



WOODLAND VIEW PRIMARY SCHOOL

Brochure 2024/25

**"WOODLAND VIEW PRIMARY SCHOOL
IS A BEACON OF EXCELLENCE."** Ofsted

**"PUPILS THRIVE IN THIS
EXCEPTIONAL SCHOOL."** Ofsted

**"LEADERS HAVE REMARKABLY HIGH
EXPECTATIONS. THEY CONTINUALLY STRIVE TO
BUILD ON THE SCHOOL'S PROVISION."** Ofsted

**"STAFF ARE UNIFIED BY, AND EMBODY, THE
SCHOOL'S MOTTO, 'INSPIRE, ENJOY, ACHIEVE', IN
EVERYTHING THAT THEY DO."** Ofsted

inspireenjoyachieve

Mission Statement:

Inspire, Enjoy, Achieve!

We aim to provide the best possible education for all of our children; to promote a love of learning within a positive and stimulating atmosphere, fostering mutual care and respect; to nurture and challenge the whole child to their full potential; to develop high standards of curriculum attainment; to offer a range of opportunities for children to enhance their musical, creative and sporting talents; to encourage an understanding of the meaning and significance of faith, promoting tolerance and high moral values, supporting children on their emotional and spiritual journey; to be innovative, forward thinking and to strive for continual improvement.

Above all.....

to make the experience at our school one of enjoyment, fun and happiness.

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Our School

Our school opened in September 2002 in the new area of Grange Park. We are a mixed primary school catering for 4-11 year olds. We enjoy close links with our community.

We want our school to be welcoming and friendly and aim to create an atmosphere which is engaging, happy and purposeful.



Our school became an Academy on 1st March 2012, following outstanding Ofsted reports. We are still a state primary school but we are independent from the Local Authority (LA), getting our budget directly from the government. The LA (West Northamptonshire Council) still administers several services including admissions, school transport, educational welfare and special educational needs/educational psychology.

School Organisation



There are three stages of education at primary school:

First Year in School
"The Foundation Stage"
Second & Third Year
"Key Stage 1"
Fourth, Fifth, Sixth & Seventh Year

Reception Year:

Year 1 & Year 2:



Years 3, 4, 5, 6: "Key Stage 2"

The classes and groups are formed after considerable thought and discussion giving regard to the children's needs and personalities, as well as school organisational issues.

There are two classes per year group and children are taught in classes according to their age groups.

Starting School for the First Time

Children joining our Reception class will start school in the academic year they have their fifth birthday. They will attend part-time in the first instance and this will quickly increase to attendance for full days if they are ready.

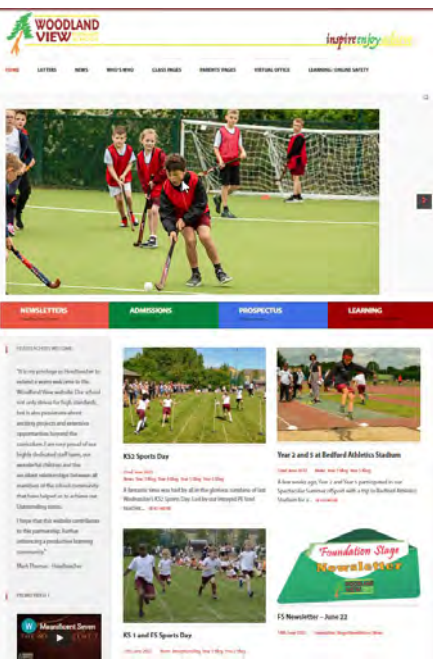
- ❖ In the term before the children join the Reception class, the children will be invited to visit the school with their family, visit the school on their own for a short session, and parents are invited to an Evening Meeting to meet the Head and members of staff, and to gain information about starting school. Home visits with the child's teacher will also be arranged before the summer.
- ❖ Parents are provided with a Starting School booklet.

Older children joining the school will ideally have the opportunity to meet the teacher in advance, and have a tour of school to begin to familiarise themselves.

Home School Liaison

We place great value on our partnership with parents as only together, through cooperation and understanding, can we achieve the best for your child. We hope that parents will encourage their children by showing an interest in school activities and promoting positive attitudes in their children.





Consultation evenings will be held in the Autumn and Spring terms, when parents are invited to discuss children’s progress with staff, but we like to feel that parents would contact the school if they are concerned in any way about any aspects of school life. We are always ready to meet parents by appointment at mutually convenient times.

Towards the end of the Summer term an annual report is prepared for each child, giving details of your child’s progress and achievements and results of any statutory assessments.

The school runs “Open View” sessions, when parents can work alongside their children and talk about their learning. There will also be parental Class Drop-in and Achieve With Me opportunities during the year.

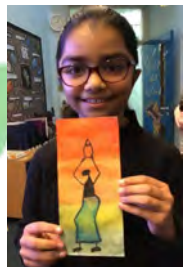
“Headteacher Newsletters” – which include dates and events – are issued frequently via School Ping. Regular Ping messages are issued giving updates and reminders; parents are given information on how to set up the App.

Check the website for regular news updates, to view class pages, year group blogs and to access Headteacher newsletters as well as parent guidance information.

The Curriculum at Woodland View

Our motto is **Inspire, Enjoy, Achieve**. We aim to provide a curriculum that embodies our motto through a careful balance between challenge and support, using engaging resources, modelling great examples, giving exciting learning experiences and providing opportunities for effective self-reflection and teacher feedback.

