

Singleton C of E School



Parent Handbook / frequently asked questions

“Passion for learning ...Passion for life”

Vision

“With God all things are possible” Matthew 19:26

“I have come so that they may have life and have it to the full” John 10:10

To provide the children with a variety of challenging and enriching opportunities, enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love , trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

The Singleton School Overview

Singleton C of E Primary School strives to provide a well-rounded education for our children within a stimulating, fun learning environment. We believe that all children who become pupils at our school deserve the best Christian Education and we have the highest expectations of pupil attainment, teacher performance, governor performance, support staff performance and parental involvement. We encourage everyone to strive for excellence and achieve their full potential.

Welcome to Singleton C of E School



Welcome to Singleton School. We hope that you and your child will enjoy the time you spend with us and find this information useful. Please read this booklet carefully to help you and your child achieve a successful start at Singleton

Singleton C of E Primary School is an exciting and innovative Church of England School committed to providing the highest standard of education for every pupil. We share, with parents, the responsibility for teaching our children and preparing them for the future. It is a place where children really matter and every individual's ability is recognised, developed and rewarded. Over the past few years our school has really gone from strength to strength and I am very proud that in 2014 we were the highest attaining school in Lancashire and the 5th highest in the country. In 2015 we were the 9th highest attaining in the country according to the 'Telegraph.' In 2016 we received a letter from Nicki Morgan MP congratulating us on our excellent achievements. In 2017, we were inspected and achieved Ofsted 'OUTSTANDING' in all areas. In 2018, we received a letter from Rt. Hon Nick Gibb MP congratulating us on our very high standard of achievement in reading and mathematics in the 2017 KS2 assessments. He explained that as 100% of our children reached or exceeded the expected standard this placed our school in the top 1% of schools nationally for attainment. We also received a further letter from Rt. Hon Nick Gibb MP congratulating us on our outstanding achievement in

the 2018 phonics screening in which our school was in the top 3% of all primary schools in the country. In 2019, we received a letter from Rt. Hon Damian Hinds, indicating that once again our achievement in reading and mathematics at the end of Key Stage 2 was outstanding putting us in the top 1% of primary schools in England.

We believe that all children who become pupils at our school deserve the best and our aim is to help them succeed by reaching their full potential in every area of school life – academic, social, personal, physical and spiritual. We do this by ensuring that each child has a clearly defined personal creative curriculum where they understand their educational journey – where it is beginning, where it will take them and how they will get there!

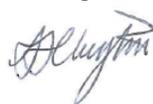
Within our school, we work very hard to create a passionate team of teachers, non – teaching and support staff that will support each child in reaching their full potential. Many who visit us comment on the strength of our staff team and their shared commitment to help every child in the school achieve their best. For us our philosophy of education is simple in that we want the best for all our children and we want to create a learning environment that encompasses our passion for learning and our passion for life!

We believe that the key to our success is the broad and balanced **creative** curriculum we offer. Therefore, whilst we ensure that we deliver the National Curriculum fully, we use creative ways to do so. For example we use our woodland areas to enrich the learning experience, we offer Musical Theatre, Enterprise, Forest School Clubs etc. Inspiring our children to become independent learners is at the heart of everything that we do and we take great pride in the fact that we offer such a wealth of experiences.

We see ourselves at the heart of the community and are proud of the strong links we have with local community groups and businesses and the use we make of local resources such as our local church, woodland areas and museums.

We hope that as you read our Parent Handbook you will gain a sense of the value that we place in every child and our desire to ensure standards, in all areas, remain as high as possible within the caring and happy community that is Singleton C of E Primary School. At Singleton C of E Primary School, we are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community.

Kind regards,



Head teacher

Introducing some Key People

Role	Name	E-mail where applicable
Head Teacher	Mrs A Clayton	head@singleton.lancs.sch.uk
Senior Teacher/ Foundation	Mrs K Haigh	
Class 1 Teacher	Mrs L Rund	
Class 2 Teacher	Mrs L Millward	
Class 3 Teacher	Mr C Goostry	
Higher Level Teaching Assistant	Mrs A Marshall	
Teaching Assistant	Mrs K Topping	
Teaching Assistant	Miss T Davison	
Teaching Assistant	Miss T A Manning	
Teaching Assistant	Miss C Green	
Musical Theatre Teaching Assistant	Miss E Mayes	
Teaching Assistant /Learning Mentor	Mrs M Lilley	

Office Manager	Mrs R Reeves	head@singleton.lancs.sch.uk
Office Assistant	Mrs J Coggin	
Office Assistant	Miss T A Manning	
Cook	Mrs S Bacokoglu	
Kitchen Assistant	Mrs D Gardner	
Welfare Assistant	Mr P Scudder	
Welfare Assistant	Mrs J Fretwell	
Welfare Assistant	Miss T A Manning	
Breakfast / Kids Club Admin Lead	Miss T A Manning	kidsclub@singleton.lancs.sch.uk
Breakfast / Kids Club Day to day lead	Miss T Davison	kidsclub@singleton.lancs.sch.uk
Kids Club Assistant	Mr P Scudder	
Kids Club Assistant	Mrs J Taala	
Site Supervisor	Mr Ian Walley	
Vicar	Rev M Keighley	
Chair of Governor's	Mrs L. Walker	

Communication

Our school office is open from **8am – until 4.15pm**

Please note it is closed for lunch between **12 – 1pm** each day

Tel: 01253 882226

Please note that there is an answerphone system in place which is regularly checked.

E-mail;- head@singleton.lancs.sch.uk

If we wish to contact you:-

- **By telephone** – please ensure that we always have correct up to date numbers, including for emergency contact.
- **By e-mail:-** almost all school letters and other information are sent to you electronically. Please check your e-mail account on a regular basis and let us know if you are not receiving anything or if we need to update your e-mail address.
- **By Text** – we use this service for general day to day reminders or for urgent messages
- **Facebook** – this is used more as an information platform to see / hear about the events in school

Website

- We encourage all parents to access our website. It contains a lot of information that is relevant during the time your child is at our school.
- It also contains a virtual office which is useful for forms and holiday dates etc.





YOUR CHILD'S LIFE AT OUR SCHOOL

An 'A-Z' of Basics

The following document is designed to provide you with additional information to help you and your child to settle in at Singleton C of E School quickly.

Absence

Do I phone the school if my child is sick?

Yes, please phone Mrs Reeves or leave a message on the answer machine by **9.20am**. It is imperative that you do this so that we know your child is safely with you and not been abducted en route, unbeknown to all of us! Please send a letter into school when your child is well enough to return.

Where children are unwell and not fit to be in school, and where they are still suffering from an infection which may be passed to others, children should remain at home to be cared for and looked after. Even if they have improved, children may not return to school for at least 48 hours into a course of antibiotics.

Please do not send any medicines or throat lozenges into school with your child – especially not in your child's bag!!! Children who are ill need to stay at home. On our website there is guidance for parents on illness and guidelines as to how long a child needs to be kept off school.

Can I take my child on a family holiday in term time?

No. The law changed in 2013 and we are unable to authorise time out of school except in the most exceptional of circumstances. Fixed penalty notices **may** be served to parents who take their children out of school when authorisation has been denied. (This is £200 per parent, per child, lowered to £100 per parent, per child if the notice is paid within a set time).

