

# Orchard Community Primary School

## Prospectus 2023-24



**Inspire - Create - Achieve**

# Orchard Community Primary School



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**Headteacher:** Mrs Fiona Shields

[fshields@orchard.leics.sch.uk](mailto:fshields@orchard.leics.sch.uk)

**Deputy Headteacher:** Mr John Patching

**Chair of Governors:** Mrs Sue Shearman

[www.orchardprimary.org](http://www.orchardprimary.org)

## ***Visits to the School***

***We would like to extend an open invitation to all prospective parents to visit us and to meet our excellent teaching and support staff. Please do not hesitate to contact the school office to arrange a visit at your convenience.***

# Welcome to Orchard Community Primary School

*Orchard Community Primary School is committed to providing a broad education where all children can reach their potential in a happy, caring environment, which encourages them to value themselves and those around them.*

## Why Orchard?

Choosing the right school for your child is vitally important. Parents want their children to receive a good education, but they also want them to be happy and to feel safe and secure in school.

At Orchard Community Primary School, we believe we can offer all these things.

## Our Vision

At Orchard Primary School, we have the highest aspirations for our children.

Deeply committed to providing the best possible education for all pupils, we place a child's happiness and excellent standards of teaching, learning and leadership at the heart of all we do.

We believe that time in school should be rewarding and fulfilling.

We therefore pride ourselves on creating an exciting and inspirational learning environment.

We do this through the implementation of a wide ranging and challenging curriculum that enables each individual to acquire the necessary skills and knowledge to develop high self-esteem and experience success in both education and in their personal growth.

Through our caring and inclusive learning environment, we aim to nurture and develop mutual respect, tolerance and teamwork; encouraging pupils to embrace diversity and value one another equally.

We are dedicated to promoting in pupils: resilience, a positive learning attitude and independence.

We also place a huge emphasis on the importance of kindness, respect, tolerance and good manners.

We strive to create a learning community, rich in opportunity, where everyone is valued, empowered and challenged to achieve their potential and excel in their achievements.

Determined that our pupils leave Orchard as confident and responsible, learners who are equipped for the next stage of learning, we have five key areas that drive our vision:

**1) Orchard will be a welcoming, happy place where children feel safe, secure, enjoy their learning, and develop resilience, empathy, aspiration and honesty as they grow.**

**2) The school will provide a challenging, broad, exciting and extended curriculum which actively encourages, motivates & develops the talents of everyone in school.**

**3) Orchard will be an educationally inclusive school. One in which the learning, achievements, attitudes and well-being of all members of the school community matters.**

**4) Well-rounded personal development will ensure our children are confident, lifelong learners and responsible citizens ready to meet the challenges of the future.**

**5) Through the celebration and appreciation of diversity, pupils will develop strong global awareness.**

**6) Work in collaboration with both our partners in Symphony Trust and other schools, parents/carers and our wider community to secure the best possible outcomes for our children.**



# Aims

## At Orchard Community Primary School we aim to:

- Inspire those that we teach through: creative; exciting; memorable learning experiences.
- Develop confident, well-behaved, happy pupils, with a positive sense of self.
- Enable each individual child to reach their full potential through engagement in a rich, rewarding and inclusive learning institution, in which every child feels secure, valued, and is encouraged to do their personal best.
- Develop in our pupils a love of learning and the confidence to express themselves with imagination and creativity.
- Develop in pupils the ability to behave with courtesy and good manners.
- Develop thoughtful and caring pupils, who are able to form their own responsible values and make informed choices.
- Encourage pupils to respect and value the richness and diversity of their own community, other peoples' cultures and the natural world around them.
- Develop children as learners for life, equipped with a set of learning and social skills for an ever-changing world.

## The School

Orchard School is a well-maintained, modern building situated in the picturesque village of Castle Donington. Built in 1970, and extended in 2016, it currently has 329 pupils on roll aged between 4 and 11 years old.

The extensive grounds, which include a large playing field, tyre park, trim trail and woodland area, have been developed to support learning, and provide an attractive and safe environment for all children to enjoy.

An outdoor classroom is available for lessons in warmer weather and for shelter during breaks.

Inside, the school offers a rich, rewarding and highly stimulating learning environment. Children begin in our exceptionally well-equipped Foundation Stage classroom, with a purpose built outdoor learning environment, in the school year they turn five.

In Key Stage 1, the school is semi open-plan with each base leading to the main corridor and a free-flowing practical area.

This provides each class with an enclosed classroom area for formal work, but allows for easy movement between the bases for flexible working opportunities. We also have one KS1 class based in a newly refurbished mobile classroom.

The classrooms in Key Stage 2 are enclosed. All classrooms have an interactive whiteboard and access to laptops, Chromebooks and I-pads.

As well as a studio with a 'Green Screen' and a number of teaching spaces suitable for small group work, there is a multi-purpose hall, which enables the whole school to meet together for assemblies. The hall is also used for PE and extra-curricular activities, as well as serving as our dining hall at lunchtime.

The 'Learning Centre' includes two further break-out rooms, a kitchen for the children to use for cookery lessons and a radio broadcasting 'pod'. In addition, the school's SENDCO, Miss Webster, has her base here.

The school operates a flexible policy regarding the organisation of year groups. Currently, children attending the school are divided into eleven single or mixed-age classes (EYFS to Year 6). Due to un-even admission numbers, the number of children in each class may vary year upon year.

At the end of the Primary Phase, most pupils transfer to Castle Donington College.

The school is at the heart of the community and places great emphasis on its relationships with pupils, parents and other members of the community.



## Working Together At Orchard Community Primary School

**Headteacher:** Mrs F. Shields

**SENDCO:** Miss H. Webster

**Teaching Staff:**

EYFS: Green Apples - Mrs T. McGravie (EYFS & Art Leader)

EYFS: Red Apples - Mr L. Owen (DT & Outdoor Learning Leader)

Class 1: Y1 - Mrs L. Chapman (Geography Leader) & Mrs I. Parker (PSHE Leader)

Class 2: Y1 - Miss K. Sheldon (Computing Leader)

Class 3: Y2 - Miss H. Tisdell

Class 4: Y2 - Mr A. Cooper (Assistant Headteacher, KS1 & Literacy Leader)

Class 5: Y3 - Mrs E. Wood (Music Leader)

Class 6: Y3/4 - Mr J. Patching (Deputy Headteacher, French and Lower KS2 Leader); Miss L. Dahle/Miss J.

Hudspith (Science Leader)

Class 7: Y4 - Miss E. Waters

Class 8: Y5 - Mr T. Caldwell (PE Leader) & Mrs M. Cotterill (History Leader)

Class 9: Y5/6 - Miss L Farrar (Deputy SENDCO & joint Upper KS2 Leader)

Class 10: Y6 - Miss C. Brown (Maths Leader & joint Upper KS2 Leader)

**Teaching Support Staff:**

Mrs E. Bowden - TA

Mrs J. Bucknall - LSA

Mrs L. Champlin - HLTA

Miss D. Charity - LSA & Midday Supervisor Manager

Mrs S. Cooper - HLTA

Mrs H. Hull - HLTA & ELSA

Mrs C. Fordham - HLTA & Breakfast Club

Mrs M. Brain - LSA & Midday Supervisor

Mrs J. Wintle - LSA; Breakfast Club & Midday Supervisor

Mrs E. Mycroft - LSA & After School Club)

Mrs S. Jackson - LSA

Mr W. Morant - LSA & Sports Leadership Team

Mrs S. Valentine - TA & Strategic Lead for Autism

Mrs L. Astle - HLTA & Sports Leadership Team

Mrs D. Rees - TA & Breakfast Club

Mrs S. Marcer - LSA & Happy Lunchtimes Leader

Mrs G. Smith - LSA & After School Club

Miss P. Smith - LSA & After School Club

Miss J. Serne - LSA & Midday Supervisor

**Support Staff:**

Mr M. Battle - I.T. Network Manager

Mrs R. Daft - School Business Manager

Mrs M. Farrar - Admin Officer

Mrs L. Thompson - Admin & Finance Officer plus LSA

Mrs S. Gayson - School Cleaner

Mr K. Maguire - Premises Officer

Mrs D. Smith - Cleaner

**Midday Supervisors:**

Mrs D. Smith, Mrs H. Simpson, Mrs L. Tomlinson, Mrs B. Ryan and Mrs L. Clarke

**School Governors:**

**Chair of Governors:** Mrs S. Shearman

**Vice Chairperson:** Mr F. Brown

**Co-opted Governors:** Mr E. Halse, Mr F. Brown, Mr P. Strickland Mr R. Butler, Mrs J. Saffell, Mr B. Irving

**Local Authority Governor:** Mr Battle

**Parent Governors:** Mrs S. Corton, Mrs R. Bunney

**Staff Governors:** Mrs F. Shields (Headteacher) & Mr J. Patching (Deputy Headteacher)

**Clerk to Governors:** Mrs R. Daft (Clerk)

### OFSTED Inspection

**Following a two-day OFSTED inspection in November 2021, the school was judged as 'Good with Outstanding Features'.**

As a staff team, we were especially proud that our care and devotion to pupils was recognised through the judgement of 'outstanding' for personal development. The children are always at the heart of our work and it's wonderful that our determination to 'give them the wings to fly' shone through.

