking, sharing, listening, stillness and silence.

We have special services in school and church where we celebrate festivals and other key occasions in the church calendar. In this way the children gain an understanding and day to day experience of living in a Christian Community.

The Right of Withdrawal

It is expected that all children, regardless of their religious affiliation or non-affiliation, will take part in religious education and collective worship in our school. However, the right of parents who wish to withdraw their child from this part of the curriculum will be respected. Requests for exemption are unusual as the children do 'miss out' on some of the core experiences of our school.



Our School Prayer:

Lord, This is our school.

A place where we learn and always do our best.

Help us to remember to love and care for everyone here,

To help, to comfort, to be a friend.

Amen

Pastoral Care

The Executive Headteacher, senior leaders, class teachers and non-teaching staff try to establish a caring relationship with each child in an atmosphere that is both friendly and supportive.

You are always welcome in school to visit or discuss any matters that give rise for concern. Every parent is welcome to discuss any aspect of his or her child's progress with either the class teacher or headteacher. Such conversations take place in strict confidence at a mutually convenient time.

Illness and Absence from School

If your child is unwell please do not bring them to school. Children who are unwell are more easily distressed and there is a risk of cross infection. If your child is absent from school please let us know the reason **as soon as possible**, a telephone call on the day is all that is needed. If your child is unwell at school you may be asked to come and collect them.

Hospital/Clinic Appointments

If advance notice of appointment is given, a child may be collected by an adult during the day. Please inform the school office upon your arrival at school.

In the case of accident or illness parents are contacted immediately if, in our judgement, it is appropriate and necessary. We require up-to-date contact details for this purpose. On the admission form we also ask for the name and telephone number of the family GP. Please inform us if your child has a particular condition or need for medication e.g.inhalers.

Medicines

If your child is well enough to attend school but requires prescribed medicines, we would prefer that a member of the family comes into school to give medicine. In certain circumstances we will administer prescribed medicines providing we receive a signed letter detailing dosage and frequency and a labelled container. Without these, medicine will not be administered. Medicines must always be handed in and collected from the school office each day. We are unable to administer over-the-counter medication.

School Nurse

Members of the Healthy Child Team are regular visitors to school. Besides routine weight, hearing and vision checks they will also talk to groups of children on a variety of health-related topics.

Behaviour

We actively encourage children to take responsibility for themselves and others and understand their part in our school community.

The school operates a Restorative Practice approach to behaviour management. This means that we focus primarily on praise and rewards and promoting high self-esteem in our children. In each class, teachers celebrate the achievements of children for good attitude, behaviour and work. Should children make poor behavioural choices we deal with these fairly and consistently, and may impose sanctions.

We have a Celebration Assembly most weeks. Teachers nominate children who deserve particular recognition for effort, attitude or work each week and they receive acknowledgement, and usually a certificate.

Our School Rules are:

- Kind
- Fair
- Safe

All staff, including Midday Supervisors and Teaching Assistants, are involved in promoting the good behaviour of children at all times.

We give warnings to children who make inappropriate choices about behaviour. If children continue to make poor choices, behaviour or attitudes less than we expect, we inform parents quickly so that action can be taken. By parents and teachers working together most issues can be resolved quickly.

We also have an Anti Bullying Policy and we take a strong stance against bullying. Instances of bullying are very rare. It is very important that children and parents let us know immediately if they think that bullying may be happening and we will act swiftly.

Admissions

Children starting school for the first time are admitted to the school in the

September prior to their fifth birthday. You may collect a pre-admission form from school at any time and whatever the age of your child.

School admissions are handled entirely by North Yorkshire County Council and an application for a school place should be submitted online at <http://www.northyorks.gov.uk/article/23539/School-admissions> . Alternatively, contact the Admissions Office: telephone 01609 533679.

We also ask prospective parents to complete and return a contact form to the school office as soon as possible after receipt, so that we have pupil information on file when school places are confirmed.

If you are moving into the area your child can start school at any time during the year provided that there is space in the class. Please contact the school for advice.

Parents are invited to an informal evening meeting at the start of each year to meet the staff and receive information about school procedures, collect new starter packs. It is a chance for parents to ask questions if they have any concerns about their child starting school.

Starting School

Parents and carers of children starting in the following academic year are invited to attend a meeting during the summer term. This will be an opportunity to meet the staff who will be working with your child when they start school. This is an ideal opportunity to view your child's class, build relationships with staff, ask questions and receive the preliminary information for the induction process. Prior to this meeting the foundation stage teachers and teaching assistants will visit children in their playgroup/nursery setting in order to meet them on familiar ground and begin to form relationships for future learning.