Holiday request forms are available on the school website. These need to be returned to school via the office drop box **six weeks** prior to the holiday. The Governors meet once a month with the Head teacher to discuss holiday requests. As part of the process, it is likely that you will be invited to meet with the Head and representatives from the governing body to discuss the holiday request and the implications of such on your child's / children's learning. Unless there is an extenuating circumstance, your holiday request will not be authorised.

Children have 13 weeks holiday per year and need to be learning in school. Taking work away with you is no substitute and we **do not** set work for children who are taking term time holidays.

Does a letter need to be sent if a holiday / personal family commitments are extended over the holidays?

You need to complete a holiday/ family leave request form. Holiday request forms are available on the school website. These need to be returned to school via the office drop box **at least six weeks** prior to the requested leave.

The law

By law, schools must record absences and the reasons given for the absence.

Only the chair of governors can officially authorise an absence, but unless there is a concern, the staff / Governors will usually do this on their behalf. Parents / carers provide reasons for absence and the school must decide whether or not they justify authorisation according to government guidelines.

Examples of Authorised Absences:

- Genuine illness of the pupil
- Hospital / dental appoint for the pupil
- Death of a near relative
- Religious observance (faith of the parent / carer)

Examples of Unauthorised Absence:

- A shopping trip
- A birthday treat
- Oversleeping due to a late night
- Letting the gas man in

Whenever a child is absent from school, the parent / carer should:

- Contact the school before 9:20am on the first day of absence. If no notification of absence is received, the school office will contact the parent / carer to ascertain the reason.
- Where possible let the school know in advance of any planned absences e.g. hospital appointments
- Where possible make medical / dental appointments out of school hours.



Academic Progress

How will I know about my child's progress?

In various different ways:

- Reading records
- Open afternoons (3 per year – where you can look at books and complete activities with your children)
- Formal Parents Evening – November /March
- Curriculum Newsletter
- Conversations before and after school
- Newsletters
- End of Year Reports – Full detailed overview

Children are assessed using a variety of methods throughout the year and class teachers monitor progress carefully. Individual assessments are not reported to parents as they need to be taken as a whole over the course of the year – they are not reliable when taken out of context.

However, parents will be informed of progress three times a year, at the formal Parents Evening and through the school report at the end of the year.

Class teachers **will** contact parents if they feel after additional support and interventions that children are not progressing academically as expected or they have concerns about the social, emotional and behavioural wellbeing of a child.

All assessments are reported to Mrs Clayton who charts progress over time and looks for any under-achievement. She ensures that additional provision / support is put in place for children that appear to not be making expected progress or children that the teachers feel just need a bit of extra consolidation. This additional support takes place in an afternoon in small groups or on an individual basis depending on the needs of the child. We currently run four provision maps:-

- Cognition and Learning
- Communication and Interaction
- Emotional, Behavioural and Social
- Sensory, Physical and Memory

If children are under performing due to a family circumstance, Mrs Clayton and the Family Learning Mentor offer support to both the family and the child.

If your child is on the SEN register you will receive 3 meetings a year at the beginning of each term with the class teacher. These meetings are essentially an opportunity to work with the teacher to establish how best to support your child and to go through the Individual Educational Plan (IEP) to review progress against targets and set new targets.

All parents are welcome to discuss concerns about achievement with their child's class teacher. However, please be aware that **we would** contact you if we were concerned.

Why are parents only informed of progress three times a year?

Because progress takes time to happen! Learning takes time to embed and children need time to practise. You are welcome to contact your child's class teacher for an update, especially if you are concerned, but please don't expect startling improvements to happen on a weekly basis.

Please don't ask every day or every week as with 30 children in a class it is not reasonable or possible for the teacher to give such regular updates.

Assemblies

Can I come to watch an Assembly?

Parents are valued and are invited to join us for worship in Church and for the 'Celebration Assemblies.' Celebration Assemblies – These take place once a term for each class. The classes lead the worship and parents are invited to join and share in these experiences and stay for a cup of tea and a biscuit afterwards.

Once a week (on a Thursday) the Rev Keighley our Vicar leads worship – these are held in school – but once a half term these take place in Church. Parents are invited to join the collective worship in Church.

Growth Mindset worship take place weekly on a Friday with a focus on recognizing children that demonstrate our Growth Mindset Values of :-

- Resilience
- Give it a go attitudes
- Best Effort
- Building on from Mistakes
- Christian Values

This was launched in our school through the a story about 'Making your Mark.' We then linked this concept to our Christian Values and Jesus making his mark on our lives. The Staff nominate children each week that have made their marks by demonstrating our Growth Mindset and Christian Values. The children's names then go

in the Golden book and a foot print joins the others on the board – which adds to our making your mark theme around school. We also have ‘Growth Mindset Prefects’ who also nominate children that they have observed throughout the week displaying the values and they hand out special stickers at the assembly.

Monday’s worship links together the Christian Values, PHSE themes and significant dates in the Churches Calendar. These worships are linked to the teachings of Jesus and each half term we focus on one of our core Christian Values. We use a resource called “ A teachers Dozen” by Twelve Basket publications for this assembly which is a resource based on the Good News Bible. These resources help us to maintain the Christian Foundations of our school whilst threading in many of the PHSE elements. We feel that this allows us to explore key themes such as relationships / changes etc. based on the teachings of Jesus. In this way our faith drives the PHSE curriculum. During this assembly we also celebrate achievement and give out certificates.



Behaviour

Low Level Behavioural Issues

Our staff are excellent and the rule of thumb is that they deal with **all** low level incidents – these are incidents that we deem to be ‘normal’ for their development age. For example at **four** this can include pushing, lashing out etc. The staff **will not** report every low level incident to parents, just as they wouldn’t tell you every time a child got a sum wrong. However, they do deal with these incidents and teach the children how to behave. Children also fall out with each other; this is part of growing up and we take our role of teaching children how to get along with each other, very seriously.

Playground spats do happen, sometimes resulting minor injuries. We investigate causes, inform parents if we consider the incident to be serious, and work hard to both resolve conflicts and teach children how these can be avoided in the future.

We all want children to enjoy coming to school and learning. If an incident is **more serious** we would contact parents and work with you.

My child has been told off – who do I see about this?

Very few children have been excluded from Singleton School and we rarely have behaviour problems. However, all children misbehave at some point – they’re children and its normal!

We co-parent with you and children are not the finished product. They need guidance, checking and to know what the boundaries are for good behaviour. When they’ve crossed the line, they need to know, in order to develop and learn. If the staff feel that the incident is of a more serious nature then they will contact you, however, if it was just a low level incident this will just be dealt with in school by the staff.

Every day is a new day in school and our staff **always** treats the children in a balanced fair way. Please expect your child to be in trouble at some time during their time at Singleton and **trust** that we will tackle the situation with your child’s interests at heart.

Should poor behaviour become prolonged, the Family Learning Mentor will work with you and introduce a support programme to help your child.

We rely on **parental support** over incidents. If you require clarification, it is better to make an appointment to see your child's teacher after school. In a morning class teachers are setting up for the day and seeing their classes into school, however they are available after school from 3.10pm once they have safely released all the children to their parents/ carers. We ask that you do not try to justify or make excuses for inappropriate behaviour; we need to be a united team in terms of establishing boundaries with our children.