Inspire the children so that they **Enjoy** their learning and **Achieve** their potential.



Our curriculum is underpinned by four highly relevant world issues, known as the four Cs. These are: **Culture, Communication, Conflict** and **Conservation**. These Cs are important issues within our school community and create a purposeful and meaningful backdrop to our delivery of the National Curriculum.



The Cultural make-up of our school community continues to become evermore diverse. Our families are interested in the beliefs, backgrounds and views, religious or not, of each other and therefore the **Culture** themes are vital. Our children benefit from understanding the locality in which they live and the wider world, as well as their own sense of place within it.



Technology continues to change at a rapid pace and therefore our focus on **Communication** enables children to discover how the current technological world we live in came to be, and what the future may hold for them. Many of our families have jobs that directly link to the content in our Communication themes therefore this learning is significant for the children and their aspirations for future employment.



Our school community is very interested in world news and current affairs; this has a positive impact on our children's interest and awareness in events linked to war and dispute. Therefore we believe passionately that our **Conflict** themes enable children to learn about the origins of conflicts, why they happen, their impact and how to avoid them. We want our children to have a positive impact on the world around them, and the learning in this theme will help them to do that.



Our children are very aware of the ever-changing condition of our planet and the significant impact climate change is having on it. Our children discuss these issues, also they are eager to find out more about how they, and future generations, can sustain the health and existence of our Earth. Our **Conservation** themes enable children to learn more about these issues and, hopefully, will help them grow up to have a positive impact on them.

Classes study a new theme each half term, meaning they cover 6 themes a year. Their current theme is displayed on their classroom door so that children feel as though they are immersed in their theme on arrival. Also, they can see what all of the other classes are learning about too! Inside classrooms, theme displays capture the children's interest by doing such things as offering key information, showcasing work and asking intriguing questions.



Our School Values

Our school values of Respect, Cooperation, Kindness, Honesty, Courage and Creativity steer us through our 6 themes each term therefore they too have an important impact on the delivery and content of our wider curriculum.



We deliver PSHE lessons and lead focus assemblies on the current school value, as well as celebrating the achievements linked to our values in weekly Celebration Assemblies. Our terms end with a spectacular Values Awards ceremony where children from every class are rewarded with demonstrating the focus value by walking the red carpet, under the lights, to celebratory music before collecting their award from a member of the Senior Leadership Team.



Long Term Memory

We know the importance of children knowing more and remembering more therefore we have designed our school curriculum to ensure that key knowledge across subjects is revisited and built on over time.

Our cross curricular themes link subjects through the teaching of concepts. This means that knowledge is not just surface-level, key facts and content are reinforced across subjects and lessons throughout the learning of a theme.



Our Inspire approach gives children memorable learning experiences which means they are more likely to remember what they have learnt over time. These experiences are often blogged and available for families to see on the school website. Each year group also has a Performance Theme where they create a performance based on what they have been learning. This is watched by parents and the whole school. We regularly create learning memories for the children with external guests and trips - capturing the children's interest and imagination even more!



In our bespoke exercise books we display the key knowledge, skills and vocabulary for each theme so that teachers and children can revisit these through a term. Our wonderfully stocked library has a range of fiction and non-fiction books and classrooms have books matching their theme amongst their theme display so children can delve deeper in their learning.

We use quizzes which have been specially designed to match the key learning from a theme. These quizzes are used regularly to revisit facts from previous themes from the children's current year and previous years. We can also set quizzes as homework to reinforce the remembering of facts at home.

In our Studio, our history timeline graphic spans 3 walls and incorporates the key historical events and figures that are taught in our themes. Our maps graphic spans 1 large wall and shows world and local maps, incorporating key geographical features and countries that are studied through our themes. The regular revisiting of these graphics allows our children to further embed key facts over time.



During our Open View sessions, children show their parents the work they have done through the year. This enables children to revisit key learning and describe it to their parents. We give parents questions to help steer their conversations towards reviewing specific aspects of the work.

School Facilities

Our wonderful array of school facilities enable children to learn in a variety of ways through inspiration and enjoyment. These include:

The Immersive Room and Recording Studio

From a snowy forest to a hot air balloon ride, from the deepest ocean to a trip back in time to The Great Fire of London, there is no limit to the places we can take our children.



The Woodland Workshop

As a base for outdoor learning, our Woodland Workshop is stocked and set-up to have everything needed to inspire and interest the children as they learn outside of their classroom.



The Pond and Fire-pit

Children can fully engage in our outdoor learning sessions within these special areas.



The IT suite

With a desktop computer for every child in a class, and iPads too, technology is used to enhance learning across subjects. Our 3D printer also further enhances children's IT experiences in school.

Outdoor Sport Spaces and Equipment

Our MUGA, gym equipment, adventure trail, tyres and daily mile track allow children to stay fit and healthy, not only through play, but when teachers utilise these facilities during lessons.



Spaces for reflection

Our Values Chairs, Creativity Cabin and George's Garden allow for teachers to plan reflective sessions for the whole class or small groups.



English at Woodland View

English is the study of reading, writing and speaking and listening; these are core components across the whole curriculum. At Woodland View we understand the value of teaching English in an inspirational and fun way, giving the children exposure to a wide range of fiction and non-fiction. Through our supportive and challenging approach, we aim to provide children with the tools they need to be successful learners and citizens of the future.