From the middle of June children will be invited to school for sessions to participate in story and playtime. This familiarises the children with the idea of coming into the school building and getting to know the staff who will work with them. This will include staying for lunch with their parent on one or more occasions. This is a lovely way for us all to get to know one another better.

In September, Foundation Stage children will start school in a staggered manner ie not all new starters will start school on the same day. This is to enable each child to get to know their class teacher and other adults in the setting on a more one to one basis and also allows for an easier transition both for children and parents. Throughout the whole of the induction process we are keen to work with parents to ensure your child settles in well. Please come for a chat if you have

any worries or fears. We aim to meet the needs of every individual child through a flexible and calm approach.



Early Years

In the Foundation Stage Class the children follow the statutory Early Years Foundation Stage framework. This is the first stage of our whole curriculum. The six areas of learning and experience, together with 'early learning goals' provide a national framework in planning, teaching and assessing the early years curriculum. They also provide an essential link to the National Curriculum Key Stage programme of study. We have adopted these areas of learning and experience as the basis for our planning at Saxton CE Primary School in what we call the foundation stage.

1. **Communication, language and literacy development** - talking, listening and encouraging children to become readers and writers. Our aim is to encourage every child to communicate on paper in a development way, backed up with phonic work and an understanding of how writing works.
2. **Mathematical development** - mathematical understanding and the foundations of numeracy, with a focus on practical mathematics.
3. **Knowledge and understanding of the world** - finding out about the world around them, other people and features of the natural and man-made world. These become a foundation of history, geography, technology and science.
4. **Physical development** - physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments.
5. **Personal, social and emotional development** - learning how to work and play, co-operate and function in a group, develop personal and moral values, understand themselves and others.
6. **Creative development** - the development of information and the ability to communicate and to express ideas and feelings in creative ways.

Our curriculum is planned in an innovative way through a series of themes and

topics, each of which offers experiences in all six areas. We plan a variety of directed and free choice activities and children's choices are recorded to ensure a balanced programme.



The Foundation Stage offers early learning goals within all these areas and establishes expectations for most children to reach by the end of the Foundation Stage Year.

During the school day children are expected to participate in a variety of activities to develop the areas of learning. Initially, these are taught through practical, first-hand experiences which children find stimulating and enjoyable.

Many children describe their school day to parents as 'play' and for them the depth of learning is not apparent. All the activities in school are structured to teach particular skills and the Willow Class teacher will be more than willing to explain this to you.

Reading – Foundation Stage

Reading and talking go together and it is important that you talk with your child. Talk about what you are doing when watching T.V., shopping or wherever you go. Listen to your child. Encourage him/her to ask questions and give an answer.

While reading to your child, discussing the story and illustrations together is good fun and establishes some early reading skills. We have a booklet in school, 'Reading at Home', which offers some helpful hints and ideas.

Numbers – Foundation Stage

Practical experience will help your child better than doing sums. When out of the house, draw your child's attention to the numbers around, such as those on doors and in shops. Playing with water and sand and using vocabulary like 'full', 'empty', 'deep', 'shallow', 'sink' and 'float' helps to develop an understanding of volume and capacity. Sorting and tidying, including putting things back where they belong, is another useful activity. Use words like 'big', 'little', 'over', under, 'up', 'down', 'tall', 'taller', 'thick', 'thin'. Try to develop an understanding of these concepts.

Writing – Foundation Stage

Encourage your children to draw, trace and colour pictures, as they will develop the control needed to write. Most children will enjoy using letters before they start school. At this stage the sound the letter makes is more important than its name. We do not start with capital letters and we introduce a joined script from a very early stage. Please ask at school for a Handwriting Script so that school and home can work together to support children's' early writing experiences. Please ask for any help or advice on helping your child at home.

How can you help your child before entry to school?

We expect children to be able to:

- Take themselves to the toilet.
- Be toilet trained and to have been taught to wash their hands afterwards.
- Dress and undress themselves.
- Fasten and unfasten buttons, shoes etc.
- Use a knife and fork.

The School Curriculum

The Curriculum is what we do in school. We believe that your child is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum. The National Curriculum is the minimum entitlement in all schools, and our multi-academy trust adheres to the National Curriculum. Here at Saxton we build on this basic structure and enhance it to make learning fun.

We believe very strongly that children learn best when they are happy and when they are fully involved in the learning process. This means that we plan our curriculum carefully to provide lessons which are stimulating and enjoyable.