The full inspection report can be viewed on the school's website.

### Symphony Learning Trust

**'Aspiration, Innovation, Excellence'**

Orchard Community Primary School is proud to be part of Symphony Learning Trust - a successful Multi-Academy Trust that places outstanding learning and teaching at the heart of all its activities.

Working alongside like-minded primary schools across Leicestershire on national initiatives as well as school-to-school support work, we are committed to continuing to raise standards and further improve the quality of education we offer by providing inspirational and exciting learning experiences for all of our children.

Contact details and website:

<https://www.symphonylearningtrust.co.uk/>

## Admission Arrangements

*The school adheres to the admission policy as written by the LA, a copy of which can be obtained from the school website.*

**Orchard Community Primary School currently has an approved year group admission number of 45.**

### Procedures for admission into the Reception Year Group

There is one point of entry at the beginning of the Autumn term, for all reception children who have their 5th birthday between 1<sup>st</sup> September and 31<sup>st</sup> August. Pupils are taught in the Early Years Foundation Stage Unit. Children are taken into school on a staggered intake over a period of approximately three days.

An excellent induction programme has been established for the children and their parents before starting at the school, which includes:

- A formal 'meeting' in June where parents are provided with an Orchard Primary School Welcome Pack to inform them of key policies and practices, school organisation, the EYFS curriculum and a chance for another tour around the school.
- An opportunity for pupils to spend three morning sessions in the EYFS classroom prior to starting school in order to build up familiarity with the setting and the staff.
- EYFS staff visits to all 'feeder' pre-school settings to speak to Key Workers.
- Parents are invited to a 'Meet the Teacher' meeting in September to enable staff to discuss the character, skills and development of each individual pupil starting school. It provides a great opportunity for teachers to really get to know the children they will be teaching.
- Class buddies in Year 1 help new pupils to settle in and find their way around the school.
- Parental invitations to Autumn workshops, a coffee afternoon and a shared reading session in the first half-term.

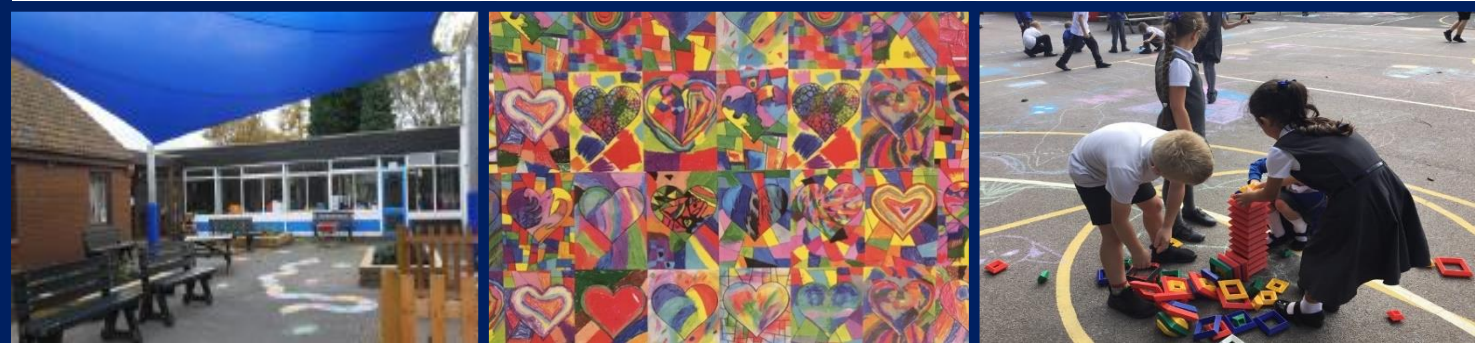
### Applications for General Admission

Parents wishing to send their children to Orchard School may apply online at [www.leics.gov.uk/admissions](http://www.leics.gov.uk/admissions).

The closing date for first time admissions is January. Where applications exceed the approved admission number, the Governors reserve the right to refuse admission on the grounds that to admit children in excess of the approved admission number would prejudice the provision of efficient education or the efficient use of resources.

Parents are advised that priority is given to pupils who live in the school catchment area but this in itself does not guarantee a place. (Further information regarding oversubscription criteria is outlined in our school admission policy). At the time of registration, parents are asked to produce their child's birth certificate.

***Parents who wish to view the school are warmly invited to contact the school office or Headteacher to arrange a mutually convenient time.***



## Behaviour & Expectations



### The Golden Rules

Pupils are expected to work and play in a manner that is sensible, caring thoughtful. To support this we have six golden rules which provide clear guidelines for children's behaviour and which ensure consistency across the school.

- We are polite, kind and helpful - we don't offend others with our actions or bad language
- We are gentle - we don't hurt others and keep our hands and feet to ourselves
- We work hard and always try our best - we don't waste our or others' time
- We listen carefully - we don't interrupt, answer back or ignore instructions
- We are honest - we don't cover up the truth
- We look after our school and equipment - we don't waste or damage things

Through the application of these rules, we aim to develop children's sense of responsibility and forethought and to instil in our children the need to consider consequences of words or actions.

### Rewards & Sanctions

Good behaviour is rewarded through a system of Dojo points, stickers, certificates and class treats. Whilst most children behave exceptionally well, there are occasions when we need sanctions. In every classroom there is a Behaviour Management board divided into green, amber and red zones. At the beginning of each day, all the children have their names placed in green. All children whose names are in the green zone at the end of a lesson receive a Dojo point which counts towards their own rewards and that of their house.

Should behaviour occur which is undesirable, a verbal warning from the teacher is usually a sufficient reminder in the majority of cases. If a child continues to misbehave after two clear warnings, his/her name is put into amber and the expected behaviour is made clear to the child. This is initially the 'choice' zone and children have an opportunity to make a good choice, improve their behaviour and return to the green zone.

Children who choose not to improve their behaviour and continue to disrupt learning will receive up to 3 ticks, each corresponding to 5 minutes reflection time (at break or lunchtime). Continued poor behaviour or extreme behaviour will result in a pupil going into the red zone. In this case, pupils are required to complete a 'Think About It' sheet, which is used for discussion with the Headteacher.

Parents will be contacted at an early opportunity if there are concerns about a child's behaviour.

Depending on the situation, it may be necessary to deal with persistent misbehaviour by: removing privileges; separating the child within, or from, the class; or by devising an individual behaviour programme. In extreme circumstances, pupils may be suspended from the school. This is always a last resort, and generally only where there are serious health and safety concerns.

At lunch times our Midday Supervisors deal with any minor behaviour issues using strategies agreed in the school behaviour policy.

## The School Day

- **Arrival Window:** Children can arrive at school and go straight into their classroom between 8.35-8.45 a.m.
- **Morning registration:** Pupils must be in class for 8.45 a.m. Gates are locked at 8.45 a.m.
- **Assembly:** 8.50-9.20 a.m.
- **Staggered Break-time:** Key Stage 1 (KS1) 10.25-10.40 a.m. Lower Key Stage 2 (LKS2) 10.25-10.40 a.m.  
Upper Key Stage 2 (UKS2) 10.40-10.55 a.m.
- **Staggered Lunchtime:** EYFS 11.30 a.m. KS1 11.50 a.m. KS2 12.00 p.m.
- **Afternoon registration:** EYFS 12.40 p.m. KS1 12.50 p.m. KS2 1.00 p.m.
- **School ends:** 3.15 p.m.

### Arrival at School

**Travel to and from school** - The school encourages children to walk or cycle to school to improve health and fitness and reduce congestion. If you want your child to cycle/scoot to school, you should collect and sign a copy of our cycle/scooter policy. Cycles/scooters may be kept in the racks at school.