We aim for our children to:

- Develop a positive attitude towards English
- Read fluently with expression and good understanding
- Read for pleasure and enquiry
- Write in a range of styles to suit the genre and audience
- Use the correct grammar in their writing
- Broaden their use of vocabulary and their ability to spell words correctly
- Communicate confidently using a range of speaking and listening strategies

How do we do this?

Reading

How do we promote it?

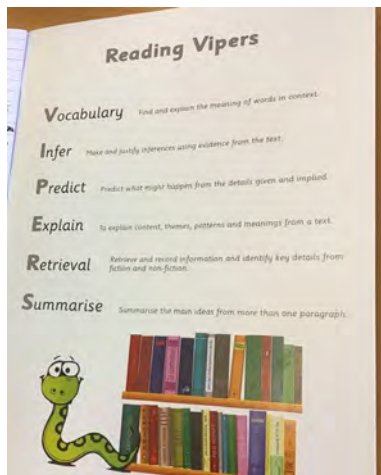
- ★ There is an engaging and inviting reading area in every classroom to promote a range of age-appropriate books.
- ★ Every class has a display showcasing their year group's Recommended Reads (from the Pie Corbett range) and physical copies of these books for the children to borrow.
- ★ Teachers read and promote their class reader regularly.
- ★ Our school library, which is open daily to the children, also has an extensive range of fiction and non-fiction books. Our designated staff team, Parent Librarians and Year 6 Librarians help to run our busy library at lunchtimes, promoting books and organising book-based activities.
- ★ We also arrange regular activities to promote the love of reading. These include author visits, library challenges, book swaps and dress-up days.



How do children progress through the school reading scheme?

- ★ Teachers allow regular reading time for the children. Across school, children read their school reading books (Read, Write Inc Bookbag Books for FS/KS1 and Oxford Treetops KS2) to adults and their progress is tracked through our school tracking system.
- ★ As well as teachers and teaching assistants, we have Reading Support Specialists who support the children through one-to-one reading sessions, guided reading group sessions, targeted interventions and targeted book clubs. We also have a Parent Reading Support Team who give children extra reads each week, and further develop children's comprehension skills through our VIPERS approach.
- ★ Children are given regular opportunities to read in school, in a variety of individual, group (including Guided Reading) and class contexts which further develop their reading skills.
- ★ Each child from FS to Y6 has a bespoke Reading Record or log for every term which staff and parents input and check so that our monitoring involves progress at home too. Our Reading Records are bespoke so that key reading messages, such as the Recommended Reads, Phonics sounds, Statutory Word Lists and VIPERS skills, are reinforced at home.
- ★ Our successful approach means that many children in Year 5 become Free Readers before they reach Year 6 and usually all of our children do by the time they finish Key Stage 2.

How do we teach reading?



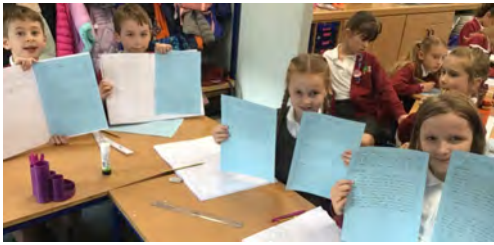
- ★ Even in the earliest stages of Our Phonics Approach, children are introduced to comprehension skills through questioning and discussion.
- ★ In Year 1, we incorporate the teaching of comprehension skills in lessons, as well as in group sessions.
- ★ In Year 2, children are introduced to our Reading VIPERS (Vocabulary, Inference, Prediction, Retrieval, Sequence and Summary) comprehension approach. Discrete comprehension sessions are taught regularly through to Year 6, as well as, reading skills being taught amongst writing composition, grammar and speaking and listening focused sessions too.
- ★ The Reading VIPERS are displayed in every classroom and are printed in our bespoke Comprehension exercise books to further reinforce their meanings.
- ★ Our Reading VIPERS comprehension lessons are engaging and skills-focused. Teachers use a variety of interesting approaches to deliver reading comprehension skills.
- ★ Teachers are aware of content from the National Curriculum not directly related to the Reading VIPERS (for example, poetry and traditional tales) and ensure this is sufficiently covered in English lessons too.
- ★ Each term, children will complete a Reading assessment test (from our PiXL assessment system) and teachers will record attainment, conduct a Question Level Analysis and informal assessment methods to identify gaps and steer planning.
- ★ Teachers and Teaching Assistants are involved in delivering targeted extra support through interventions based on information gathered in assessments.



Writing

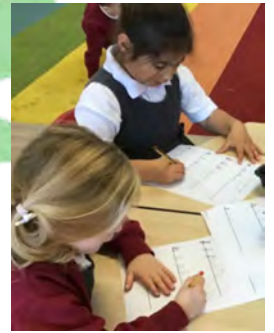
- ★ English teaching is often linked to children's current theme which helps them to utilise knowledge and skills learnt in other lessons.
- ★ Our whole school genre map ensures that children learn to write in a range of genres across all year groups.
- ★ We often deliver units through whole book studies (*Read into Writing*) where all of the children receive copies of the book to guide their learning.
- ★ We use *Literacy Shed+* as a resource to deliver units based on fantastic texts and short films to inspire the children.
- ★ We incorporate drama and use technology, including our amazing Immersive Room and *Now Press Play* headphone experiences, to deliver activities.
- ★ We focus on age-appropriate grammar rules and embed these into daily teaching.
- ★ Our bespoke exercise books include year group specific writing non-negotiables which are reinforced throughout the year.
- ★ Every classroom uses displays effectively to further support the children; these include working walls, helpful resources and great examples of work.
- ★ Vocabulary is further developed through the use of colour-coding key language in every lesson to enable all children to access the crucial content of the lesson.
- ★ Each term, children will complete a Grammar assessment test (from our PiXL assessment system) and teachers will record attainment, conduct a Question Level Analysis and informal assessment methods to identify gaps and steer planning.
- ★ Teachers and Teaching Assistants are involved in delivering targeted extra support through interventions based on information gathered in assessments.