However, as explained earlier **we do deal** with all **low level** incidents and do not report every incident to parents just like we wouldn't if a child got a sum wrong in maths. We constantly teach the children how to behave in an appropriate way and as with any learning this takes time. Children have to be given the opportunity to learn from their mistakes. We will inform you if behaviour becomes a concern as we feel at this point it is vital that the children see that actually this is serious and we are working together as a team.

For more serious incident, school will contact you to arrange a meeting with the Family Learning Mentor or if the incident is very serious Mrs Clayton.

What do I do if another parent has told my child off and I am not happy?

At our school we have a Parent Code of Contact Policy this outlines the following:-

Expectations:

- That adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community.
- That no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises.
- Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, governors, parents and carers, children and other users of the school premises will not be tolerated and will result in the withdrawal of permission to be on school premises.
- Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors.

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community:

This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds.
- Shouting, either in person or over the telephone
- Intimidating behaviours including displaying temper
- Inappropriate posting on Social Networking sites - e.g. deemed as bullying or personal / derogatory towards members of staff
- Defamation of the school's or staff character on Facebook or other social sites
- Speaking in an aggressive/threatening tone
- Physically intimidating, e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Unwarranted and unnecessary correspondence taking up undue teaching and administrative time.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication.
- Approaching someone else's child in order to discuss or chastise them because of their actions towards another child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).

- Using loud, rude or offensive language or making malicious comments.

If you witness or are on the receiving end of any of the above then you should let school know immediately as we take this very seriously.



Bullying

I think my child is being bullied - what can you do?

We regard bullying as a very serious issue. Bullying is sustained, mental or physical abuse. It is not a playground spat, falling out between friends, or infants tumbling over each other and learning to take turns etc.

Children who are being bullied change over time, often becoming more and more withdrawn and experiencing disturbed sleep. Their confidence erodes, as does their self-esteem. It is vital that we recognise any signs as soon as possible and act quickly to stop it.

If you are concerned, contact the class teacher, or the Family Learning Mentor. We very rarely have cases of bullying at our school. Often the children have just fallen out with one another or are playing in a rough manner – but if this is the case and your child is upset, we still need to know!

Charging Policy

As a school we seek to meet the costs of all educational activities undertaken by pupils from our delegated school budget. However, from time to time and in the case of some extra-curricular activities, Educational and Residential visits we may ask parents to offer a voluntary contribution to the costs of these valuable experiences. These costs are communicated to parents well before the event and by helping with the costs enable us to offer a much wider range of such activities.

No child will be excluded if they have not paid; however, the school wishes to make clear that should insufficient funds be raised to cover the costs then visits will be cancelled.

Curriculum letters

What is a Curriculum letter?

At the beginning of each term we will send you a letter to tell you what your child will be learning about. Often, we put pleas for things on this letter, such as junk materials, parents to help, old material. It is

important that you read this letter so you know what your child is doing in school each day. Parents **do not** have access to teachers' lesson plans.

Dinner Money

When do I pay dinner money?

Infants are now all entitled to a universal free school meal. For the rest of school parents can choose whether to pay weekly or 1/2 termly in advance.

Weekly Payers

- If you choose to pay weekly you will need to pay a week in advance.
- Weekly dinner money needs to be placed in an envelope, clearly labelled with your child's name, titled dinner money and posted in the school drop off box.
- Meals must be paid for in advance; **if dinner money is not received on a Friday morning then meals will not be booked for the following week and you must provide your child(ren) with a packed lunch.**

Half Termly Payers

- If you choose to pay for the half term you will be sent a letter stating amount owed for the next half term. All dinners must be paid for prior to the start of the new half term (so in advance)
- Please note that all cheques should be made payable to Lancashire County Council (L.C.C.)
- If your child is absent then you will be credited with the cost of the meal and pay less the following week. For those paying half termly you will be credited the following term.
- If you decide to change to a packed lunch then we will need to be notified at least one week in advance to allow the cook the time to change her order.

Ad Hoc

- If you need to book a meal on an ad hoc basis the office must be informed by 9.15am. Please send £2.20 into school with your child on the day.

Please see Mrs Reeves if you think you may be entitled to **free school dinners** for your child and she will advise you further as **school will receive additional money** if they are on free school meals. This will provide additional benefits for your child; e.g. one free after school club per week and some funding towards a school trip in addition to providing your child with additional support in class.

Please be aware that there is a difference between the universal free school meals that all infants are entitled to and 'Free School Meals.' Even if your child is in the infants and receives universal free school meals, you must apply separately for the **free school meals** to receive the additional funding.

How much notice do I give when changing from dinners to packed lunches?

- **At least one week's** notice! This is because the kitchen orders food one week in advance.

Drop off and Collection Policy

Does the school have a Drop off and Collection Policy?

Yes we do this is a brief summary of the key points:-

Key principles

- Class Teachers are responsible for the orderly dismissal of pupils from their classrooms.
- Class Teachers must be sure that pupils' leaving arrangements are *SAFE*.
- Class Teachers will not allow children to leave with unknown persons.
- Children **in Years 5 & 6** will only be allowed to walk home alone with written permission from parents and agreement from school Health & Safety committee that it is appropriate and safe to do so.
- Where changes to a child's normal pattern of home time occurs, the school expects to be informed by the parent on or before the day.
- Parents will drop off / collect children (or arrange for this to happen) **punctually** – if parents are late the children will be placed in Kids Club and you will be charged.
- No child must be left unattended on the playground. The children are your responsibility until staff open the doors at **8.45am**. If children are dropped off and left unsupervised they will be placed in **Kids Club** and parents will be billed accordingly.
- All children must be in school by **8.55 am** – Doors will be closed at this time and as parents it is your responsibility to be on time. The impact of lateness is not just on your children but on all the others in the class when lessons have to be stopped and the teacher has to go and explain to late children what they need to do.
- Lateness will be monitored by the Attendance Officer and Health & Safety committee and support will be given. However, parents who persistently drop children off late despite support from school will be referred to the County Attendance Team
- Staff will release children at 3pm from their respective doors to a responsible adult
- **KS1** children will only be released to a sibling over **16 years of age**
- **KS2** children may be released to a sibling of **secondary school age**
- Children will not be released to any adult that is unknown to school or to another parent unless school has been notified in advance.
- Whilst we recognise that there are occasions where parents are delayed through no fault of their own e.g. traffic jams etc. children that have not been collected on time will be placed into Kids Club and parents charged accordingly unless there is an extenuating circumstance as school does not have the staffing in place to watch children that are picked up late.

Extra-Curricular

Do you have After School Activities?

Yes. Each term you will receive a letter about the activities on offer and you must fill in the sheet and send it back to school with payment in advance. We rarely cancel a club unless there is an extenuating circumstance. If we had to cancel a club then we would try to give you as much notice as possible. You would usually receive a text. If we had to cancel a club we would reimburse you, however, you **will not be** reimbursed if your child misses an activity due to other circumstances as the coaches are paid for in advance.