**Parking** - Parking on the school site is restricted to staff, authorised visitors only or those with a disability permit. Parents are kindly asked to observe the restricted parking area surrounding the school and are requested not to park on the yellow zig-zag lines outside the school gates. In fairness to local residents, we also hope that parents will show consideration when parking near school at the start and end of the school day. Please do not block the driveways of neighbouring houses whilst waiting for your child.

**Arrival** - Pupils in EYFS and KS1 should make their way to the KS1 playground, where they will be encouraged to walk into school by themselves once on the playground. Pupils in KS2 will enter their classrooms via the verandah doors, or by walking through the KS2 playground. Parents are asked to drop KS2 children off at the top of the main entrance on Grange Drive.

**Punctuality** - Please ensure that your child arrives at school on time so that we can check registers and lunch numbers efficiently and enable your child to settle happily in to their morning lessons. Any children arriving after 8.45 a.m., for security reasons, must be brought to the main entrance and signed in at the main office.

### Collection from School

EYFS & KS1 children are released by staff who will ensure that children do not leave the KS1 playground until they can see the adult who is taking them home. Children in KS2 will either be dismissed from the KS1 playground, or from the KS2 playground where they will walk across the car park and up the pedestrian path. Children and parents should leave school through one of the two pedestrian gates.

Children, whose parents/carers are late collecting them at home time will report to the school office and wait in the reception area. The school must be informed when a different adult is picking a child up from school at home time. If this does not happen the child will not be released.

**Dogs** - Dogs are not allowed on the school premises at any time, with the exception of Guide Dogs.





## Dress Code



### The standard uniform is as follows:

- Royal blue sweatshirt or cardigan with or without the school logo
- White or royal blue polo shirt with or without the school logo
- Grey skirt/pinafore dress/culottes/trousers/tailored shorts
- Sensible dark shoes which may be buckled, laced or slip-on – no trainers please
- Plain white/grey/black socks or black/grey tights if desired
- Blue checked dress; sandals (optional for the Summer Term)

Whilst most items can be purchased from supermarkets, Next, M & S etc. uniform with branded logos can be ordered from [www.CastlePrintwear.co.uk](http://www.CastlePrintwear.co.uk), Pennline at Diseworth or [www.myclothing.com](http://www.myclothing.com)

## PE & Games

We have a cost effective, smart and practical PE kit that, for all classes (except EYFS) can be worn to school on pupils' timetabled PE days. This consists of:

- A navy sports sweatshirt with the school logo
- Navy jogging bottoms (no leggings please)
- A plain white t-shirt with a round neck
- Navy shorts (cycling shorts or football shorts, both just above the knee - no tiny gymnastics shorts please)
- EYFS only – black plimsolls
- Y1-6 'Lightweight' Trainers (suitable for outdoor physical activity as well as all day use)
- All pupils in Years 3-6 will need to keep a second pair of 'outdoor trainers' in school, in a drawstring bag, which they can change into to play on the field at break and lunchtime
- PE drawstring bags only please. No rucksacks as space is in short supply
- Swimming kit for Year 4 should consist of a swimming cap, towel, one-piece swimsuit for girls or trunks for boys

## Other

**Bags** - Pupils in EYFS, Key Stage 1, Y3 and Y4 should bring a book bag to school. Pupils in Y5 and Y6 may bring in their own school bag.

**Jewellery & Make Up** - If your child has pierced ears, only small stud earrings may be worn. Earrings should be removed for all physical activities. Those unable to do so can cover the earring using tape provided by parents. Once removed, the items remain the responsibility of the child. Other forms of jewellery - bracelets, necklaces, etc. must not be worn or brought to school. A watch may be worn but the school will not be responsible for its loss. Make-up is not permitted.

**Mobile Phones** - Children are not permitted a mobile phone in class. If a parent requests that their child should carry a mobile phone to/ from school then during the school day it must be handed into the office and a phone contract completed.

**Lost Property** - All items that are brought into are school should be clearly labelled. Un-named lost property will be kept in a storage container in school. Items not claimed by the end of each half-term will be donated to charity. We cannot accept responsibility for the loss of personal possessions. It is therefore best if children do not bring valuables or precious possessions to school.

## Teaching & Learning

### Curriculum Statement: Intent

We aim to provide a safe, happy and healthy environment in which all children are encouraged to be creative, confident and enquiring individuals in an atmosphere of mutual trust, respect and support.

We, therefore, offer a curriculum that gives pupils the best possible start to their education by developing their independence, curiosity, imagination and desire to learn. We want our children to love learning and to develop as successful learners with high aspirations, and who know how to make a positive contribution to their community and wider society.

Leaving our school with a memorable collection of learning experiences, pupils from Orchard will move onto secondary school with the skills, knowledge and understanding that will enable them to thrive.

### Our Curriculum Aims

- To provide a broad and balanced curriculum that includes our statutory obligations within the Early Years Foundation Stage Curriculum and the National Curriculum.
- To enhance pupils' individual capabilities, encouraging individuals to become independent, self-motivated and self-disciplined learners and members of school and the community.
- To encourage lively, enquiring minds and an enthusiasm towards school and education.
- To build confidence, self-respect, self-esteem and a sense of responsibility in each child; to help pupils to work co-operatively with consideration for others; to encourage pride in our school and community and to establish high standards in work and behaviour.
- To ensure that our pupils become literate and numerate.
- To develop enquiry, problem solving and creative skills and IT capability in line with the aims of the National Curriculum.
- To enable each pupil to develop physical awareness, stressing the values of healthy living and an understanding of the workings of the human body.
- To develop in pupils a respect for other people's cultures and origins, and to reject biased attitudes towards sexism, racism and disability.
- To provide opportunities for spiritual growth.
- To help children to consider their own beliefs and those of others.
- To develop an understanding of an ever changing world concerning work, leisure and the environment.

## Implementation - Creative Curriculum Design

Our Creative Curriculum, which is taught in a two-year rolling programme, takes children on a different narrative each half term using the Mantle of the Expert approach.

A stunning start through an 'Inspiration Day' launches the learning and hooks the children from the very beginning.

In all our Learning Adventures purposeful and contextualised cross-curricular links offer a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics.

We rigorously drive home knowledge that underpins pupils' learning and enables the progressive application of skills in a range of contexts so that our children will have the tools needed to be successful independent learners for life.

Teaching is typified by hands on, practical learning in a creative context, both inside school and outdoors.

Our Curriculum has also been designed to ensure that each and every child can 'live life in all its fullness' by offering stimulating learning experiences with values, wellbeing and character education at its heart.

Our offer includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular and enhancement activities that the school organises in order to enrich the experience of our pupils.

### Impact:

The impact of our curriculum will to some extent, be measured by standardised assessment procedures that allow us to evaluate outcomes against all schools nationally. However, its effectiveness will be more greatly arbitrated by how successfully it helps our pupils develop into well- rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.



## Early Years Foundation Stage



### **Children in our Foundation Stage class follow a curriculum based on the 2021 Early Years Foundation Stage guidance – Development Matters.**

This curriculum places strong emphasis on developing communication and language skills through play - exploring, investigating, and making sense of the world around them.

Exciting first hand experiences, both child-initiated and adult-led, enable the children to develop knowledge, understanding and key skills in all areas of learning which provide a sound basis for later education.

#### Three Prime Areas

- Personal, Social and Emotional Development (Self-regulation, Managing Self, Building Relationships)
- Communication and Language (Listening, Attention and Understanding; Speaking)
- Physical Development (Gross Motor Skills, Fine Motor Skills)

#### Four Specific Areas

- Literacy (Comprehension, Word Reading, Writing)
- Mathematics (Number, Numerical Patterns)
- Understanding the World (Past and Present, People, Culture and Communities, The Natural World)
- Expressive Arts and Design (Creating with Materials; Being Imaginative and Expressive).

Every morning starts with stories or rhymes, physical activities to develop fine and gross motor skills and a daily phonics session. Further teaching sessions, including Literacy and Maths follow before and after lunch. The rest of the time, the children have free access to self-initiated and adult directed activities both inside and outside whatever the weather. These might include sand, water, dough, crafts, construction, reading, gardening, role-play and music. Every day ends with more stories and rhymes.

Within the first six weeks of starting school, staff will use games, activities and observations to make 'baseline' assessments of your child. In combination with information from parents and pre-schools, these assessments are used to plan the appropriate next steps in learning for each child.

During the first Parents' Meeting, staff will discuss the observations with you and give suggestions for strategies to use with your child at home to support their learning. Parents are expected to be involved in their child's learning journey through our interactive package called 'Tapestry'.