Our curriculum aims are to construct learning sequences that enable pupils to:

- **Communicate** clearly and confidently in speech and to listen attentively and with understanding.
- **Read fluently** and accurately, with understanding, feeling and discrimination and develop a legible cursive style of handwriting with appropriate standards of spelling, syntax, punctuation and usage.
- **Develop research skills** and ways of recording information. Understand the applications of mathematical concepts in various situations and apply computational skills in everyday situations with speed and accuracy.
- **Observe** carefully, accurately and with sensitivity. Develop scientific experimental procedures, basic scientific concepts and apply the basic

principles of health, hygiene and safety to their own situation and environment.

- **Develop agility** and physical co-ordination and the ability to express feelings through movement. Acquire sufficient control of self or tools, equipment and instruments to be able to use music, drama and other forms of creativity as a means of expression.
- **Develop information technology skills** including an appreciation of their application and develop the technological processes involved in planning, designing, making and evaluating.
- **Develop attitudes and sensitivity** towards values and beliefs of others, including those relating to religion and culture.
- **Acquire a sense of time** through historical understanding and develop geographical understanding of the local and wider environments.



We use a variety of teaching methods. These include whole class, group and individual teaching. We make realistic links between subjects to provide meaningful learning experiences for all children.

We are forward thinking and we always have areas of school life that we wish to develop. We strive to achieve consistently outstanding teaching in every class and constantly review the ways we work and develop new approaches.

Teachers plan carefully to meet the learning needs of all the children in their classes, differentiating work for children with special educational needs and the more able children.

You will be invited to discuss your child's progress with teachers twice a year in the Autumn and Spring Terms. Progress is also summarised in your child's annual report at the end of the Summer term.

The National Curriculum

The national curriculum is a planned programme which all children study and consists of eleven subjects. Three of these are the core subjects of English, Mathematics, and Science. As a church school, we also emphasise the importance of R.E.

The foundation subjects are: Computing, Design and Technology, History, Geography, Music, Art and Design, and Physical Education. Personal, Social, Health Education and Citizenship (PSHCE) is also a part of our curriculum.

Each subject area has a programme of study which children should work towards in order to meet the requirements of their appropriate key stage. The children the Foundation Stage will be working within the foundation stage curriculum. Years 1 and 2 will be working within Key Stage 1 (KS1), while the children in Years 3 to 6 will be working within Key Stage 2 (KS2).

Handwriting policy

Being ready to write is important. We are sure you appreciate that a child sitting incorrectly and holding the pen/pencil too tightly will have less chance of making the writing process rewarding than a child encouraged to follow the simple guidelines listed below.

Preparation for writing

Your child should:

- Sit up straight and comfortably with Bottom, Back on Chair. (BBC position)
- Have enough room.
- Have a sharpened pencil or pen
- Hold the pen/pencil in the crocodile's jaws.
- Ensure the top of the pen/pencil points over the shoulder of the hand he/she writes with
- The spare hand should hold the paper steady.
- Hold pen/pencil so that he/she is able to see what is being written.

It is very helpful if children can follow these principles if they are writing at home, that they form letters correctly and not use capital letters.



English

English is a core subject and we give it very high priority in our school. We aim to develop in children a love of books and the written language and an ability to appreciate and use reading and writing skills in all areas of life.

English is taught every day as a subject and within other subjects.

Children are taught to listen carefully to stories, instructions and messages. They also convey their ideas in written and verbal form. They develop confidence in speaking by discussing their experiences with their teacher and classmates or by taking part in drama, presentations and talks.

Reading is a fundamentally important life skill, and is developed discreetly and as part of wider curriculum work in every class. We have a planned programme for teaching reading that forms part of our core timetable, and a team of parents read with children in school every day. We also request that children read frequently at home to refine their skills and develop a love of books.

Handwriting is taught as a specific skill and we use a cursive script.

Spelling, grammar and punctuation are considered as important aspects of learning to communicate clearly and accurately. The acquisition of such skills is often rooted in the writing children do to convey their own ideas, emotions and experience.

Mathematics

Maths is taught as a daily lesson in every class in which children are taught according to their age and ability. This enables children to understand mathematical ideas developing mental maths skills and problem-solving strategies in a highly motivating and stimulating way so that they can master concepts and apply them in different contexts.

Maths is probably taught very differently from the way that you were taught! The way that we teach calculations and number is published in the calculations policy which can be found on our website. If you have any questions, please ask.

Science

We use a range of approaches to teaching science and your child will be involved in experimental and investigative activities. The children work through science 'topics' which provide full coverage of the National Curriculum.