How do we teach handwriting?

- ★ In Foundation Stage and Year 1, the children follow the Read Write Inc guidance for letter formation and handwriting. Children then learn the joined cursive handwriting style from Year 2 onwards, and regular handwriting sessions enable all children to write neatly in this style.



What are Blue Writes?

- ★ Each term, children produce showcase Blue Writes. A Blue Writes is the outcome of a writing unit where children have learnt how to write in a particular style. This process may include: analysing model examples, learning appropriate grammatical features, taking part in drama activities, planning and drafting ideas, responding to feedback, self-evaluating then producing the final Blue Write piece.

How do we teach Spellings?

- ★ We use *Spelling Shed* as a scheme to develop the children's spellings in school through taught sessions and games. This online resource is also utilised at home as children regularly play games to further develop their spelling knowledge and understanding.
- ★ Recommended word lists for each year group are printed in the back of our bespoke exercise books so that children can incorporate them into their work.

Spoken language

- ★ Teachers incorporate regular tasks which allow children to improve their speaking and listening skills.
- ★ Discussion is used regularly in lessons to enable children to share their views and listen to others. This may be in paired, group or whole class scenarios.
- ★ Teachers are keen to ask open questions which enable children to debate with others.
- ★ Drama activities are incorporated into lessons, enabling children to take on roles, perform and evaluate others' performances.
- ★ Children often rehearse then present their work to a group or the whole class.



Phonics at Woodland View

Children are given a solid foundation with reading to enable them develop a secure ability to read confidently and fluently for pleasure and within all curriculum areas. We follow the validated systematic synthetic phonics scheme Read Write Inc. From the very beginning of their school journey, children are taught how to read individual sounds, blending and decoding these within simple words. Following this, moving onto digraphs and trigraphs and learning the corresponding graphemes for each, using these skills to apply to reading a wide range of texts and building comprehension skills. Children participate in daily phonics lessons which are closely assessed, monitored and grouped by children's phonic ability.





We have a vast support system for children and parents using Read Write Inc's *Pre-Ditty*, *Ditty* and coloured *Storybooks* in school. Children have a Read Write Inc Bookbag book on a weekly basis. We also have our online E-book resource, Oxford Owl, allocating each child their weekly focused RWI in-school book with additional comprehension activities for children to participate in, and secure their learning from school, at home.

We also have our expert Phonics specialist Teaching Assistant who provides outstanding support for any children identified as needing intervention, ensuring no child is left behind. We pride ourselves on our thorough, rigorous and meticulous phonics teaching at Woodland View which results in consistently high scores in our data where children achieve or exceed the expected standard by the end of Key Stage 1.

Maths at Woodland View

Mathematics is everywhere! It is the study of the measurement of, relationships with, and properties of quantities and sets, using numbers and symbols. We recognise that mathematics is a fundamental tool for everyday life. It is an interconnected web of concepts that provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas. Through our supportive and challenging approach, we aim to provide a range of experiences to equip our children to tackle a range of practical tasks and real life problems.

We aim for our children to:

- Develop a positive attitude towards Mathematics.
- Become competent and gain confidence in mathematical knowledge, concepts and skills.
- Gain an ability to solve problems, reason, think logically and work systematically and accurately.
- Be able to reason mathematically and communicate the mathematics that they use.
- Apply maths across the curriculum and in real life.
- Develop their ability to work both independently and in cooperation with others.



How do we do this?

[How do we teach Maths?](#)

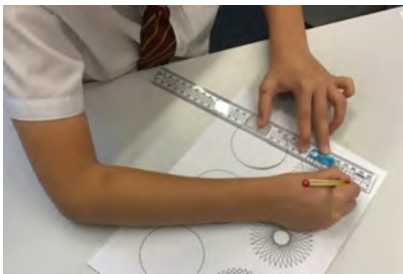


Maths lessons

- ★ Children are taught maths in concept blocks, which allows teachers to spend time going deeper with children's understanding and allows children to build up their understanding through a series of carefully planned steps.
- ★ As a school, we use White Rose Maths to provide us with a long term plan for maths, however, teachers have the flexibility to change things depending on the needs of their class.
- ★ Children have access to a range of representations to aid their understanding.
- ★ Teachers use a range of concrete, pictorial and abstract representations alongside each other to develop a deep understanding of methods and concepts.
- ★ All children are given opportunities to reason, problem solve and gain fluency.
- ★ We provide children with a range of activities that allow them to work confidently both independently and collaboratively with their peers.