Throughout the year an on-going profile of each child's achievements will be kept based on regular observations. This will form the basis of the end of year Foundation Stage Profile which is shared with you through Parents' Evening and the End of Year Report.

## Overview of Provision in Key Stage 1 and 2

**During their time at Orchard, each child experiences a broad, balanced curriculum where skills, knowledge and understanding are developed in a variety of contexts.**

In Key Stage 1 (Infants) and Key Stage 2 (Juniors) the school's curriculum content includes all those areas specified in the National Curriculum programmes of study, providing a base for an education that ensures quality and progression.

## English

Children learn their language by talking, listening, writing and reading. There are many opportunities in class for speaking and listening activities (drama/role-play, talk partners and regular discussion times) to enhance pupils' understanding of language and of the way language can be used to communicate.

We aim to develop a love of reading for all our pupils - all children have access to a wide variety of literature and non-fiction containing quality text, language and illustrations.

To explore the relationships between letters and sounds, pupils in Reception and KS1 participate in a daily phonics session. They follow the synthetic phonics approach, in which individual letters or letter sounds are blended to form groups of letters or sounds, and those groups are then blended to form complete words. All pupils participate in whole class 'shared reading' activities. Children choose their own individual reading books from decodable selection. Progress is monitored regularly through the Accelerated Reader project so that appropriate programmes of work can be matched to individual children, ensuring that comprehension and research skills continue to develop.

Discrete Grammar, Punctuation and Spelling lessons (GPS) are delivered from Y1 – Y6 and form a key part of the English curriculum. Talk for Writing is delivered using a cross-curricular approach meaning that the skills children learn can be applied across the topics covered, giving them a clear purpose and scope for creativity. Once per half-term, all children in KS1 and KS2 consolidate their writing skills through a 'hot write' which encourages them to apply the writing skills learnt and to develop speed, fluency and stamina. All children are taught to write in a legible printed style of writing on entering school. This develops into joined handwriting in Y1, with teaching delivered through the Pen Pals handwriting scheme. We use Spelling Shed to guide the delivery of our frequent spelling sessions.

## Mathematics

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Orchard, we use the White Rose Maths Scheme which enables us to increase each child's confidence in maths through a varied and integrated approach whilst ensuring the process is both enjoyable and purposeful. Maths lessons take place for at least 5 hours each week. This may be as a daily lesson or could be blocked over a morning to allow longer investigative work to take place.

Understanding of concepts is developed in several ways:

- modelling and imagery (e.g. a number line to order numbers or to demonstrate addition/subtraction)
- practical application of skills through meaningful and relevant mathematical tasks
- developing fluency through the use of mental methods (e.g. rote learning of multiplication tables)
- interaction with/between pupils (e.g. discussing methods/explaining solutions)
- practising/applying concepts (e.g. through investigative work/problem solving)

Mathematical knowledge, skills and understanding are therefore taught through a variety of activities including:

- written calculations practice/arithmetic
- visual, auditory and kinaesthetic games
- problem-solving and investigational tasks
- practical work

Opportunities to extend concepts and apply knowledge across the curriculum are readily taken; as is the use of ICT to support and facilitate learning. Through the implementation of the 'Times Tables Rockstars' program, we expect children to learn multiplication tables both by rote and as instant recall of multiplication and division facts.

## Science

The Science curriculum has four areas of study:

- scientific enquiry – this is taught throughout all areas of science, not as an individual topic
- animal and plants
- materials
- physical processes e.g. forces, electricity, light, sound

Science may be taught through subject specific lessons or a topic-based approach depending on the theme. In our Science lessons, the children acquire knowledge and understanding through investigative work, practical activity and first-hand experience. Our aim through this work is for children to be able to plan, hypothesise and predict outcomes, design and carry out investigations to test their hypothesis, interpret their results and be able to explain what these results mean.

## Computing

At Orchard Community Primary School, we aim to make Information Technology an integral part of the curriculum so that our pupils obtain a set of skills that can be built on in other subjects, at secondary school and in later life.

This is achieved by presenting children with opportunity to:

- meet the requirements of the National Curriculum to enable all children to reach the highest possible standards of achievement.
- enable all children to use IT with purpose and enjoyment to become confident, independent users through individual and team learning.
- further extend their experience of using IT by delivery across the curriculum.
- respond to new developments in IT, facilitating effective use.
- understand the capabilities, limitations, implications and consequences of the use of IT.
- provide tasks which are interesting and give scope for further development in IT capability.
- understand how to be safe using e-technologies.

Computing is taught through the following strands:

- Communicating – through the use of: various word processing/multi-media programmes, e-mail, the internet and creative software that covers all areas of the curriculum.
- Handling Information- using IT to sort and classify, extract and interpret information
- Modelling - using IT to work collaboratively in “real and imaginary” situations using interactive learning games and content-based simulations related to topics.
- Controlling - using IT skills to control on screen and external objects.
- Computer Programming – create/design/write and debug simple programs.

## Design & Technology

Technology activities provide pupils with opportunities to develop problem solving strategies and ‘design and make’ skills. Children work with construction kits, simple woodworking tools and a variety of materials.

## Art & Design

Used as a means of enhancing pupils’ observational skills, understanding and enjoyment of the world around them, Art and Design provides a variety of opportunities for pupils to explore ideas, feelings and meanings.

We provide a well-planned curriculum that enables children to develop their skills in drawing, the use of paint, printmaking, textiles and three-dimensional work from direct observation of a subject, as well as from experiences, memory and imagination. Either as individuals or in groups, the children experience working with various media so that they can experiment with colour, textile, tone, line and pattern using a variety of tools, materials and techniques. Children learn to appreciate that there are connections between their own and others’ work and the work of artists past and present, as well as those from other cultures.

## History & Geography

Children study the Humanities in an exciting, meaningful and memorable way. Historical Studies may be concerned with individual figures and events but more often will focus on features of a period. Topics include Invaders and Settlers, The Egyptians and Location, Location, Location. ICT, research skills and first hand resources are widely used. Enrichment activities, such as visits to museums, theatre groups, and special theme days, also enhance this area. In Geography, pupils study their immediate surroundings and their own locality, before going on to learn about the geography of the UK and the wider world. Studies include mapping skills, the use of diagrams and fieldwork techniques. Lessons help children to develop their knowledge and understanding of physical and human geography, together with an appreciation of the quality and vulnerability of different environments and the need for protection and conservation.

## Music

A structured programme of Music teaching is delivered throughout the school, linked through the creative curriculum where relevant, in order to develop children's appreciation of music and their own musical skills. A peripatetic teacher provides private tuition for children who wish to learn to play the piano or guitar.

## Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Our curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. We follow nine core values in PE:

- Become more determined and demonstrate resilience
- Understand and demonstrate the importance of respect for others
- Learn to develop self-control and manage emotions
- Experience being part of a team and understand their contribution to it
- Win with pride and lose with grace
- Learn the importance of practice and preparation
- Learn how to set realistic goals and work towards achieving them
- Aspire to improve and challenge themselves
- Have fun and enjoy themselves

A highly qualified coach supports in the delivery of PE lessons. P.E. starts with individual activities aimed at developing personal skills and moves on to co-operative work in small groups and teams. Orchard School provides a balanced programme of games, athletics, gymnastics, dance and outdoor activities. Children are encouraged to be active at break and lunchtime and are encouraged to take part in after school clubs and other sporting activities. In order to help them gain the confidence to become competent swimmers, children in Y3 and Y5 also have the opportunity to undertake swimming lessons at Ashby Grammar School.

## Languages

French is taught across Key Stage 2 and is used in some of our everyday routines. We sing songs; play language games and learn about France and French culture. Most of all, we make it fun!

## Personal, Social and Health Education (PSHE)

The PSHE curriculum at Orchard is delivered both as a subject in its own right and through the creative curriculum and is intended to enable children to make informed choices about lifestyles they adopt. It includes activities to develop children's self-esteem, their ability to relate to and collaborate with others, their awareness of bullying and its consequences and their ability to resolve differences. Health Education provides the context for teaching ways in which children can take greater responsibility for their own health and well-being, and includes elements of Relationships and Sex Education (RSE). Many aspects of PSHE are covered through the ethos of the whole school. Physical and mental well-being is emphasised within a range of topics, which include e-safety, personal hygiene and dental care, medicines, smoking and other drugs. We use the 'Everyone's Welcome' program to promote an ethos of inclusion and tolerance, and to encourage our children to notice and celebrate diversity.