Computing

We teach computing both as an independent subject and within other subject areas. We teach your child to use and understand computers, videos, cameras and iPads from Willow Class onwards.

Computing is concerned with programming and handling of information. Children will be involved in creating, organising, processing, presenting and communicating information and controlling the operation of machines and other devices.

All classes have access to portable technology so that computing can be integrated into everyday classroom practice.

R.E.

Saxton School is principally involved with the development of the whole child and Religious Education makes a distinct contribution to this development. Although education is concerned with spiritual, moral, cultural, mental, and physical development, Religious Education equips your child with the ability to make sense of the world around him and how to relate to it. It also helps him/her to explore his/her personal experiences, feelings and beliefs, and the questions that arise through these.

Religious education in school is carried out in a number of ways by, for example, visiting places of worship, examining religious artefacts, paintings and books; expression through dance, poetry and music. We look at key Christian figures but also address other faiths through stories, prayer and other religious celebrations eg Eid. We experience stillness and periods of quietness and reflection. We aim to develop appropriate behaviour and responses when dealing with whatever is special, important, precious or sacred to others. We have extremely strong links with our own church community and use church as extra teaching and learning space.

Physical Education (P.E.)

At Saxton CE Primary School we have a positive interest in promoting sport. As part of the national curriculum, through our games and athletics programmes of study, we address wider application of healthy competition and the development and fostering on community spirit.

We begin at Foundation Stage level with personal skill development in throwing and catching, striking and kicking a ball, and as the children become more adept and aware, extend this into small games situations. The emphasis is on skill development until the children are able to realise that their personal contribution can be used in a team situation. The two ideas of personal skill development and being part of a team are continued right through the primary stage.

As a small school, we have little in the way of gymnastics equipment and no gymnasium. We do, however, have close links with one of our local secondary schools, Sherburn High School, where we deliver gymnastics and swimming on a weekly basis. Each child will have access to this facility during each school year, for which we ask a contribution from parents.

Children are encouraged to enjoy physical activities and take part in football, netball, hockey, rugby, rounders, cricket and athletics as team activities. A competitive element is introduced by participating in these sports through cluster events between local schools. We also have a sports day when children at KS1 and KS2 take part in team activities where each child has a chance to succeed at an activity leading to points for their team. There are excellent opportunities in the area for children to further their sporting ambitions. Children are also encouraged to join the junior cricket and rugby clubs, which abound in the district.

We pride ourselves on our approach to sport and the fostering of proper attitudes of comradeship and fair play.



We want our children to experience a range of sporting activities and make the use of both indoor and outdoor space in our teaching. We make every effort to ensure all children experience competition against teams from other schools, and

we enter a large number of tournaments and festivals.

Swimming

Children in KS2 have access to swimming lessons, along with any in Year 6 that cannot meet the statutory requirements for the end of the Key Stage. Block lessons are arranged for 6 weeks during the Spring term at a local swimming pool. We employ specialist teachers so that we can ensure all children meet the expected standard for the end of Key Stage 2. We ask parents to make a weekly voluntary contribution towards the cost of transport and the use of the swimming pool.

Modern Foreign Languages

Realising the importance of our place in Europe we have incorporated language teaching into our timetable. French is taught throughout Key Stage 2. Your child will learn vocabulary and conversational skills so that they confidently understand key features of the language and culture.

Science, History, Geography, Art, Design Technology, and Music

These are the other subject areas of the National Curriculum. We plan and deliver lessons in each of these throughout the school so that children progressively develop the knowledge and skills required to meet the agreed national standard. Often, subjects will be taught through cross-curricular themes, or in discreet specialist lessons if appropriate.



We aim to stimulate your child's interest, enthusiasm, and curiosity of the world around them through interesting and exciting learning experiences.

If you have any questions about our curriculum please ask.

Our own curriculum policies describe how we apply the national requirements. We also have policies on a number of related issues such as Equal Opportunities, Behaviour and Discipline and Sex Education. Many are available on our website, and others are available upon request.

Should you have any concerns about our school, including the way we have structured our curriculum, you should follow the complaints policy published on our website. Initially, complaints should be made to the Executive Headteacher following the guidelines identified in this policy. Should you not be satisfied, further complaint should be made to the Governing Body. Addresses and telephone numbers are available from the school.

Moral education

Moral education does not feature as a subject on our timetable. It is part of the 'hidden curriculum' and is strongly influenced by the ethos of the school. Opportunities are provided to introduce and develop ideas of morality intentionally as well as those which arise incidentally from the programme of work. It is based on people's sense of what is right and just, not on legal rights and obligations.