Information about 'Extra-Curricular Activities' can be found on the school newsletter and the school website. As a school we use some of our P.E. grant to subsidise the sporting clubs. This has meant that we can run clubs at a cost of £2.00 per session. We hope that this encourages parents to let children participate in a range of sporting activities throughout the year.

We use our Pupil Premium money to enable pupils on free school meals to attend one extracurricular club a week for free.

Junior children represent the school in sports teams in local leagues. These are competitive and you are welcome to stay and watch matches. You will be expected to ferry your child to other schools if your child is picked for a team.

Children **are not allowed** to wear P.E. Kit for extracurricular activities. They need to bring in suitable clothing each week for the club they have selected. So for example if you sign your child up for football the expectation is that your child has all the appropriate kit for football – this includes boots, shin pads etc. If you are unsure as to what constitutes an appropriate kit please contact Mr Goostry our P.E. Lead.



Homework

What about Homework throughout school?

Homework is always a contentious issue.....

Some parents believe that children should have lots of homework and some believe that children should have none at all! Whilst others have all shades of opinion in between!

At Singleton we adopt what we believe is a very sensible approach, firmly rooted in supporting the children's learning in school and as they reach upper Key Stage 2 supporting the transition to high school.

We want the very best lifetime opportunities for our children by giving them the best possible start and we believe this is achieved through an effective working partnership with parents.

Parents are asked to encourage their children to undertake and complete homework tasks in order to promote

- good attitude to work
- self-esteem and a sense of achievement
- improved standards of performance

We value the support you give to your children through discussion of their homework, and would especially ask you to ensure that your child has the time and environment in which to work undisturbed. We ask that you ensure that your child completes their homework each week. However, should there be an extenuating circumstance and your child has been unable to complete the homework on time, please send in a short note explaining the reason.

What type of homework will my child get?

Reading

Infant children should be heard read by someone **at home every night for 5 – 10 minutes**. In school the children are taught to read every day through phonics. At home listening to your child read practices and reinforces what they have learnt at school. There is **nothing more important** that you can do at home than support your **child's reading** as this unlocks the whole curriculum for them. A child that can't read cannot access for example history or geography. All children have reading records, written in by parents and staff and this is an effective source of communication between home and school.

As children progress through school and become independent readers, it is inappropriate for them to be reading out loud at home: we want them to become thoroughly engrossed in books. The role of the parent at

this stage is to encourage, support and discuss what is being read. Children in the juniors should aim to read a minimum of 3 times a week. (Minimum of 10 – 20 minutes).

Spelling

In our school we use an online programme called IDL which is highly effective programme for improving reading and spelling. **All children** have their own log in details and can access this programme from home. The children all work at their own pace and level. We would encourage every child to spend 5 – 10 minutes per night on the IDL programme. (Minimum of 3 times a week is needed for the children to make any sustained progress).

Speaking and Listening

The children will receive two home projects a year – which will involve preparing and presenting a talk for the rest of the class.

Mathematics

In the infant department it is important that the children learn their number bonds and their times tables. These can be done through songs, on car journeys, counting lampposts, through cooking, through shopping etc. As the children move into the juniors it is important that by year 4 they know all their times tables and these are just learnt through practice.

Apart from this, children will be given on line homework (Abacus or My Maths) every week by their class teachers which extends or reinforces learning in class. My Maths has the option for parents and children to watch demonstrations of how to do the concept.



Other information

Children in year 2 and year 6 will have more homework in their run up to the statutory testing in May. Please encourage your child to learn at home in a positive way. Think very carefully about the praise and criticism you give. It can be very damaging to constantly tell children they are doing something wrong.

A more positive approach is to support the children in understanding that making mistakes are a vital part of learning. Encourage them to think about what they could do differently next time and what they have learnt from the mistake.

We try very hard to build confidence and we do this through an ethos that promotes self-belief. We encourage all our children to have a go, to understand that their talents and abilities can be developed through passion, education and persistence. We also work with our children to help them understand that for them it is about commitment to learning, taking risks and learning from mistakes. In school, we correct inaccuracies which children should know and then challenge them with new learning.

We praise:-

- Effort
- Motivation
- New Learning
- Struggle and set backs

- Strategies and choices
- Choosing difficult and challenging tasks
- Improvement

It would be helpful if you use the same approaches.



Generic whole school homework information

IDL – Specialist Literacy programme

Over the last few years we have invested a lot of money on specific on line programmes to support our children with their learning. IDL was initially designed as a dyslexic support programme for developing reading comprehension skills and spelling and grammar. However, in more recent years it has been highly recommended to schools for use with all children. Evidence indicates that schools who use IDL have seen pupils' reading and spelling ages increase on average by around 10 months after just 26 hours of use.

IDL automatically generates a starting point for pupils based on their individual reading and spelling ability so children progress at their own rate.

We use IDL within our guided reading so children access between 20 – 25 minutes of IDL in school each week. However, it is recommended that children try and complete an hour a week to get maximum impact. It is not possible to devote an hour of the children's timetable to IDL in school time as we have so many other subjects to address. So we include IDL as part of our homework.

All children (Y1 –Y6) will be given a password to log on at home with.

The grid below outlines a minimum expectation for IDL homework. If you wish to do more with your child in the holidays you can log on at any time – the more levels the pupils complete the more progress they make!

Abacus Key Stage 1 /My Maths

Abacus and My Maths are two online programmes that we use for Maths Homework.

The homework set will always be linked to what has been taught in class and will either consolidate learning or further challenge depending on the individual needs of the child.

All children (Y1 –Y6) will be given a password to log on at home with. The children will be set one piece of Maths homework per week.

With My Maths the homework has to be completed in one go. You cannot dip in and out of the homework.

In My Maths the work is marked automatically at the end of the session so the child can see exactly what they have got wrong or right. They can have more than one attempt on a piece of homework as new questions are generated each time. If a child is struggling they can also watch the demonstrations to remind them which strategies they should use.



Singleton School Homework Plan – Years 1 – 6

- All homework will run from Friday to Friday.
- Staff will check online homework (IDL/ABACUS/MY MATHS) is completed each Friday and will also collect in any paper homework on this day.

- Times tables may be tested throughout the week – but this should not affect the ongoing support with practise that you give at home.
- For Home projects/Presentations – instructions will be sent home separately.

Class	Maximum Time per day spent on homework	Daily homework	Weekly tasks (Please note with IDL and tables you don't have to do it all in one go – you can spread out over the week.)		Other
1/2	20 – 25 mins. per night	10 mins reading each night	Abacus (Maths)	15 mins	Throughout the year the children will also have:- <ul style="list-style-type: none"> • Additional mini projects - presentations • Occasional 'Talk' home work when relevant and linked to literacy
			Literacy	15 mins	
			IDL	20 mins	
3/4	25 – 35 mins per night	10 mins reading each night (Independent readers at least 3 times a week)	My Maths	20 mins	Throughout the year the children will also have:- <ul style="list-style-type: none"> • Home projects
			Times tables	20 mins	
			IDL	20 mins	
			Literacy	15 mins	
5/6	35 – 45 mins per night	10 mins reading each night (Independent readers at least 3 times a week)	My Maths	20 mins	Throughout the year the children will also have:- <ul style="list-style-type: none"> • Presentation projects on Science and Maths Topics • For Year 6 additional Homework will be sent linked to SATs preparation and also to prepare them for the demands of High school
			Times tables	20 mins	
			IDL	30 mins	
			Literacy	30 mins	

Homework in Foundation Stage

We do not have a set pattern or rigid structure for homework within our Foundation Stage as the children come into school with very individual learning needs. So we believe our role within their first year in school is one that facilitates a personalised learning journey. The homework they are given will not be the same as every other child it will be unique to your child. However, the following information will hopefully give you a very clear indication of the types of homework that your child will receive throughout the course of their first year in school.