## Extra-Curricular Activities

*The school offers a wide range of additional extra-curricular activities to extend children's learning.*

A number of clubs are run at lunchtimes, including Lego Club, Bookworm Reading Club and Woodland Adventurers.

After School Clubs usually run in school from 3.15pm until 4.15pm at a cost of around £3.00 per session.

The programme of clubs regularly changes so that a full-range of activities can be offered throughout the year. Letters are sent to parents during the preceding half-term and places can then be booked a half-term at a time.

All extra-curricular clubs are run by qualified, experienced staff and our extra-curricular programme varies throughout the year, making the most of seasonal sports and activities.

As a Platinum School for Sport, we run a number of very successful sports clubs and regularly compete in competitions organised by Charnwood and North West Leicestershire Sports Partnership.

We also offer private guitar and piano lessons during the school day.

## Enrichment Days & Activities

A wide-ranging programme of enrichment activities provides a variety of exciting and stimulating opportunities for pupils.

As well as 'Inspiration Days' to launch topics, and participation in national acknowledgement events such as Roald Dahl Day or Anti-Bullying Week, the curriculum is also enhanced through a range of visits and visitors.



## Religious Education

**Religious Education and Collective Worship contribute to the spiritual, personal and social development of our children and plays an important part in the development of the school as a caring community.**

Religious Education is delivered using the Leicestershire Agreed Syllabus. Whilst based largely on Christian history and beliefs, RE lessons will also draw upon stories and figures from other cultures in order to reinforce concepts which span many religions.

Collective Worship is broadly Christian in character although in our daily assemblies we also recognise, through our choices of themes and stories, a society which is made up of people who have different cultural backgrounds, faiths and traditions.

One assembly each week is a celebration of children's achievements, and takes the form of a presentation of certificates acknowledging hard work, good behaviour and positive learning attitudes.

A variety of visitors assist us in emphasising the moral and spiritual values we hope to instil.

Parents have the right to withdraw their children from R.E. and Assembly under section 25 of the 1944 Act. Please write to the Headteacher if you wish to discuss this further.

## Everyone's Welcome

**At Orchard, we are committed to preparing our children for life in the diverse society, which is modern Britain today.**

As a school community therefore, it is important for us to continue to commit to the shared values that diversity is a strength and an asset; that every individual has equal human value and that a secure and safe environment, as well as peaceful conflict resolution, are essential to learning and to society.

Using the 'Everyone's Welcome' programme to promote an ethos of inclusion and tolerance, we make our children aware of the Equalities Act 2010 through picture books/stories, drama, discussion and assemblies.

Our aim is to foster an environment where all members of our community feel welcome, valued, and accepted so that our children leave primary school happy and excited about living in a world full of difference and diversity, whether that difference is through ethnicity, gender, ability, age, sexual orientation or religion.



## Outdoor Learning

*We want to develop a very child-centred, explorative approach to education at Orchard Community Primary School, which sets learning from the national curriculum in a different context – outdoor learning activities enable us to do just that.*

Staff at Orchard are passionate about enabling children to explore their own learning in the richest classroom possible – the outdoors.

We therefore look for creative ways to integrate a range of practical outdoor activities into lessons, such as building fairy and elf houses from mud, leaves and twigs to inspire storytelling and literacy or to support work in maths for example, through the creation of 3d shapes by lashing whittled wood together.

Moreover, children are physically active helping to lead to the development of healthier lifestyles.

## OPS Radio

We are proud to be one of the only schools in the local area to be producing our very own radio shows from our dedicated studio.

We have several shows broadcast each week by our Year 5 and 6 pupils.

**All shows can be heard through My Live School ([www.myliveschool.org](http://www.myliveschool.org)) or from our website.**

**You can follow the radio team on Twitter (@OPS Radio)**

## Pupil Leadership Councils

We like to involve our children in lots of aspects of school improvement. Our Pupil Leadership Teams are trained to help in delivering this vision through:

- Working alongside the staff in making key decisions
- Voicing opinions and ideas to improve learning and teaching
- Being visible around the school to promote good behaviour and safety
- Actively seeking the views of other pupils regarding key issues and changes in the school

<b>School Council</b>	<b>Playground Pals</b>	<b>Sports Ambassadors</b>	<b>Digital Leaders</b>
<b>ABA (Anti-Bullying Ambassadors)</b>	<b>Library Team</b>	<b>ECO Team</b>	<b>House Captains</b>



## School House System

When children enter school they will be allocated to one of the school's four houses, named after features on the Donington race circuit: Redgate, Wheatcroft, Coppice, McLeans.

Each house is vertically grouped across the school and siblings will be allocated to the same house. Each house is led by teachers in school and each house will elect their Y6 House Captain and Vice House Captain. Quality work or outstanding behaviour is rewarded with house points. The house with the most points at the end of each week is awarded the coveted House Trophy.

Inter-house activities take place throughout the year culminating in our House Competitions Week.

## Promoting British Values Statement

*The Department for Education states that there is a need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".*

The Department for 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 and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

The school seeks to prepare children for life in a multi-cultural society and to fulfil its duty to promote social cohesion.

We do this by increasing children's knowledge and awareness of other cultures, languages and faiths so that they will appreciate the similarities in peoples' attitudes and values but at the same time enjoy the richness and variety, which the differences bring to our lives.

## Pupil Premium Funding

All schools receive additional 'Pupil Premium' funding from the government for pupils who could potentially be classed as disadvantaged. As well as funding 'free' school meals, the money can be used to cover the cost of clubs, trips, uniform, specific resources etc. However, the funding is only allocated to the school if an application is made by a parent and approved. Your child may be eligible for free school meals if:-

- *You receive income support benefit; or if*
- *You receive income based job seekers allowance; or if*
- *You receive child tax credits with an annual income of less than £16,190; or if*
- *You receive state pension credit*

You cannot claim free school meals if you are in receipt of working family tax credits.

If you think you are eligible, please register. The application form is available to download from:

[http://www.leics.gov.uk/index/education/going\\_to\\_school/school\\_catering/free\\_school\\_lunches.htm](http://www.leics.gov.uk/index/education/going_to_school/school_catering/free_school_lunches.htm)

*Alternatively, we can send you a copy of the form if you prefer – just let us know. If you would like further information or assistance with making an application, in confidence, please contact Mrs Daft in the school office tel: 01332 810078.*

## Home School Partnerships & Communication with Parents

**We very much appreciate any support you can provide at home in relation to helping your child, especially with their reading, spelling and times tables, which are crucial areas of learning to master.**

### How can you help?

- By showing an interest in your child's homework, you are communicating the fact that school-work and learning are important and need to be taken seriously.
- Encourage your child to complete homework to the best of their ability in order to instil a sense of pride.
- Urge your child to spend quality time reading each day, rather than simply watching the television or playing on a computer. Remember to record reading in the home-school diary so that the teacher can monitor your child's confidence across a range of text types.
- Express high expectations for your child from an early age and encourage independence.
- If teachers have sent work home to be completed, please could you encourage your child to hand it in on time for marking.

*The website has a number of useful 'How You Can Help' booklets that can be easily downloaded. There are some great ideas for 'teaching' spelling, a list of useful comprehension questions for reading, and perhaps most importantly, examples of how we teach maths nowadays.*

**Homework** - We know that it is important for all children to be confident readers, writers and mathematicians by the time they move to high school, therefore all of our children are expected to undertake certain tasks at home to consolidate or extend learning through the use of a Homework Choice Menu. We recognise however, that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

The homework we set is designed to build upon the skills children have been learning in Literacy and in other areas of the curriculum. Each half-term, there are a range of activities/tasks for the children to choose from to motivate and inspire them into becoming independent learners.

Alongside more open tasks set in the Homework Choice Menu, pupils are also often asked to complete a Maths activity or an English activity such as Punctuation and Grammar each week to consolidate and reinforce basic skills and understanding in these 'core' subjects. It is also expected that they should be reading on a regular basis and learning spellings.

A breakdown of how homework is structured in each class is provided below. This has been designed to encourage a gradual progression of skills and expectation so that by the time children reach Year 6 they have established a clear routine in preparation for secondary school. Most of the homework is provided for completion over the course of a half-term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter weekly sessions.

### Reception – Foundation Stage:

- Learning key words/phonics list
- Reading and sharing books daily; adults to keep a signed record in the Home-School Diary
- Curriculum activities which encourage the involvement of parents and carers
- Challenges set via Tapestry.