Our aim is to help children to become socially well-adjusted and to establish a code of behaviour which is founded on commonly accepted standards of society, including ideas such as:

Fairness	Justice	Respect	Tolerance
Helpfulness	Sympathy	Loyalty	Understanding
Forgiveness	Consideration	Diversity	Honesty
Courage	Kindness	Integrity	Inclusion

We intend that pupils are given sufficient information and opportunities to use their initiative and to make informed choices, to exercise leadership and responsibility, to consider the consequences of their own actions and to develop positive moral qualities.

Special educational needs (send)

"The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different. Whereas for some the road they have to travel towards the goals is

smooth and easy, for others it is fraught with obstacles” (Warnock Report).

The 1996 Education Act says that a child has special educational needs if he or she has a significantly greater difficulty in learning than the majority of children of the same age. This includes children who have physical, learning, emotional or behavioural difficulties, or sensory impairment. Any pupil may, at some time, have special educational needs.

At Saxton we believe that all children, including those with special educational needs, should have equal opportunities to develop intellectually, spiritually, socially, physically and culturally. The range and type of learning experiences have to be selected for their appropriateness to a child’s development. Some children may need considerable modifications in the presentation of their learning opportunities, their difficulties may be in a specific area of learning, or general; they may be short term or of a more extended nature.

School keeps a register of all children with special educational needs. The SENDCo, Mr Garland-Collins, is responsible for all records. In addition to the day-to-day operation of the school’s Special Educational Needs Policy, he co-ordinates and leads special needs provision. The Executive Headteacher and Governors have a legal responsibility to ensure that pupils with special educational needs are catered for. They are kept informed at each meeting of the Governors within the Headteacher’s Report.

All children who have additional support with their learning have a support plan (My Support Plan) which details the specific strategies that will be used in order to meet short-term learning targets. These are reviewed in partnership with parents at regular intervals.

All teachers have responsibility for the implementation of support plans and helping children with special educational needs. The school SENDCo and SEN governor regularly monitor and evaluate the effectiveness of this work.

We have excellent links with the external services that support children’s learning, and use these regularly for advice, guidance and assessment of need. We hope to identify special needs early in order to provide the best educational opportunities for all children.

Further information about the policy and provision of special educational needs is available on our website.

Gifted and talented

As well as developing and supporting the needs of pupils with learning difficulties, we believe that developing and enhancing the needs of the higher achiever is very important too.

Some learners reflect a high degree of independence in their use of and access to certain areas of the curriculum, demonstrating creativity in finding and

implementing solutions to problems. These children are able to use higher order thinking skills and as such, we develop their gifts and talents by further differentiating work within the classroom, in school and/or by asking for outside specialist support and guidance.

Every child at Saxton CE Primary School is encouraged and supported to reach his / her full potential.

Sex & Relationships Education

At Saxton CE Primary School we believe that sex education should be delivered as part of the whole school Health Education programme taking into consideration the National Curriculum and Education Act requirements. Our policy on Sex and Relationships Education (SRE) that has been drawn up in consultation with staff, Governors, LA advisers, the Community Health Service and parents. This policy is available in school for parents to read.

We recognise that children will ask questions from time to time related to sex education. Teachers will respond to such questions in a sensitive way bearing in mind the age and maturity level of the child concerned. It may be necessary, on occasions, for staff to approach parents to discuss appropriate responses to particular questions. Sex & Relationships Education is taught specifically to older children, but also in very general terms through health and science related topics and incidentally in a variety of ways throughout the curriculum. In Years 5 and 6 the teachers talk to the children about puberty and the girls have a talk on menstruation. Parents are informed before these talks take place and are able to discuss the content with the teacher if they so wish.

Health professionals and the schools' Parent Support Advisers work with staff to deliver the full programme for health education

Parents have the right to withdraw their child from Sex Education.

Homework

At Saxton CE Primary School homework is seen as an integral part of all children's learning. .

Through homework we aim to:

- Enable parents and carers to play an active role in the children's learning and to develop an effective partnership between them and the school.
- Consolidate and reinforce skills and understanding particularly in literacy and numeracy.
- Supplement and extend the learning done in school.
- Develop the confidence and self-discipline needed by children to study on their own and to prepare them for secondary school.
- Enable children to develop their own research projects and extended pieces of work with support and guidance from teachers during the day.

- Give guided practice in reading via library books. Children will take-home reading books from school as well as having their own books at home.