Learning together is the emphasis for children in the Early Years Foundation Stage (EYFS). The activities are Literacy based with a strong emphasis on reading together. Maths Challenges are also set every two weeks to support children's Mathematical development and to contribute to the EYFS 'Parents as Partners' requirement. It is an ideal time to lay the foundations for continuing work at home.

What type of work will my child get?

Reading

In Foundation Stage, parents will be informed of the phonemes and high frequency words that the children are learning in school as they are learnt in lessons or at the child's pace. Starting in the autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways:-

Adults reading to children.

- Parents are encouraged to share books from their own homes, the School Library and other Library facilities. They are also asked to share reading in the environment when it is appropriate i.e. signs and captions in the street. Parents should encourage children to point to words as they are being read. Discussion about the books is important.

Children reading to an adult.

- When they are ready to, children will start bringing simple books home to 'read' to an adult. Some of the books in the first term will be 'text-less books' – much valuable conversation and discussion can be had about the pictures and the layout of the book. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.



Tricky words.

Children learn to read tricky words as part of 'Letters and Sounds'. Parents will be sent a list of the tricky words for each phase after the children have learned them. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children, it will be useful to practise writing the words as well as reading them. The teachers may send home games to give parents some ideas. It would be useful if these words were practiced on a regular basis in the summer holiday before Year 1, as well as parents continuing to share books with their child.

Letter formation.

At the beginning of the child's first term in Reception, Mrs Haigh will run a workshop on supporting with reading and letter formation so that parents/carers can support children with letter formation. This will include where to start and finish when forming each letter and what each letter should look like.

We ask that at home you encourage them to write/mark make at every opportunity.

Make it fun:-

- Shopping lists
- Letters to Father Christmas/Tooth Fairy
- Writing birthday cards

- Using a clip-board to make lists of all the insects they can find in the garden
- Writing a postcard
- Writing in the sand on the beach
- Making letters and numbers out of Playdough

Giving children the opportunity to practise forming letters and also developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively so they don't fall into bad habits.

Numeracy

We encourage you to count with your children up to twenty and to also encourage your children to read and write numbers. Throughout the year you may be sent tasks linked to Numeracy in class. However, there are lots of games that you can play:-

- Bingo
- Snakes and ladders
- Snap with number cards
- IPAD Apps
- Pairs – with numbers
- Looking for shapes around and about – (square window etc.)
- Money - recognising coins and counting

Finally, remember that children are in school all week, working. Parents are a child's prime educators and all the wonderful things you do at home, mid-week, at the weekend and in the holidays are crucially important in terms of developing values, confidence, independence, sound attachments, tolerance and broad horizons. We would far rather that you were engaged in active pursuits with your child than having them sit at a kitchen table doing Maths work sheets at the weekend.

Illness

If my child becomes ill in school, what happens?

Your child will be cared for until collected. (Our First Aiders will assess and monitor your child). We will telephone you, or other named contacts – **please make sure to let us know if your phone numbers, or family contacts, change.**

Immediate medical help will be sought in an emergency.

We will also phone you / or speak to you if we notice head-lice on your child – parents are sometimes alarmed or embarrassed when this happens for the first time- please don't be! Head – lice are a common occurrence in all schools and they are very sociable little pests. The best method of prevention is to go through your child's hair with a nit comb and hair conditioner once a week.

What happens if there is an accident in school?

You will be contacted in the same way as if your child has become unwell. As much as we try to prevent accidents from happening and have set health and safety procedures, they do occur from time to time, as they do at home; children fall, heads get bumped, infant children still attempt to cut their own hair, etc.

We will telephone to tell you about what has happened and offer advice as to the seriousness of the incident.



Jewellery

The guidelines from Lancashire are that no jewellery or watches can be worn for P.E.

In our school we allow a watch and stud earrings. However, children should be able to take out the studs for P.E. themselves without assistance; if a child cannot remove their own earrings we ask that parents send them into school on the days when they have P.E. without their earrings in.

Kids Club – after school child care

Is there an after school club?

At Singleton School we have a before and after school club. Our Kids Club is very popular and is available from 7.30am and breakfast is available at this time. After school the Kids Club runs until 5.30pm and includes a fantastic range of activities and a very popular snack time!

If you are interested, please contact Miss Manning kidsclub@singleton.lancs.sch.uk

Morning

£4:25 - this includes breakfast

After School

There are a variety of options after school - from a 1 hour stay upwards. Prices start from £4:50 per session.



Medicine

Will you give my child medicine?

Yes, but only for an ongoing medical condition which would form part of a “care plan”.

General medicines, e.g. Calpol, cough mixtures, are not given. Parents **can** come to school to administer these themselves.

What about prescription medicines?

- Medicines should only be brought to school **when essential** and directed by a Doctor (where it would be detrimental to the child’s health if the medicine were not administered during the school day);
- Parents must meet with the SENCo / Family Learning Mentor regarding the medical need to identify the next step actions for school.
- Depending of the medication or medical need the Chair of the Health and Safety Committee may meet with parents to complete a risk assessment.
- Administration of prescribed medicines must be supported by a ‘care-plan’ developed by the School Nurse Service or GP (In conjunction with the SENCo / Family Learning Mentor).
- We do not administer antibiotics unless they are **4 X daily**. If your child gets prescribed these you need to discuss this with Mrs Clayton or the Family Learning Mentor so that appropriate arrangements can be made and consent forms signed.
- All medicines should be taken directly to the school office by a responsible adult; Medicines will only be accepted in the **original container** as dispensed by a pharmacist and with the prescriber’s instructions for administration;
- The medicine should be clearly marked with the child’s name and class number;
- The appropriate dosage spoon should be included with all medicines sent to school;
- Any medicine administered will be recorded by the staff member in the on the medicine administration sheets in the School Office;
- Medicines will only be accepted for administration in school on completion of the appropriate form by a parent or carer. In exceptional situations we may accept telephone consent.

P.E.

Sport and involvement in physical activity plays a very important part in life at Singleton School. We promote team sports and individual endeavour. We are proud of being a competitive school – we believe winning to be important but we also balance this with an emphasis on sportsmanship, fair-play and the need to be a ‘good loser’.

We believe that sport should be for everyone and we try to offer a vast range of opportunities for children to ‘find their talent’.

Team sports, games and other physical activities are alive and well at Singleton School. Curriculum time is allocated to addressing the requirements of the National Curriculum 2014 in full but, we also offer opportunities after school for children to take full advantage of the skills and enthusiasm provided by a dedicated and well-qualified staff.

Every opportunity is taken to compete against other schools at both a local and regional level.