- ★ We use elements from Teaching for Mastery in Mathematics. In particular, children respond verbally to questions in full sentences, use STEM sentences to aid retention and use a range of representations.
- ★ Questions are used to challenge thinking and these can be seen displayed in all classrooms: *How do you know? What do you notice? What's the same? What's different? Can you get to your answer a different way?*
- ★ We encourage the use of precise mathematical vocabulary in all year groups and this is further developed through our lessons.
- ★ Every classroom uses displays effectively to further support the children; these include working walls, helpful resources and great examples of work.
- ★ We celebrate maths through Maths Week and we provide opportunities for children to access maths in different ways and to see that it is all around us.
- ★ Our bespoke exercise books include year group specific mathematics key facts which are tailored to the year group content.
- ★ Children are encouraged to self-reflect on their learning - this can be seen in pink pen in their books.
- ★ Teachers regularly set next steps that consolidate or extend the children's thinking following lessons.
- ★ Each term, children will complete a Maths assessment test (from our PiXL assessment system) and teachers will record attainment, conduct a Question Level Analysis and use informal assessment methods to identify gaps and steer planning.
- ★ Teachers and Teaching Assistants are involved in delivering targeted extra support through interventions based on information gathered in assessments.



KIRFs (Key Instant Recall Facts)

- ★ As a school, we place great value on important number facts such as number bonds and times tables facts which need constant practice and rehearsal.
- ★ Each half term, children receive a new KIRF (Key Instant Recall Fact) that will be their focus for that half term.
- ★ Regular practice of these KIRFs helps children to develop fluency and automaticity with these number facts which are the essential building blocks of their mathematical understanding. It is essential that they are able to recall these facts quickly, confidently and accurately.
- ★ KIRFs are shared on the website and are printed within children's reading records so that they can be constantly revisited at home.
- ★ The third week of each half term is KIRF week where children spend their designated homework time working on their facts and share this learning with their teachers.



Year 4					
<p>64 60 65 70 64 rounds to 60</p> <p>Autumn 1 Round numbers to the nearest 10, 100 or 1000.</p>	<p>Autumn 2 Multiply and divide numbers by 10 and 100.</p>	<p>Spring 1 Know the 6 and 7 times tables, (x and ÷).</p>	<p>Spring 2 Know the decimal equivalents of fractions (tenths, hundredths, quarters and halves).</p>	<p>Summer 1 Revise ALL times tables.</p>	<p>Summer 2 Know bonds of numbers to 1 (tenths and hundredths).</p>

WOODLAND VIEW Key Instant Recall Facts Year 3 - Spring 2

I can find totals of given coins and notes.

By the end of this half term, children should be able to calculate totals of a range of coins and notes.

Key Vocabulary

Pound
Pence
£
p
Total cost
value

Arithmetic

- ★ From the Spring Term of Year 1, all children have a weekly timetabled arithmetic session.
- ★ Children complete a short arithmetic test bi-weekly and then work on consolidating key skills in the alternate weeks.
- ★ These tests build up throughout the year, introducing a new skill into the mix each time.
- ★ Additionally, each term, children will complete an arithmetic test as part of our Maths assessments (from our PiXL assessment system) and teachers will record attainment, conduct a Question Level Analysis and use informal assessment methods to identify gaps and steer planning.
- ★ Arithmetic sessions can be seen throughout books on yellow paper.

Times tables

- ★ As a school, we use Times Table Rockstars (TTRS); this is a platform for the children to develop speed of recall in their times tables facts.
- ★ Children will learn tables as part of their mathematics lessons and through their KIRFs.
- ★ On TTRS, teachers are able to direct the children to work on particular tables, moving them on when necessary.



The Wider Curriculum



The Woodland View Curriculum includes a '*Learning Means the World*' approach for teaching the wider curriculum. The subjects covered within this include: **Science, History, Geography, Art, Design Technology and Computing**. There are many other areas of learning including **Drama**, and **Business and Enterprise** that are incorporated too. It is underpinned by four highly relevant world issues, known as our four Cs (Conflict, Culture, Communication, and Conservation - *the symbols for the Cs can be seen above*).

Physical Education

We use the Get Set 4 PE scheme of work as our main planning support for the teaching of Physical Education. Children have two designated PE sessions per week which, over the course of the year, cover the elements of the National Curriculum. We also have an outdoor running track and gym equipment which are used to increase fitness.



Music

As well as Music being taught regularly through our curriculum, we have a specialised music teacher who works in several year groups across the school and we utilise the skills and expertise of Northamptonshire Music and Performing Arts Trust (NMPAT) to deliver whole class teaching projects of Strings in Year 3 and Brass/Woodwind in Year 5.

Religious Education

We follow the SACRE Northamptonshire agreed syllabus for Religious Education. Our local minister visits regularly for whole school assemblies, so does an experienced member of the Christian School Assembly Link Team (CSALT) to tell religious stories and explain their morals. We also enjoy inviting visitors from a range of faiths to give talks and assemblies to specific classes and phases.



Modern Foreign Languages

Our Key Stage 2 classes receive Spanish lessons via a trained Spanish teacher from Kidslingo. As well as learning some of the language, our children are also taught about Spanish culture and facts about the country.





PSHE and Relationships Education

We have a broad and balanced PSHE offer, using the Dimensions '3D PSHE Curriculum' that focuses on the key areas of relationships, health and wellbeing and living in the wider world. As part of this programme we deliver Relationships Education to all children. Alongside this we also deliver a vital Protective Behaviours curriculum at an age-appropriate level to all of our pupils, developing and encouraging the key messages 'We all have the right to feel safe all of the time' and 'There is nothing so awful or small that we can't talk about it with someone'.