HOMEWORK STRUCTURE

Our pupils work hard in school in all areas of the curriculum and gain a fully-rounded education in this way. The school has a policy regarding homework, and we ask for parents to co-operate by providing support and a suitable environment at home in which their children can work.

Reception

- Share a reading book with an adult each night - taking home a book or support material from school twice a week.
- Complete a weekly work sheet which may be connected to letter sounds, words or a mathematical activity. This will start later in the first year at school when it is appropriate to meet the needs of the child.

Years 1&2

- Read/share a book each night: - taking home a book or support material from school.
- Complete a set task –either numeracy or literacy based as appropriate to their learning

Years 3&4

- Read and discuss a book each night from home or school for at least 10 minutes.
- Complete a piece of literacy or numeracy work.
- Children may be asked to complete a piece of work related to a theme being studied.

Year 5/ 6

- Read a book each night for at least 20 minutes.
- Children may be asked to complete a piece of work related to a theme being studied.
- Complete a piece of literacy or numeracy work.

Guidance for parents

- Your child needs quiet and uninterrupted time to practice/complete their work. Please help and support but do not do it for them
- A homework task may well be work started in school, requiring completion at home, or it may be a piece of work to start and complete for homework.
- For all homework, it is most important to work closely and productively

with your child through questioning, discussing and encouraging them with their tasks. Please encourage your child/children and praise them when they have completed their homework.

- Your child's homework will be written either by the teacher or the child in their planner. There is space for you to initial or even comment if you wish to do so.

Please encourage your child /children to complete their homework neatly and carefully.

Safeguarding

Saxton Church of England Primary School takes safeguarding extremely seriously, and we are committed to ensuring the welfare and safety of all children in school at all times. All STAR MAT schools, including Saxton School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on our website.

Extra curricular activities

We try to host extra-curricular activities after school for children. These vary in nature and duration during each term, but will normally take place from 3.30pm – 4.30pm. There may be a charge for these activities as they take place outside the school day.

Equal opportunities

The School is committed to providing all pupils with educational facilities without any discrimination and has a policy of equality of opportunity which encompasses all pupils and staff, and extends to our dealings with parents and guardians.

It is our aim to promote equal opportunities whereby no-one suffers unfair discrimination, either directly or indirectly, or harassment on grounds such as race, colour, ethnic or national origin, gender, marital status, disability, sexual orientation, religious belief or age.

Every child is encouraged to reach his or her own full potential and develop appropriate self-respect and respect for others regardless of any disability or special needs. The school recognises and respects the need for privacy amongst boys and girls, for whom personal dignity is important.

Saxton CE Primary School values every individual. The governors and school staff support and promote the right of everyone to learn, work and live in a just community and to be treated with respect.

We are a church school with an obvious Christian ethos of caring and nurturing each individual for which we are very proud.

Behaviour which could offend or upset anyone is not welcome.

School access policy

This school recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when seeking to make use of the school and facilities. However, we also recognise the fact that for some users, the nature of their disabilities may mean that they experience specific difficulties related to accessing education at the school and the physical environment. As part of its ongoing commitment to Equal Opportunities and the delivery of an inclusive education service, Saxton CE Primary School will endeavour to ensure that disabled people receive the same standards of service as everyone.

School uniform

Our informal school uniform gives the pupils a feeling of belonging to the school community. We think it is very important that we are smart and 'ready' for school.

Winter wear consists of white, navy or gold shirts/blouses with navy sweatshirts and grey trousers or skirts. Socks should be white or grey and shoes should be **sensible, lightweight and black**. Polo shirts are acceptable alternatives to conventional shirts and girls may wear pinafores instead of skirts. It is not essential for the school logo to be worn on sweatshirts/cardigans.

For indoor PE children wear navy shorts and white t-shirts with bare feet or plimsolls. Children also need outdoor wear for winter/summer, consisting of warm clothing and trainers.



Please make sure that all your child's belongings are clearly named. All PE kit should be brought to school in a named PE bag which will be provided by school.

Please see our website for details of ordering uniform.

Jewellery/Make-up

No jewellery (except watches) should be worn in school in the interests of safety. If ears are pierced, only studs are acceptable. Children will **not** be allowed to wear earrings for PE and the children need to be responsible for taking them out. Any child intending to have their ears pierced during the summer holidays needs to have it done as the holiday begins in order to allow the healing process time to work. Make-up and nail polish are **not** to be worn.

Lost property

We cannot emphasise enough the need to label all belongings clearly with the child's name so that, if found, the lost item can be returned to its owner. Any un-named property goes into the lost property cupboards where it can be claimed by children or parents. Any unclaimed items of clothing or equipment are disposed of after a reasonable length of time.