### Key Stage 1 – Classes 1, 2, 3 and 4:

- Reading and sharing books with parents/carers at least x3 weekly and recording in the Home-School Diary
- 1x weekly phonics list at an appropriate level if required
- Spellings to learn which will follow the spelling patterns taught in their phased groups
- A weekly maths activity set to preview learning or related to current learning in class
- In Year 2 learning of multiplication facts 2, 5, 10 (and starting on x3)
- Homework Choice Menu which includes a variety of curriculum activities (which include Literacy and Maths) to encourage the involvement of parents and carers

### Key Stage 2 - Years 3 and 4 - Classes 5, 6 and 7:

- Homework Choice Menu which will include a selection of open-ended activities to choose from
- Children may be given a literacy and/or numeracy activity weekly
- Reading at least 3 times a week
- Learning times tables and number bonds (continuing with 2, 5 and 10 and learning of multiplication facts 3, 4, 6, 7, 8, 9, 11 when ready)
- A spelling list will be provided each week

### Key Stage 2 - Years 5 and 6 – Classes 8, 9 and 10:

- Children will be given a literacy and/or numeracy activity weekly
- Reading at least 3 times a week
- Learning of multiplication facts ongoing - all tables to be revised, in any order, mixed and to include division
- A spelling list will be provided each week
- A Homework Choice Menu will be provided for each topic which will include a selection of open-ended activities to choose from
- From the Spring Term, Y6 children will also have SATs revision as homework

Homework is not optional. Taking pride in completing homework says a lot about a learner's attitude. We want all of our pupils to develop a studious approach to learning outside of school and it is therefore the school's expectation that tasks sent for home work will *at least* be attempted. Pupils are also expected to complete homework to the same high standards insisted on in class e.g. neat handwriting, accurate use of full stops and capital letters etc.

Children are given clear instructions for homework. However, if you find that your child is really struggling with a piece of work or is unsure what to do, please leave it until you have been able to speak to the teacher or write a note. Please also contact school if for any reason, it has not been possible for your child to hand in their homework.

### We make every effort to ensure that parents are well-informed about their child's progress and the work of the school.

- **Autumn Term Parents' Evening** - Parents are invited to attend a formal Parents' Evening in the Autumn to discuss how their child has settled back into school, as well as their initial progress.
- **Spring Term Reviews** - These are formal parent interviews held in February. Parents are invited to make a ten-minute appointment with the class teacher to discuss their child's progress and to look through samples of work.
- **Progress Checks** - Brief progress reports at the end of the Autumn and Spring Terms provide on-going information about children's achievements against end of year targets, 'Age Related Expectations', their progress and learning attitudes.
- **Annual Written Report** - Every child receives a written progress report at the end of the school year. The report addresses all areas of the curriculum and also includes comments on behaviour, attitude and effort. Parents are asked to acknowledge receipt of the report and are given the opportunity to write comments. Contents of the report can be discussed with the class teacher, if required.
- **Next Step Targets** – Termly 'Next Step' Targets for English and Maths are shared with parents at Parents' Evening and through termly Progress Check Reports.
- **Curriculum Evenings** - From time to time meetings are organised to help parents to keep in touch with how the curriculum is taught. These occasions may take the form of 'try-it' sessions when parents will be able to experience activities in different subject areas and see examples of children's work at different age levels. In addition to explanations about teaching strategies, parents are given guidance about games and activities to try at home.
- **Home/School Diary, Homework Books & Class Dojo/Tapestry posts** - We give every child in KS1 a Home/School Diary. This is mainly a reading diary to record books read to a parent, or independently, at home.

## Pupils with Special Educational Needs

We recognise that some children have additional or specific learning needs, which may necessitate adapted or specialist support to address their individual requirements and enable them to meet their potential.

In line with the 2014 Code of Practice for Special Educational Needs, the school employs regular procedures for the identification of, and support for, children who experiences barriers to learning. We are proud to provide an inclusive environment, responsive to pupils' diverse needs, where children of all abilities make progress and enjoy a stimulating curriculum.

If we feel your child would benefit from targeted intervention to address difficulties or gaps in learning, you will be contacted by the school's Special Needs Lead (SENDCO) or Deputy SENDCO. Your child will be placed on the Special Needs Record and an Individual Pupil Profile will be devised, identifying targets for development. A programme of support will be arranged, designed to meet your child's specific needs. This may include short sessions out of the classroom to receive extra teaching input, as well as in-class support. Children who receive additional or specialist provision through an Educational Health Care Plan (EHCP) are taught within mainstream classes whenever appropriate.

The SENDCO manages referrals to outside agencies e.g. Speech and Language Service, Autism Outreach, Educational Psychologist.

Progress for children with special needs is closely monitored and regularly reviewed, enabling parents, teachers and the child to meet termly to formulate goals, celebrate achievement and support pupils to overcome barriers to learning.

## Access for children with disabilities

Orchard School is committed to ensuring access for children with disabilities to all aspects of school. The school building is accessible for wheelchairs and we have a disabled toilet. The school has an Accessibility Plan and a Disability Equality Scheme. The school's Inclusion Policy details how children are supported through a differentiated approach, according to their individual needs.

## Children in Care

Through its Inclusion Policy, the school recognises the need to support Children in Care. Provision will be made to address individual needs and to work with external agencies.

## More Able Pupils

At Orchard, all children are valued for their individual strengths, talents and special abilities, whether this is in a core curriculum subject or in any other area. We endeavour to meet the needs of more-able children through careful identification and monitoring strategies, and by providing access to a curriculum which will not only support the development of the whole child intellectually, socially and emotionally, but will enable them to show aptitudes and quality of thinking. Provision for more-able children may include individual educational programmes, the opportunity of tackling demanding tasks where initiative and design are required and, at times, the chance to work with older children.

We also cater for pupils who demonstrate particular talents through our 'Donington Dynamos' sessions. Additionally, pupils demonstrating exceptional ability will be encouraged to take a full part in extra-curricular activities and will be given the opportunity to collaborate with pupils from other schools during special workshops, facilitated through our partnership within Symphony Trust.

## Attachment Difficulties

At Orchard, we recognise that an open mind and an empathic approach are essential for helping children with attachment difficulties. We appreciate that accepting that the child has a need they are trying to convey, requires patience. As well as having 'positive' behaviour management policies and procedures, we implement effective provision and whole school practice and beliefs in order to provide the stability the child needs to move from a state where they perceive school to be unsafe, to one of safety; only then can the child begin to build the skills to learn more effectively.



## Attendance

**The Department for Education expects schools and local authorities to promote good attendance (95% and above) and reduce absences, including persistent absence. This is because we know that missing out on lessons leaves pupils vulnerable to falling behind.**

As a school we work incredibly hard to support all pupils and their families so as to ensure that all children have good attendance. A number of initiatives, such as the presentation of awards to the class who achieves the highest weekly attendance, or commendations to pupils with very good/excellent termly attendance, are a few of the strategies we use to encourage good attendance.

The law relating to school attendance, which came into force on 1st September 2013, states:

***'Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.'***

It remains the policy of the school to only sanction non-attendance during term time in exceptional circumstances.

Parents/carers needing leave of absence for exceptional circumstances\* should write a letter/email (where applicable) at least two weeks before the anticipated start date as absences will not be granted retrospectively. The reason for the request should be given in detail. We will also take into account the current attendance for each child when making a decision.

It is not possible to define all '**exceptional circumstances**' therefore the circumstances of each holiday application will be taken into account on an individual basis. However, examples of what might be considered 'exceptional circumstances', as agreed by Governors at Orchard Community Primary School are:

- Service personnel returning from or scheduled to embark upon a tour of duty abroad
- Where it is company policy for an employee to take leave at a specified time in the year and there is absolutely no opportunity for a family holiday in school holidays. NB: This must be supported by documentary evidence from the employer
- Where a holiday is recommended as part of a parent or child's rehabilitation from a medical or emotional issue NB: Evidence must be provided by qualified professionals such as a Doctor
- Accredited Exam – ballet/music (extra-curricular)
- Gifted & Talented opportunity (acting part in a pantomime, Wimbledon ball person etc.)
- Bereavement
- Serious family crisis
- Wedding - close family relative or Religious Day
- Other exceptional circumstances to be considered on an individual basis, which are "unusual" or "rare"

Parents/carers who take their children out of school without permission will incur unauthorised absences for their child. These remain on the child's record and will be monitored for further action by the Local Authority. If your child has unauthorised leave of absence you may either be issued with a Penalty Notice of £120 per parent per child (discounted to £60 if paid within 21 days), or, your case could be referred by the Local Authority directly to the Magistrates' Court for the purposes of a criminal prosecution.