Outdoor Learning

Our Woodland Workshop is our official base for outdoor learning. It is a hub of resources and inspiration for learning outside of the classroom. It is complemented by our pond and fire-pit areas, bird hide, storytelling circle, 'values' benches, willow dome and tunnel, and race track canopy. These fantastic resources give our teachers all they need to plan and deliver exciting outdoor activities for the children.



Whole school high interest curriculum projects

We enjoy embracing high interest curriculum projects as a school. Whether it's Chinese New Year, World War One or Vincent Van Gogh, our children enjoy being immersed in a project that is being shared by the whole school. Our high level learning outcomes and wonderful memories from these projects make them an important part of what we do.

Early Years Foundation Stage

The Foundation Stage is a bright and vibrant environment that immerses children in their learning. It is a place of awe and wonder, where children are engaged with interesting resources that promote talking, thinking and challenge. We understand that children learn best when they are engaged and motivated which is why we provide a range of learning experiences based around 6 exciting themes across the year. Our Foundation Stage uses these themes to build the foundations of learning across all areas of the curriculum. Through our supportive and challenging approach, we ensure that the children's knowledge and skills are continually growing, from their various starting points, in order to achieve their full potential and ensure a smooth transition into Key Stage 1.



Our aims:

- To promote positivity and resilience
- To develop independence
- To ensure all children feel safe and secure
- To develop a love of learning
- To engage, motivate and inspire
- To build a strong foundation of knowledge and skills



We present learning in many different ways. This includes whole class, small group and individual work, adult led, adult directed and independent learning. We have a highly experienced team of staff who notice how and what the children are doing and provide modelling, scaffolding and direct teaching according to the situation and needs of each child to ensure that progression is made across all areas of the curriculum.



We also understand that the way in which children learn is also an important part of their school life and this is why the Characteristics of Effective Learning are an integral part of our curriculum. Giving the children opportunities to learn in different ways is part of our planning process as we know that for learning to be effective it must promote curiosity and ensure that children approach it with enthusiasm and energy. So with this in mind we plan engaging activities which give children the time to explore and test, keeping their interest to build up concentration levels and challenging enough to make them think, ask questions, explore ideas and make links to previous learning with staff always around to give encouragement to have a go and to learn from the things that don't go well as well as the things that do.





Communication and Language

Communication is at the heart of our Foundation Stage curriculum. Children are given opportunities to talk about things that interest them. Each week begins with an engaging story or non-fiction book based around the mini-theme for that week and it is through these books that new vocabulary is introduced and then built upon over the year. Children are encouraged to listen to, but also to participate in these books, talk to each other, and ask questions.

Personal, Social and Emotional Development

We understand the impact of relationships and as staff we develop strong relationships with children right from the start to ensure that they all feel safe when they come to school. When children feel safe they can thrive and learn. We pride ourselves on creating independent learners that have the confidence to try their hardest at everything they do. We support the children to persevere, even when they find things hard and children know that they can ask for help if they need it. We also promote collaborative work, often using talk partners and group work to develop a team mentality where they feel able to share their own knowledge and understanding with others, but to also feel secure enough to gain ideas from others and new ways to do things.



Physical Development

The children have a planned PE lesson each week, which builds up specific skills such as dance, gymnastics and ball skills. In addition to this, we have our outdoor classroom, which is open throughout the day, where they have access to a large climbing frame with a firefighter's pole and gigantic tractor tyres to climb on, over, and around. Alongside this, they have various large equipment such as crates, wooden planks, balance boards, bikes and scooters, which enable the children to grow their strength, balance and coordination. The balls, beanbags, skittles, hoops, rackets and other such equipment means that they can also combine physical activities with group work as they develop games with rules and learn more about being a member of a team. Fine motor skills are also developed outside as we have an art area where children have access to big paper and paint. This is alongside our workshop where they can learn how to use tools and equipment such as nuts, bolts, screws, nails, hammers and screwdrivers to create things using wood. Giant chalks and our writing areas also provide spaces for children to practise their writing in different ways. Adults also plan challenges and specific activities such as drawing, sewing, weaving, tweezer tasks, tracing and more to ensure that children are developing the muscles and coordination that they need.



Literacy

By sharing books it gives the children new experiences and opens them up to new vocabulary. Every week we read the children a book, this could be fiction, non-fiction or a poem. Each book is carefully chosen to inspire children's learning and is used as a stimulus for discussion where we engage the children with questions, statements and ponderings to ensure that they share their thoughts, feelings and ideas. These are then used in the children's writing, making it personal, as they write for a purpose, such as creating instructions to make a potion or writing a letter to a friend. Children are encouraged to create their own sentences to write, taking ownership of it; these sentences are discussed before any writing takes place, ensuring that children develop their understanding of sentence structures. Children are taught to write using our pre-cursive handwriting style so that they learn where letters begin and end





Mathematics

We find Maths everywhere and it is built into our everyday learning. From counting how many children are lined up, to working out parts of whole amounts during register time, to completing the calendar every morning and looking at how tall our plants have grown. We understand the importance of teaching and then giving children the time and opportunities to develop these new skills. So we ensure that resources are always available in our Maths area and in other areas of the classrooms to ensure that this practice can happen. Physical resources are given to the children to aid and develop their understanding of key skills. Alongside physical resources, we use pictorial representations and present different ways of learning the same skill to ensure that the children have opportunities to reason, problem solve and gain fluency. We also ensure that the children have time to work collaboratively, either in pairs or in small groups.