School meals

A meal at mid-day may be taken in one of the following ways.

1. By having a school dinner.
2. By eating a suitable packed lunch brought from home.
3. By going home, if the parent wishes.

All children taking a meal in school do so in the school hall from mid-day onwards in two sittings, usually FS & KS1 children on first sitting from 11.55am-12.30pm and KS2 pupils from 12.30-1pm. The school dinner is nutritional and is cooked on the premises. We cater for vegetarians and if your child is a vegetarian, please notify the school office. School meals are free for EYFS/KS1 children. The cost of a school dinner for KS2 is £2.30 per meal. School lunches should be paid using Parent Pay (information from the school office)

Midday Supervisors supervise the children during lunch.

Families on low income may be eligible for free school meals and clothing. Full details are available through the School Office.

STAFF TEAM

Executive Headteacher: Mr R Weights

EYFS and Years 1/2 (*Willow Class*): Mrs Blades

Teaching Assistants: Mrs Romans, Mrs Rehor

Years 3/4 (*Sycamore Class*): Mr Garland Collins

Assistant Headteacher with responsibility for SEND

Teaching Assistants: Mrs Cockeram, Mrs Elliott

Years 5/6 (*Maple Class*): Miss Holgate

Responsibility for English

Teaching Assistant: Mrs Payne

Our Higher Level Teaching Assistants are Mrs Cockeram and Mrs Romans. They are both qualified teachers and take responsibility for classes when teachers have time for planning, preparation and assessment.

Office Administrator: Mrs Elliott

Cook: Mr Gledhill

Midday Supervisors: Mrs Romans, Mrs Payne, Mrs Gledhill and Mrs Cockeram

Governors

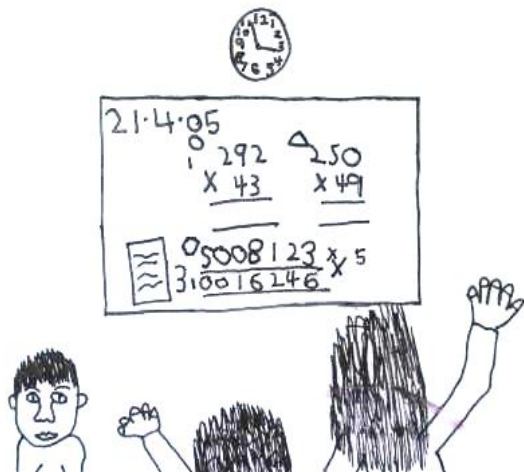
Monk Fryston & Saxton CE Primary Schools Governing Body consists of:	
Chair: Mrs T Pickles	Vice Chair: Mrs A Jesty
Executive Headteacher: Mr R Weights	Mrs V Law
Mrs L Southern	Rev P Roberts
Mrs J Marshall	Mrs A Mansbridge-Beard
Mrs S Fawcett	Mrs K Taylor

TIMES OF THE SCHOOL DAY

9.00 am – 12.00 noon

1.00 pm – 3.30 pm

- Please be on time - but better late than never!
- Try not to have children waiting in the playground too early especially in cold and wet weather. Five minutes before school begins is early enough.
- The school bell is rung at 8.55 am for all. This is to enable everyone to have five minutes to come into school and settle gently into their day.
- Children should not be on site unsupervised until 10 minutes before the start of the school day as staff are not responsible before this time.
- Parking is very limited and parked cars are a hazard to children crossing the road to school. Wherever possible, families should walk their children to and from school.



School attendance

Regular and punctual attendance is vital for children to gain the most from their time in school. It is the responsibility of parents to ensure that their children attend school regularly, and that they arrive on time.

The law states that only the school or Headteacher can authorise an absence from school. Therefore, any absences not notified to the school will automatically be regarded as unauthorised. All schools are legally obliged to report all authorised and unauthorised absences to the Department for Education.

There will, of course, be occasions when children are unavoidably absent from school, as in the case of illness. The school should be notified as soon as

possible before 9.20am on the first day of absence.

Applications for family holiday during term time will be denied unless the circumstances are extraordinary. Parents should be aware that any amount of time taken out of school will be detrimental to the child's education and well being.

Friends of Saxton School (FOSS)

We have a very active Parent Teacher Association. It works closely with the Headteacher and staff for the benefit of the children. On the day your child joins the school you, as parents, automatically become members of FOSS and you are encouraged to take an active part in all activities.