We expect children to have full P.E. Kit in school at all times. The children can wear appropriate trainers or pumps.

Please help your children independently get dressed as they will need to be able to do this for PE.

Prevent Strategy

Promoting British Values at Singleton Church of England School

At Singleton Church of England Primary School we value the diversity of backgrounds of all pupils, families and the community. Within our curriculum we have introduced and threaded through themes which value the perspectives of other people and other countries.

The Department for Education have recently reinforced the need “to create and enforce a clear and rigorous education on all schools to promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

The Government set out its definition of British values in the 2011 ‘Prevent Strategy’ and these values have been reiterated by the Prime Minister in 2015.

The Department of Education defines British Values as follows:

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

At Singleton Church of England School these values are reinforced in the following ways:

Democracy

All pupils in Singleton Church of England School are given a voice. Children are encouraged to debate topics of interest, express their views and make meaningful contribution to the running of the school on matters that directly involve pupils. Children have the opportunity to have their voice heard through an annual pupil questionnaire.

The principle of democracy is explored in the curriculum and in assemblies. In the Autumn Term the election of the Junior Leadership Team takes place. This is a democratic process. All children are eligible to stand. If they choose to stand they prepare their own speech and present it to the whole school. Every child in the school is then given a vote.



The Rule of Law

The importance of Laws whether they be those that govern the class, the school, or the country are consistently reinforced throughout regular schooldays, as well as when dealing with behaviour and through

school assemblies and worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this serves and the consequences when these laws are broken. Visits from authorities such as the fire service, the police and councillors are regular parts of the school calendar and help to reinforce these laws.

Our school rules are displayed in the main corridor and the selection of them was a democratic process. The rules and expectations are clear. Non negotiables are evident in every classroom. At the beginning of every school year the teaching staff and the Learning Mentor review the behaviour policy evaluating its effectiveness and modifying where appropriate.

The school participates in anti-bullying week. The Behaviour and Anti-bullying policy set a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils and staff.

Individual Liberty

Pupils are actively encouraged to make informed choices, knowing that they are in a caring and supportive environment. Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.

Our behaviour policy is based on the principles of boundaries, choices and taking ownership and responsibility. It encompasses rewarding positive good behaviour and promoting the idea that it's 'cool to be good!' Adults in our setting lead by example. Our school Learning Mentor provides pastoral support when required.

As a school we educate and provide boundaries for young adults to make choices safely, through the provision of a safe environment and empowering situations.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely, through PSHE lessons and the curriculum. We provide opportunities to do this through choice of challenge, participation in extra curricula activities or standing for posts of responsibility. Pupils are given freedom to make their choices. Pupils are given key roles and responsibilities in school.

Mutual Respect

The pupils in our school have a strong belief in our Christian values: friendship, respect, trust, love, wisdom and endeavour. We follow these values in our every day school life. Each term we focus on a different value and this thread through the whole of our curriculum.

Our assemblies and worship incorporate these values and our children take a pride in their tolerance and respect of one another.

Tolerance of those of different faiths and beliefs.

We are a Christian school and as such we follow the teachings of Jesus, who taught us "to love thy Neighbour." Multi-cultural activities are evident in each classroom. Multi-cultural activities are strong element of the curriculum.

We respect that other people have different beliefs and we encourage our children to develop their understanding. We support the Bethany Project in Tanzania. We are also involved with FAIR Trade.

We celebrate the festivals of other faiths and we invite people into our school to talk to us about their different faiths and beliefs. We visit different places of worship for example a mosque and a Buddhist temple as part of our educational visits programme Promoting British Values through our Educational Visits is our

emphasis for the next two years and to promote this we have developed a display theme in our main school corridor.

We try to encompass and thread British Values in all that we do, including celebrations, school trips and sponsored events.

P.T.A.

In our school our P.T.A. is called **F.O.S.S.** – Friends of Singleton School. We have a very strong and dedicated F.O.S.S. who has the very important role of raising additional funds, separate from our budget which can be used to supply the school with some of the extra's which we would not be able to afford. Over the past few years, F.O.S.S. have organised a range of fund raising activities from Family Fun Days to Evening Balls. We used this money to purchase equipment for our new wooded area, a trim trail, new interactive T.V', STEM Challenge resources and a range of ICT equipment. The activities of the F.O.S.S., whilst mainly aimed at fund raising and school support, do also provide a valuable opportunity for the whole school to get together on an informal basis. Extra help is always welcome, whether it is in supporting events or as a member of the committee.

Do please come and join us in this important role of raising funds for our school. New ideas are always welcome.

Pupil Premium

Since 2012, Singleton Church of England School has been able to access the 'Pupil Premium' grant to further support the education of its students who have claimed Free School Meals (FSM) during the previous six years. The Pupil Premium is funding in addition to the School's budget that is used to support the attainment of the most vulnerable pupils.



At Singleton School these funds are spent in many ways to support vulnerable families targeted by the Pupil Premium funding. Examples of how "Pupil Premium" has enhanced our provision include:

- Deploying a member of staff to the post of Learning Mentor to oversee the main outcomes and support for FSM and vulnerable children and to liaise with relevant staff who work with these particular children.
- Providing additional academic support for FSM children who need to boost progress or be challenged further.
- Providing financial support towards additional costs of education such as trips
- Providing financial support to allow every FSM child one free (normally paid for) extra-curricular activity after school per week for the whole year.
- Providing financial support towards uniform and equipment
- Additional Educational needs resources

RE / Worship

In our school we follow Blackburn Diocese syllabus for R.E and worship and this is threaded through all aspects of school life. Our aim is to develop a school where there is a prevailing generosity of spirit, a valuing of others gifts, genuine forgiveness, cooperation, readiness to share, realistic but adventurous goals and expectations also respecting the opinions of others

We have identified with our staff and children a set of 7 core values – **Wisdom; love; respect; endurance; friendship, and trust**. All members of our school community were involved in the choosing of these values and in ensuring that they are embedded in daily life of our school.

Reverend Keighley our Vicar comes in to school each Thursday to lead worship with the children. We take the children to Church at least once a half term and on special Sundays. We have achieved the Church School of Distinction award for our relationship with the church and the parish.

Christian values are lived out in the excellent relationships in the school family which results in exemplary behaviour.

Worship is central to the spiritual life of the school. It is sincere, varied and relevant and has a deep impact on the whole community.



Reading

How often do you hear my child read?

In infants, children will be listened to read during guided reading, phonics (these are the sessions where we teach the children the skill to read) and also using the Oxford reading tree scheme at least once a week by an adult in school. They will be listened to read more often by support teachers or parent helpers. Please hear your child read at home every night. Reading books are NOT to be raced through and changed after the first reading. Infant books are to be read over a few days, several times and talked about, particularly the pictures.

Junior children should still be listened to until they are reading independently. Even at this stage, it is important to ask them about books they are reading, and to contact us if you have any concerns.

Please, please try not to be competitive with other parents over the “stage” of your child’s book. All children learn at different rates and children pick up “pressure” very quickly. It is very counter-productive!

How often do you change reading books / words?

In Reception / infants, the children’s books will be changed up to twice a week in foundation stage and once a week in Y1/2.