Expressive Arts and Design

We provide many opportunities for the children to be creative in many different ways. As part of our classroom provision, we have a role-play area inside and outside (and small world scenes). All of these are linked to the current theme, as this allows the children to act out stories and scenarios that they have been learning about. The children have free access to a well-stocked craft area where they can use tools and materials to create ideas that they have on their own or as directed by the staff team. The construction and investigation station areas are other places where children can get creative - drawing designs, exploring materials and their properties, and building models. Staff encourage children to talk about what they are creating, how and why they are using certain tools, techniques and materials. We use a range of nursery rhymes and songs as their repetitive nature and simple rhythmic patterns to help children to develop listening skills, which they can apply in other areas of the curriculum.



Understanding the World

We immerse our children in as many experiences as possible. We have visited Antarctica to watch the penguins, flown through space to look at the planets, dived under the sea in a submarine, visited Russia to learn about Kandinsky, explored different parts of Africa and Europe, remembered those who fought and died in the World Wars, explored a recreation of the world's largest dinosaur, all through our wonderful Immersive room. These experiences give the children a feeling that they have been there, it captivates their enjoyment and immerses them in the learning. Alongside this, we go for walks around the local area, explore woodlands, visit theatres and frequently use our woodland workshop and pond area. We choose books carefully to ensure that the children are exposed to the many different faiths and cultures that we have in this country and across the world. We ensure that children recognise that they are all different and they are all special. We promote the value of kindness to everyone, even if they don't like the same things.



Reading and Phonics in Foundation Stage

Alongside the books that we read the children in class, each child is given a reading book and some high frequency words to take home to learn. To start with, the books are full of pictures, giving the children the opportunity to tell their own stories, which is a great way of developing their storytelling language. As the children start to learn the high frequency words, we introduce books with words in. All of this really helps children to become successful readers right from the beginning. After the children have learnt the initial sounds, they are given phonic books, which match their phonic knowledge. Using these different approaches means that we are developing successful readers who can use their phonic knowledge, their word knowledge and their comprehension skills in order to read and enjoy a whole range of books.



Social, Moral, Spiritual and Cultural Education

We believe passionately in developing children's social, moral, spiritual and cultural (SMSC) education. You can visit <https://www.wvps.northants.sch.uk/smsc-at-wvps/> on our website to see many ways in which we do this.

Our AIMS for **SOCIAL** development : Children...

- o *show a range of social skills in different contexts.*
- o *participate in a variety of communities and social settings, including volunteering.*
- o *cooperate well with others and resolve disputes.*
- o *accept and engage in the British Values: understanding democracy, the rule of law, individual liberty and mutual respect for all.*



Our AIMS for **MORAL** development: Children...

- o *recognise the difference between right and wrong.*
- o *understand the consequences of their behaviour and actions.*
- o *show interest in moral and ethical issues, and they are able to understand and appreciate the viewpoints of others.*



Our AIMS for **SPIRITUAL** development: Children...

- o *reflective about their own beliefs, religions or otherwise, which informs their perspective on life and their interest in and respect for different people's faiths, feelings or values.*
- o *enjoyment and are fascinated in learning about themselves, others and the world around them.*
- o *use imagination and creativity in their learning.*
- o *are willing to reflect on their experiences.*



Our AIMS for **CULTURAL** development:
Children...

- understand and appreciate the range of different cultures within school and in the wider world.
- have knowledge of Britain's democratic system and how it's shaped our history and values.
- show willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- are interested in exploring, understanding and showing respect for different faiths and cultural diversity.



Creating Employees of the Future (Developing transferable life skills)

We believe it is important to provide children with opportunities to learn skills that will prepare them for future careers and employment. Some of these skills include *communication, teamwork, negotiation, time management, persuasion, problem solving, adapting to change, leadership, creativity, organisation and perseverance*. Therefore, these groups and teams, set up and overseen by staff, allow children to develop these vital skills.



Football Referee



Fruit Monitor



Team IT



Milk Monitor



Media Team



Y6 - FS Buddies



Subject Ambassadors



Librarian



Assembly Monitor



Sports Leader



Recycling Monitor



Litter Pickers



Tidy Team

Special Needs

The school places a high priority in meeting the needs of all children. We aim to support those experiencing learning, behavioural, emotional or physical difficulties with approaches based on individual need. These approaches may be following individual or group intervention programmes of work, inside or outside the classroom. This also includes utilising our successful Ladybirds resource base which supports children with specific complex needs. Advice may be sought from outside agencies and professionals to ensure the highest quality and focussed support is in place.

Where a need is identified, we understand how vital it is for parents to be involved and we aim to keep parents fully informed of any additional needs or support that is in place. Key targeted interventions to enable the pupil to make progress are monitored regularly with the teachers, Senco and parents.



If parents have particular concerns about their child, they should contact the class teacher. Children with an Education, Health and Care Plan which names the school as appropriate provision are prioritised in admission procedures, followed by children in public care.

Acts of Worship



There will be a daily act of worship, led by members of staff, the children and other visitors. Assemblies are broadly Christian, sometimes led by visitors and always link to our school values.

Educational Visits

We firmly believe that children learn from first-hand experience; this will mean that visits outside the area are arranged. A voluntary contribution towards the cost is requested. If you are unable to contribute towards the cost, please contact the Headteacher. Such conversations are held in confidence. Parent helpers are sometimes asked to accompany the children if they would like to do so, but not directly supervising their own child.