**Reporting an absence** - If your child is unable to attend school through illness, please contact the school office before 9.15am on the first day of absence so that the absence can be recorded as authorised.

In order to ensure the safety of all of our children, the school is legally obliged to check with parents on the first day of an unexpected absence if no notification has been received. Therefore, if a child is not at school without explanation we will phone you to make further enquiries.

Attendance is monitored constantly. Where a child's punctuality or attendance causes concern, parents will be informed via letter and, where deemed necessary, invited to discuss the matter with the Headteacher. Continuing concerns with attendance or punctuality have to be reported to the Local Authority who will pursue the matter formally.

**Appointments** - Hospital and dental appointments are approved absences. However, if you or another designated adult need to collect your child for an appointment during the day, please inform your child's class teacher or the office in advance.

We request that you report to the reception office when collecting/returning children before/ after appointments in order to sign your child in and out.

**Illness** - The following is a guide to the normal periods that children should stay away from school after contracting infections or diseases. However, these periods may be varied in individual cases at the direction of the medical practitioner.

**Minimum period of exclusion from school:**

Chickenpox	Five days from onset of rash
Diarrhoea/Vomiting	Until 48 hours from the last episode
German Measles (rubella)	Six days from onset of rash
Measles	Four days from onset of rash providing child appears well
Mumps	Five days after onset of rash
Meningitis	Until declared fit to return to school by a Medical Practitioner
Impetigo	Exclusion until skin is healed or 48 hours after starting anti-biotic
Scarlet Fever	Five days from the start of the administration of antibiotics

**Illness during school hours** - If your child becomes ill during the day, we will contact you by telephone and request that you or a named representative collect him/her.

**Contact Numbers in the case of Accidents and Emergencies** - You are asked to complete a form giving details of telephone numbers and addresses where we can contact you in an emergency. We hope these will be few and far between but it is important that information is current; should you change your home/mobile telephone number or your place of work, please advise us immediately.

**Special Medical Conditions** - Where children have medical conditions which may require rapid intervention (e.g. diabetes, epilepsy, asthma, migraine or an allergy), it is vital that you make us aware of this. Parents must notify the Headteacher and Office Staff about the condition, symptoms and appropriate action following onset. An Individual Health Care Plan will be completed detailing this information and the Headteacher will then make all staff aware of this information. Training will be accessed, where appropriate, from the school health service.

Parents/carers have the responsibility to ensure that epi-pens or inhalers are clearly labelled with their child's name. Inhalers are stored in an appropriate place and are easily accessible so that asthmatic children are able to get their inhaler quickly. Inhalers should be taken to swimming lessons, sports events and educational visits. Most asthmatic children will be able to administer inhalers themselves. Where they need to be supervised, this will be done by the Headteacher or one of our qualified First Aiders. Epi-pens will be stored safely in a central location and will only be administered in an emergency by a trained member of staff. Parents of children with an inhaler in school are required to complete an Asthma Care Plan.

**Arrangements for the administration of medicines** - Pupils who are unwell should not be sent to school. However many pupils need to attend school while taking prescribed medicine for the following reasons: they suffer from a chronic illness or allergy or they are recovering from a short-term illness and are undergoing or completing a course of treatment using prescribed medicines. Parents should note that nominated staff are only able to administer medicine providing a consent form has been completed. See the school's 'Administration of Medication' policy.

**First Aid** - Minor accidents such as grazes or bumps are managed by staff trained in basic first aid. When a significant injury occurs, we opt on the side of caution. Therefore, where we feel there is a need to seek further medical advice, parents will be contacted immediately and together we make an informed decision as to the next steps. Injuries of all types are scrupulously recorded and logged. If a child has an identified bump to the head but is able and happy to continue at school, we monitor them closely and send home a 'Head Bump' letter.

## Safeguarding

**We have a duty of care to keep children safe from harm and consequently the school takes child protection extremely seriously. Safeguarding in school covers a number of aspects, ranging from the physical environment of the school buildings and land, practices and procedures, and close liaison with a range of other agencies.**

**Welfare and Security** - In the interests of security, all visitors, including parents, are asked to use the main entrance at the front of school, where restricted access procedures are enforced by staff in the main office. Visitors are asked to sign in/out and are given an identification badge to wear. All staff and volunteers are fully DBS checked. Your children are supervised at all times in school, by Teachers, Teaching Support Staff or Midday Supervisors.

The safety and security of the children in school is constantly reviewed. Health and Security checks take place on a regular basis, and appear on the agenda of each termly governors meeting. Regular fire drills are carried out and electrical equipment is tested every twelve months.

As part of our Safeguarding role, we teach all children how to keep themselves and others safe (at an age-appropriate level). Our PSHE Scheme of Work includes work on Domestic Abuse, Drug and Alcohol Abuse, Bullying, Personal Safety, Inappropriate Touching, Secrets, Relationships, Cyber Bullying, Internet security etc. Visitors from the Fire Service or Local Police Constabulary visit school to reinforce 'keeping safe' messages.

**Working Together** - From time to time, families may find themselves struggling in challenging circumstances, which could prove detrimental to their children. We will work with those families so that they are supported to ensure their children's safety and well-being and signpost them to other agencies who may be able to offer help and support.

**Child Protection** - Our first priority is your child's welfare. It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind, or whether it is thought that a child may be at risk of abuse - physical, sexual, emotional, neglect.
- In some cases, such as incidences of neglect, there may well already have been discussions between school staff and the parents of the child as to how Social Care staff will be contacted in order to assess the child's and family's needs, or to see whether an investigation into possible child abuse is required.
- However, if we suspect non-accidental injuries, or we receive a disclosure from a pupil, the law places a duty on staff in schools to report possible cases of child abuse and therefore there may be occasions when we have to consult other agencies, such as the Social Services Department, even before we contact you. Should this be necessary we want to reassure you that any concerns we have about your child will then be fully discussed with you, after we have talked with the other agency.
- The school has a Safeguarding Policy (available on the school's website) which outlines the procedures we follow, in line with Local Authority guidance.

**The school has three DSLs (Designated Safeguard Leads) in school: Mrs F. Shields, Mr. J. Patching and Mrs R. Daft. Concerns about child protection and safeguarding should be reported to them as soon as possible. The school also has a named Governor for Safeguarding, Mrs Sue Shearman.**

**If you have any concerns that a child is in danger, you should report it to Social Care Emergency Duty Team  
Tel: 0116 305 005 or the Police.**

**Photographs of children taken at school events** – Parents/relatives of pupils should note that any photographs or video film they take at school events are likely to contain images of other children whose parents may not have given permission for them to be filmed or photographed.

Such images should be solely for the family's use and must not be circulated more widely. We will ask you to sign a form to this effect at school events.

## Bullying

As in all schools, it is possible that bullying or malicious teasing *may* take place; at Orchard, it is extremely infrequent and we are most concerned that it does not occur. Any form of bullying is not tolerated, whether verbal or physical and all staff work hard to ensure that bullying is challenged and that victims are supported.

Children are introduced to our behaviour and anti-bullying policies as soon as they arrive in school and clear messages are given throughout the year during personal, social and health education lessons, circle time and assemblies. Children are encouraged to tell an adult immediately if another child hurts or upsets them in any way and incidents are dealt with in line with our behaviour policy. Posters around the school remind the children that bullying is not a single act but 'Several Times On Purpose'.

All incidents of bullying are taken very seriously and we take very firm action where such behaviour comes to light. All incidents of bullying are logged and reported to the Governing Body. A range of positive behaviour modification strategies are used as appropriate. Parents should not hesitate in reporting incidents of verbal or physical abuse to staff or the Headteacher or in her absence, a senior teacher.

## Charges for school related activities

There are some circumstances where the Governing Body reserve the right to make a charge for school related activities. These are as follows:

**Educational Visits during the school day have long been regarded as valuable learning experiences and often provide social and emotional benefits as well. We, like many schools would wish these to continue and to be extended. Parents are invited to make voluntary contributions towards the cost of these visits, activities and extra-curricular pursuits. No pupil will be excluded from an activity if a contribution is not made. However, where contributions fall short of the overall cost to be incurred by the school the visit may need to be cancelled. Please note that we do not make any profit on school visits.**

**Activities outside school hours not within the Curriculum or Educational Visits** - For example an evening visit to the theatre, pantomime or residential holiday. The full cost to be met by parents. Exception is made for children in receipt of Pupil Premium Funding.

**Individual Music Tuition** - Individual music tuition takes place on the basis of private charges between tutors and parents.