If additional words are given out to children to learn, these will be changed on an individual basis. When they can both read the words and use them in their writing they will be changed.

Junior books will be changed when appropriate. Junior parents should be aware that they still need to hear their child read regularly – reading often dips in Years 3 and 4 because reading aloud at home has stopped!

Please encourage your child to share a variety of books with you. Share the reading experience with them, read bedtime stories and discuss the books you read. Remember that the reading scheme in school is not the only book the children should be reading!

Reception Class – all your questions answered

What is the best way I can prepare my child for their Reception year at school?

- To have good manners – say please and thank you
- To share and take turns
- To listen to adults and do what they ask
- To be able to dress/ undress themselves.
- To be independent – these children make the fastest progress.
- To not be bothered about doing everything perfectly or getting it right the first time. Children who are scared of making mistakes, or who are told that they are “not doing it right” make very slow progress.

These things are far more important than being a fluent reader at the age of 3.

Where do I leave my child in the morning and pick them up at night?

Bring your child onto the playground and wait with them until their classroom doors are opened. Each Class enters school through their own doors. School starts at 8.55am but we open the doors at 8.45am and the children are then allowed into school where they are supervised and given morning activities.

If your child tries to follow you back out of school, please tell them off, and then let us know so we can back you up. Parents are asked not to wait around on the playground - this is very unsettling for the children as it prolongs the parting. We encourage you to say your goodbyes and leave.

Reception parents should deliver their child to the classroom initially. As the year progresses we will encourage you to support us in developing independence and ask that you say your goodbyes on the playground and encourage your child to enter school on their own.

Reception parents can collect their children from the classroom door at home time.

How will I know what is going on in school?

Children are often reluctant to talk about their day; once home, they distance themselves from school. Mrs Clayton sends a newsletter at the beginning of every month, and this contains diary dates, news and requests. At the beginning of each term the class teacher sends out a curriculum letter which gives an overview of what the children will be learning about that term. Our FACEBOOK page and Website are continuously updated and full of information.

We also send out texts and e-mails on a regular basis.

Parents are very welcome to help in school, though not in their child's class. (Experience has shown that this can be very unsettling for children, particularly younger ones.) Please contact Mrs Reeves or Miss Manning if you have some time to spare on a regular basis. This is subject to DBS clearance.

Our school website has a lot of information on and is updated regularly with news posts and information. We also have a Facebook feed.

My child is not reading the book - they are memorising it, is this right?

This is one of the first stages of reading. This is fine as long as they are pointing to each word as they read it and can distinguish between a word and a letter.

Why do you not always respond to everything I write in my child's reading record?

The reading record is just a working document to indicate to us that you have heard your child read or for us to pass information on to you to further support with your child's reading. We most definitely do not want or expect you to write massive amounts of information to us in the reading record. We feel that our time is best-used supporting learning in the classroom and it is a waste of valuable learning time sitting reading pages of comments in reading records and having to write large amounts of information back to you.

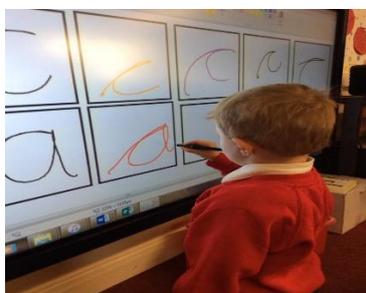
Our staff are on the doors in a morning and after school and if you have something **important** to communicate please just speak to them. With 15 or 30 children in a class if we had to spend just 5 minutes responding to every comment in the reading record on a daily basis – we would with a class of 30 spend over 2 and a half hours responding to reading record comments. So do not be offended if you get no response, we prefer to pass on important information verbally when we see you!

My child writes their letters / numbers back to front - should I worry?

Do not worry at all. It is quite normal, although we would be concerned if they were still doing it in Year 6!

How should my child be forming their letters?

We have a school handwriting scheme which the children are encouraged to use. The children will be introduced to this when they are ready. However, if you are going to work with your child before school, please ensure that you teach cursive writing. Children find it very hard to re-learn a method of writing.



Why have you not checked my child's bag?

We have a lot of children in our classes and it is impossible to check their bags every day. It also wastes valuable learning time! Please make sure you post any letters, money, reply slips etc. in the drop box outside the office rather than putting them in your child's bag. If your child has something that they need to give the teacher please remind them. We are helping them to become independent.

Will you put sun cream on my child?

Yes, but please label the bottle with your child's name and send a letter of consent with the name of the product you wish to be used. It is better if you can put sun cream on your child after you've washed them, first thing in the morning.

Does my child have a buddy?

Every child will have a Year 5 buddy who they can see at playtime for support.

My child has lost his/her sweatshirt, where is it?

Your child's clothing should be clearly marked (remember biro comes off in the wash and you will need to re-apply regularly). We encourage children to be responsible for their own belongings. Often, children put the wrong sweatshirt on after PE and will bring it back the next day. We have a lost property bag that is located near the old hall. If your child has lost something and it is not in the lost property bag then please ask Mr Walley (Ian) our Site Supervisor as he is brilliant at finding things!

My child has come home bruised. Why has this happened?

If this is a case of bullying, then it is obviously very serious. However, a large part of development during the Reception Year is learning to exist, socialise and make friends with a larger group of children. Reception children are rather like puppies in a pack! They literally crawl and tumble over each other outside, and we have to train them not to!

Tools/ Scissors/ Knives and Forks

From Foundation Stage, children have access to a range of tools and implements and are taught how to use them properly – and responsibly. (This is part of the statutory Foundation Stage curriculum.) Whilst children are supervised at all times, we do not stand over them; if children use them incorrectly, we see this as an opportunity to reinforce the message of correct usage.

What is Baseline Assessment?

Within the first six weeks of school your child will be assessed using Development Matters materials. Mrs Haigh will make an assessment on entry journal for each child with evidence that backs up her judgements. They will be assessed throughout the Reception year and at the end of the school year. An Assessment Profile is completed for each child, which is purely teacher assessment and is constantly as part of the teaching and learning process throughout their time in Foundation Stage. Evidence of pupil progress against the Early Learning Goals can be seen in their 'Learning Journals.'

Safeguarding

At Singleton School we recognise that providing the best possible opportunities for our children to achieve their very best is at the forefront of what we do on a daily basis. However, we also take very seriously our responsibilities in terms of the health and welfare of our children.

Our school fully recognises the contribution it can make to protect children and support pupils in school'. There are three main elements to our Child Protection Policy'.

- (a) **Prevention:**
Creating a positive school atmosphere, teaching and pastoral support to pupils where children have opportunities to have a voice and that their wishes and feelings are listened to and taken into account.
- (b) **Protection:**
By following agreed procedures, ensuring staff are trained to recognise possible signs and symptoms of abuse and are trained and supported to respond appropriately and sensitively to child protection concerns.
- (c) **Support:**
To pupils and school staff and to children who may have been abused.

Mrs Clayton and Mrs Haigh receive 'Designated Senior Person' training every 2 years and all other staff and governors receive full Safeguarding training every 3 years.

Mrs Reeves (Office Manager) keeps and maintains a log of all staff and volunteers who have DBS clearance to work with children which the Governors review, and monitor general safeguarding in school monthly. Mrs Clayton writes an annual safeguarding report for Mrs Walker – our Chair of Governors and named Governor for child protection.