FOSS plan events throughout the year, some of which are fundraising; others designed to give children, parents and staff an opportunity to meet informally. The money raised by FOSS has provided the school with new cloakroom equipment, PE bags and book bags.

What We Do?

Throughout the school year we organise a number of events to raise money for the school. We hold discos for both the infants and juniors, show films, organise non- parents uniform days, and our Christmas and Summer Fayres are particularly well supported and enjoyed.

We try to strike a balance between serious fundraising events and fun evenings and we are always looking for new ideas and enthusiastic helpers.

How We Do It?

We meet a couple of times each term either in The Greyhound or in school and the meetings usually start at 7.30pm in the pub and 3.40pm in school and depending on the agenda, last for about an hour. Afterwards many committee members stay behind for a drink and make a social evening of the occasion.

There is a good mix of old and new parents and it would be good for every year group in the school to have a representative on the committee. We also have a representative from the Governors and the Headteacher.

Joining FOSS is a good way of getting to know the school and everyone attached to it, as well as a way of making new friends. If you feel you don't have the time to commit to regular meetings and helping at a lot of events don't worry – we have a healthy helpers list which means you can help out when it is convenient for you.

Would You like To Help?

If you can help FOSS please complete the following form and return it to the school office. We look forward to hearing from you!

Your Name:

Names of Child/Children:

Year/Class of eldest child:

Your Tel. No.

Please answer all that are applicable:

I would like to join the committee

Yes/No

I am prepared to help at events

Yes/No

I can provide goods at a discount / cost price

Yes/No

Please specify, e.g. plants, pocket money toys, refreshments, gifts)

I have a skill to share

e.g sport, gardening, art, music, drama

Yes/No

I could help in the school library

Yes/No

I can donate raffle prizes

Yes/No

Please specify

I can make things to sell

Yes/No

Please specify e.g. plant cuttings, cakes, gifts

I can donate things for the Fairs

Yes/No

Please specify, e.g. wine/ spirits, gifts

I can provide cheap/free services

Yes/No

Please specify, e.g. printing, sign writing, photocopying, builder, handyman

I have a business that is interested in advertising in the school brochure for the Fairs

Yes/No

I have a business and am interested in having a stall at a fundraising event

Yes/No

Please specify, e.g. clothes/jewellery/stationery

Other help (Please specify)

Yes/No

Thank You!

Statutory Assessment

Statutory Assessments (SATs) take place at the end of each Key Stage (at ages 7 and 11). We also informally assess the progress of your child at regular intervals during the year in all classes to ensure that your child's learning needs are fully met.

The formal assessments take place in May each year. We try to ensure that the children are happy and confident during this time and we do not put any pressure on them. We hope that parents will also be very relaxed about any form of testing in our school and discuss any issues or concerns with us.

We are very proud of the high standards achieved by the children and our results in the National Tests are been outstanding. Results do vary slightly from year to year due to the different cohorts of children, although we remain significantly above the national average and similar schools in all age phases.

The achievement of every child at every level is important to us. That every child makes good progress matters more than the levels they achieve.

**[The most recent performance data can be accessed from
www.education.gov.uk](http://www.education.gov.uk)**

Concerns and Complaints – guidance notes for parents

If you have a suggestion or a concern.

We would like you to tell us about it. We welcome suggestions for improving our work in the school and want to know if you have any concerns. Be assured that no matter what you wish to tell us, our support and respect for you and your child in the school will not be affected in any way. If you have a concern, please let us know as soon as possible. It is difficult for us to properly investigate an incident or problem that happened some time ago.

What to do first.

Most concerns can be sorted out quickly by speaking with your child's class teacher. All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their actions to you. They will ask what you would like the school to do to put things right. Of course, this does not mean that in every case it will be possible to achieve a satisfactory outcome but it will help both you and the school to understand both sides of the question. It may also help to avoid a similar problem arising again.

If you are still concerned.

We will do all that we can to resolve matters straight away but if you are not entirely satisfied with the teacher's or the team leader's response you can make an appointment to speak to the Headteacher.

If you are still unhappy

We very much hope and expect that you will have been able to resolve the problem by this stage. However, if you are still not satisfied you may wish to make a formal complaint to the governing body. You should ask for the Complaints Policy and Procedures (also available on the website) and write to the Chair of Governors.

If your complaint is about an action of the Headteacher personally.

In this case you should refer it to the Chair of Governors. You can contact her via the school office or by email from the school website. She will discuss the matter with you and attempt to resolve the problem. If you are not satisfied with the outcome of this process you will be asked to detail your complaint in writing and it will be considered by the Complaints\Review Committee as outlined above.