**Materials/Ingredients** - Charges may be made for materials/ingredients. This could include costs for cookery, pottery and certain craft items. You will receive details of any planned charges before relevant activities.

**Breakages and Damages or Lost School Equipment** - Parents will be expected to replace or purchase lost items of school property, for example a library book. Parents will be charged for any wilful damage by their children to school buildings or property.

**Swimming** - Parents are requested to contribute towards some of the costs for transport charges.

## Mealtimes

**School Dinners** - Healthy, hot meals are served daily. All pupils in Reception, Year 1 and Year 2 are entitled to a free school dinner. For pupils in Year 3-6, school dinners are paid for via our School Money system, Eduspot.

**Sandwiches** - Alternatively, your child may bring his/her own packed lunch. For those who do bring a packed lunch, water is provided, but you may wish to include a non-fizzy cold drink for your child in a suitable unbreakable container. We request that parents provide healthy lunch boxes for children and do not send sweets or chocolate bars. Orchard is a nut free zone; please do not send peanut butter sandwiches or any nut products into school. As many children bring similar lunch boxes, please ensure that your child's full name is displayed on the outside.

**Snacks** - Children may bring a healthy, mid-morning snack (such as a piece of fruit – no items in wrappers please). We do not allow sweets or chocolate unless it is to celebrate a specific occasion e.g. birthday.

**School Milk** - A carton of milk is provided free of charge each day to all pupils under the age of 5 years. Parents can sign up for their child to receive this during the admissions process. For children aged 5 years and above, parents can choose to buy milk via our Cool Milk Scheme.

**Drinks** - Water is available throughout the day. We encourage pupils to bring their own water bottle.



## Parental Involvement in School

*The school recognises the benefits of an effective partnership between parents and school and we very much value the help, support, opinions and expertise provided by parents.*

**Home-School Agreement** - Parents and carers are asked to sign our Home-School Agreement, which outlines the responsibilities of pupils, parents and the school in the context of the schools aims and expectations.

**PTA (Parent-Teacher Association)** - Orchard is fortunate in having a supportive Parent Teacher Association that is very much an integral part of the school community. The PTA organises a variety of social, educational and fund-raising events throughout the year, for both children and parents, and generates income which is spent on the provision of facilities, equipment and special activities to benefit the pupils of the school. The committee plan events throughout the year which we hope you will be able to support. Even if you are unable to commit yourselves regularly, a one off offer of help at an event, or a cake donation, is always appreciated.

**Anxieties, Concerns and Passing on Messages** - There may be occasions when you wish to pop in to school to talk about your child, ask a question or share some relevant information. Parents are asked to use Class Dojo for non-urgent messages to the class teacher. Messages can also be passed onto a member of staff on the gates as you drop off/collect before or after school or via the school office.

**If the issue might take some time to solve, we would ask that you ring the school office to make an appointment, with either the class teacher, or Mrs Shields, as staff, who have teaching commitments that must take priority, need to be in class from 8.45 to settle/supervise pupils.**

We believe that it is in everyone's interests for us to sort out 'problems' quickly rather than allow them to build up and result in anxiety, dissatisfaction or unhappiness. As a general 'rule', if it's a class issue, always ask to see the teacher first - they will be more than happy to help. If it has not been possible for your concern or query to be addressed, then the Headteacher is your next port of call who will always endeavour to make time to discuss any problems with you.

**Getting involved** - At Orchard, we really appreciate the involvement of parents and other volunteers in school. Whether you can offer half an hour a week or a whole morning or afternoon, you are always very welcome to come into school and become involved with various learning activities: listening to readers, helping with ICT or Art and Craft, running the library etc.

As with work placement students, everyone working with children is subject to a satisfactory DBS check. Parents are also warmly welcomed into school through formal invitations to parents' assemblies, sports days, fundraising events and parents' evenings.

**Tapestry & Class Dojo** – Class Dojo and Tapestry are both classroom communication apps used to share the latest news, photos and 'reports' between parents and teachers.

**Letters/Correspondence** - Monthly newsletters from the Headteacher contain information about current events, dates, new developments and achievements.

Parents will also receive written communications through email or text message unless we are informed otherwise. Some letters may be sent home, via the children, giving information about clubs, a sporting event or when particular changes to routine are necessary.

Termly class overviews provide information about specific class topics, events etc. and are sent out at the start of each term.

**Website** - General information about the school, monthly newsletters and a number of key policy documents can be viewed on our website.

The website is also regularly updated with pictures of events in the 'Gallery' section, as well as 'Latest News' posts. In the 'Parents' section, there are a number of 'How You Can Help' booklets relating to Reading, Maths, Spelling and Homework.

**Text Messaging Service** - We operate a text messaging system at Orchard in order to keep parents informed about events, deadlines, parents' evening or emergency closures.

## Secondary School Transfer

You should receive information relating to secondary school applications from Leicestershire City Council during the Autumn term, enabling you to select your preference. The majority of pupils transfer to Castle Donington College at the end of the academic year in which they are eleven. In the term prior to this transfer, there are opportunities for Y6 pupils to familiarise themselves with their future school and the associated staff. Regular liaison between the staff of this and other local schools is aimed at ensuring a smooth transfer in which each child's academic and social needs are taken into account.

### Formal Complaints

We believe that our school provides the highest standard of education for all our children, and that the Headteacher and other staff work very hard to build positive relationships with all parents.

Our school aims to be fair, open and honest when dealing with any complaint. We try to deal with misunderstandings, problems and complaints as quickly as possible to the satisfaction of all concerned.

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher.

Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher. The Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors, Mrs Sue Shearman. The letter can be addressed to the Chair of Governors at the school or sent to 'Administration, Committees and Secretariat' Education Department, County Hall, Glenfield, Leicester, LE3 8RF.

Should a parent have a complaint about the Headteacher, s/he should first make a formal approach to the Chair of Governors.

**A copy of the school's two complaint policies are available on request/on the website.**

### Wrap-Around Care

Orchard Community Primary School runs both Before School (Morning Larks) and After-school (Night Owls) Clubs five days per week.

Morning Larks Club provides an exciting, fun filled start to the day. It runs from 7.45am until 8.45am Monday to Friday for those parents who need an early drop off. Morning Larks is Ofsted registered (Registration Number 119982) and includes a light breakfast of cereal, toast, fruit and a drink. Based in the hall, Morning Larks club offers a safe, stimulating environment for children to take part in a variety of activities including sports, crafts and IT. Sessions are charged at £4.00 per child, per session and payment can be made using our online payment system or childcare vouchers. Sessions can be booked through the Eduspot site.

Night Owls Club runs from 3.15pm to 5.45pm. Sessions include games, sports, crafts and IT activities, as well as an opportunity to complete homework for older children. We offer two types of session:

#### Short Session

- End of the school day until a single pick up time of 4.15pm.
- Pupils will undertake a range of activities with staff in the hall or studio.
- Charge: £4 per day.
- Pupils should be collected from the verandah area at 4.15pm.

#### Full Session

- The full session ends at 5.45pm.
- Children will be taken over to the bungalow after 4.15pm where they will be provided with a 'light tea', served between 4.30pm and 5.00pm.
- Charge: £13.00 per day (3.15-5.45pm).
- Parents may collect their children from the bungalow side door at any time.

## General Data Protection Act 2018

We need to hold personal information about your child on our computer system and in paper records to help us with their educational needs. The Headteacher is responsible for their accuracy and safe-keeping.

From time to time information may be shared with others involved in your child's care, if it is necessary. Anyone with access to your child's records is properly trained in confidentiality issues and is governed by a legal duty to keep their details secure, accurate and up to date. All information about your child is held securely and appropriate safeguards are in place to prevent accidental loss.

In some circumstances we may be required by law to release your child's details to statutory or other official bodies. In other circumstances you may be required to give written consent before information is released – such as the educational reports for insurance, solicitors etc.

To ensure your child's privacy, we will not disclose information over the telephone unless we are sure that we are talking to you - the parent/carer. Information will not be disclosed to family and friends unless we have prior written consent and we do not leave messages with others.

You have a right to see your child's records if you wish via a Subject Access Request. Please ask at the school's office if you would like further details.

## Equal Opportunities Statement

At Orchard Community Primary School it is our policy that everyone is treated equally regardless of gender, religion, race, nationality, social background and disability.

Our aim is to create an environment in which all pupils can develop their sense of self-respect, tolerance and courtesy for others.

Our approach to equality is based on the following key principles:

- All learners are of equal value.
- We recognise and respect difference.
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We have the highest expectations of all our children.