Our Safeguarding Policy and Internet safety policy are available for parents to view in the policies section of the website.

We **all** have a responsibility to keep children safe and there have been cases at our school where parents other than those of the child concerned have reported concerns. Any adults living in our locality who have child protection concerns should contact Social Services;-

The Customer Service Centre 0300 123 6720
Emergency Duty Team (Out of Hours) 0300 123 6721/3

Or alternatively contact the police.

Parents need to understand that Mrs Clayton, Mrs Haigh, the staff and the governors have a statutory responsibility to refer any safeguarding concerns to the Lancashire Safeguarding Team.

Our policy is to 'Put the child First' and this means we seek advice if there is even a small amount of doubt or concern. This can, and has on many occasions, led to uncomfortable conversations with parents and carers but we would rather be safe than sorry and the needs of our children are paramount.

School Hours

Please note classroom doors open at 8.45am and children are welcomed into the classroom at this time where activities are provided.

- We open the doors earlier to aid with congestion and parking but it should be noted that children should not be on the school site before 8:45am unless they are booked into breakfast club.

Morning session

8.55am – 12 noon	(Foundation Stage & KS1)
8.55am – 12.20 pm	(KS2)

Afternoon session

1.00pm – 3.00pm (Whole school)

Please ensure that children arrive promptly each day. Parents are asked to drop children off on the playground and let them come into school alone to avoid congestion/foster independence and ensure the safety of the children – with the exception of the Reception class children where the parents are welcome to take the children to the classroom until they get used to school.



SEN

All children are valued, respected and welcomed to our school whatever the level of their educational or physical ability. We seek to support all children in their learning and ensure they have equal access to all areas of school life. The SEN code of practice (2001) recognises that there are 4 broad areas of SEN:

1. Communication and interaction (language and autism spectrum disorder).
2. Cognition and learning (general learning and specific learning difficulties).
3. Physical and sensory.
4. Behavioural, emotional and social.

We seek to identify and assess the special needs of individual pupils using a variety of assessment techniques and working in co-operation with the pupils, parents, teaching staff and external agencies. We are able to provide an environment which enables access for all pupils regardless of their need. Our accessibility plan enables optimum participation in the school community for pupils, and prospective pupils, with a disability.

Pupils with SEN are placed on our SEN register at an appropriate level and teachers differentiate for their needs in each lesson, through Individual Education Plans (IEP's) or in some cases Statements of SEN. This provision and register is regularly reviewed by the SEN co-ordinator and the Head Teacher. Parents of pupils on the SEN register are invited to school termly to review their child's current IEP and progress.

Within our school we also have a Family Learning Mentor. The Family Learning Mentor works within school to help children and families with any difficulties they may be experiencing. They are there to listen, offer support and practical advice. **They are informal educators.**

A Family Learning Mentor is here to:

- Listen
- Offer support
- Promote positive behaviour
- Offer encouragement and build self-esteem and confidence
- Identify the barriers to learning and set targets.

Who does the Family Learning Mentor work with?

- Individuals and groups of children
- Teachers and other members of staff i.e. support/welfare staff
- Parents/carers
- Schools
- External agencies such as; Social Services, Police, Health Professionals, Education Welfare Service, Sure Start, School Doctor/Nurse.

The Role of the Family Learning Mentor

For Children:

- Build confidence, raise self-esteem and motivation
- Improve social skills, form relationships with friends, family and staff
- Improve attendance and punctuality
- Remove barriers to learning
- Help children to achieve their potential

For Families:

- Improve support and communication between home and school
- Access to outside agencies and someone to talk to in confidence

For school:

- More effective and efficient communication between parents/carers, teachers and outside agencies
- Reduction in anti-social behaviour

Swimming

This takes place in Year 3 and Year 4 on a Monday morning. Children require a towel and swimming costume.

- All children with long hair should either wear bathing caps or have their hair tied back if the teacher considers the length of the hair constitutes a health hazard.
- Jewellery should not be worn in the pool.

Parents who wish their children to wear goggles need to ask at the school office for an authorisation form.

Any children who cannot swim 25 metres when they enter year 6 will go for additional swimming lessons as the government have outlined that this is now a statutory requirement of primary schools.

Trips

Does My Child Have To Go On The School Trip?

Yes. School Visits have been carefully considered to enhance the curriculum and take part in statutory school time. There is a charge for visits, to cover costs, but parents experiencing difficulties can always approach Mrs Clayton / Mrs Reeves in confidence if they are having problems paying.

Risk assessments are always done before hand and there are set pupil/adult ratios to observe which are different from those generally operating in school. (1/8 is the statutory number, but we always do 1 / 4 or 1 / 5 for infant children.)

A qualified first-aider always accompanies school visits.



If I am worried or unhappy about something, what should I do?

Always come in and talk to the Class Teacher or Mrs Clayton or The Family Learning Mentor – depending on the nature of the worry or concern. We have an open door policy and would rather you talked to us than worry at home. We build up warm and trusting relationships with families in school and we are always ready to listen. The best time to see class teachers is after school rather than in the morning, as all teachers are busy preparing for the day in the time before school starts. (Please be aware that all staff run after school activities so try to avoid those nights.)

If you need to talk to a teacher please phone the office for an appointment or wait for the staff to release **all the** children at 3.00 p.m. before you try to speak to them about your child. It is imperative that all children are handed over safely and without distraction.

Useful Details

If you need to get in touch with us at any time our address, phone number, e-mail contacts are as follows:-

Singleton Church of England Primary School
Church Road
Singleton
Poulton-le-Fylde
FY6 8LN

Tel	01253 882226
E mail	head@singleton.lancs.sch.uk
Website	www.singleton.lancs.sch.uk

Uniform

It is important for our children to develop a pride in their appearance and identify with school. We ask that children have appropriate hair styles and if they have long hair it is tied back for school.

- Please ensure that **all** items of clothing are clearly marked with your child's name and that P.E kits are available in school at all times.
- The Sports and Trophy Centre in Poulton-le-Fylde supplies all our school uniform.

Our School Uniform Policy

Winter

Girls

Grey skirt/ pinafore
White blouse
White socks or grey/ red tights
Smart sensible black shoes – not trainers
Fleece
Red/grey striped tie
Red cardigan
Suitable Coat

Boys

Grey trousers
Grey/ black socks
White cotton shirt
Red / grey striped tie
Smart sensible black shoes – not trainers
Red v- necked jumper
Fleece
Suitable coat

Summer

Red / white check dress
Red cardigan
Smart sensible black shoes – not trainers
White socks or grey

Grey shorts
Red V-necked jumper
Red Polo shirt or white shirt with tie
Smart sensible black shoes – not trainers

NB

In the winter months, there is an expectation that **all** children bring an appropriate coat to school to wear during outdoor play sessions. This is in line with Lancashire Safeguarding recommendations with specifically says children must have adequate clothing.

Children **will not be** allowed out to play without a suitable coat.

P.E.

Red shorts
White polo shirts
Black pumps (KS1)
Trainers (KS2)

Swimming

Sensible costume (not red)
Sensible trunks (not red)
Swimming hat