We use Grange Park frequently for our studies. You will be asked to sign a blanket permission for activities that will take place in the local area where travelling by foot. All visits requiring coach transport will require specific permission distributed with details of each individual trip.

Residential Visits



We invite all older children to spend time away from school on an educational visit. This forms an important part of their academic and social education, and creates special lasting memories.



Extra -Curricular Activities



We aim to provide a variety of extra-curricular activities, in music, art, drama, languages, technology, performance and sport as well as clubs linked to individual teacher specialisms or personal interests e.g. photography or chess. Some will be provided by staff and some by external providers at cost. If you would like to help in any way, we would be very pleased to hear from you.



Homework

We hope that parents will talk to their children about all aspects of their learning and praise them for effort and achievement. We encourage parents to enjoy daily reading with their children. We also have a number of 'Challenge at Home' activities designed to promote family learning and children's key life-skills. These focus on experiential learning.

Homework is a vital means of communication with parents; it allows you to see what the children have been exploring at school, often opening interesting dialogue with your children. Furthermore, it allows you as parents to gain an awareness of your child's progress, enthusiasm and interest in particular activities. We will offer a range of homework activities to consolidate and further school learning, all through the platform of Google Classroom.



Insurance - Personal Accident

Parents should be aware that there is no universal personal accident cover for school children. The general liability policy protects the school against the consequences of actions brought against it on behalf of pupils. Parents are, of course, at liberty to take out insurance on an individual basis should they want additional cover for their children.

Complaints Procedure

If you have any cause for complaint you are urged to initially contact the Class Teacher and subsequently the Headteacher if necessary. There is a policy for making a complaint against an academy, which is available on the website.

Admissions Criteria

Admission Criteria from September 2024

Places will be allocated to pupils who have an Education, Health & Care Plan that names the school as appropriate provision. Where there are more applications than places available, priority will be given in the following order:

1. Pupils in public care or previously in public care but immediately after being in public care became subject to a child arrangements order or special guardianship order
2. Pupils who live in the linked areas and who have an older brother or sister*** continuing at the school at the time of admission of the younger child.
3. Other pupils who live in the linked area of Grange Park*
4. Pupils who live in the linked area of Wootton, Wootton Fields, Courteenhall and Quinton**
5. Other pupils who do not live in the linked areas and who have an older brother or sister continuing at the school at the time of admission of the younger child.
6. Other pupils

Tiebreaker:

If the admission number is exceeded in any criteria priority will be given to those who live closest to the school.

The Linked Areas:

*Grange Park is defined by the development east of Saxon Avenue bounded by the M1 to the south, Quinton Road to the east and Bridge Meadow Way/Little Field and Lark Lane to the north.

**Wootton & Wootton Fields are defined by the A45 to the west, the B526 Newport Pagnell Road to the north, Wooldale Road to the south, and the extent of the Wootton Fields development accessed from Lady Hollow Drive, as well as the hamlet of Courteenhall and village of Quinton.

Distance is measured from the applicant's property, to the address point of the school. It is measured on a straight line basis using a geographical information system.

Each address has a unique address point established by the most valuable elements from the National Land and Property Gazetteer (NPLG), Ordnance Survey Master Map, Royal Mail Postal Address File and The Valuation Office Agency. The address point for a property does not change.

***Brother or Sister (Sibling)

A Brother or sister (sibling) is defined in these arrangements as children who live as brother or sister in the same house, (within a family unit) including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters. The sibling must be in the school at the time of application and continuing at the school at the proposed date of admission.

How to apply for a school place:

1. Admissions processes at age 4+ and 11+ are handled by West Northamptonshire County Council (0300 1267000) or via their website admissions.ncc@northnorthants.gov.uk or

*School Admissions Team
West Northamptonshire Council
Angel Street
Northampton
NN1 1ED*

Parents are also asked to register their details of pre-school children with the school as early as possible. The Headteacher is then able to write to those parents in the Autumn Term before a child is due to start school in the following September. Tours of the school are offered and details given about the formal application procedure. Registering with the school does not have any bearing on whether your child will gain a place at our school. Places are allocated by the Local Authority based upon the published criteria (see below). The deadline for this application is currently in the January before the child is due to start school.

2. Queries about admissions in all other year groups should be made to the school, and the application process is described in the document "In Year School Admissions Request for Woodland View", which can be found on the school website.

Parents are asked to contact the school to arrange a visit and submit the admissions request form as soon as possible.

General Information

Drop -off and collection

Parents bring/collect their children via the one-way system from the Community Centre side of the school, and exit via any of the available gates. Children in Years 5 and 6 are allowed to walk without a trusted adult if they wish.

The gates are open for drop-off in the morning at 8.40am and close at 8.55am. For collection, gates open at 3.10pm and close at 3.20pm. If your child has to leave school during the day for any reason, we ask that you come to the main reception to collect him/her. If you are going to be late collecting your children at the end of the day, please telephone us. Children will be sent to the front of school if they have not been collected before 3.20pm and a parent will be called.

Scooters and Bicycles can be ridden to school and stored in the allocated places. They must be dismounted before entering the school site.

Absence

If your child is absent, please inform the school on the first day of absence by letter, email (office@wvps.northants.sch.uk) or by telephoning the automated absence line 01604-765037 (press option 1). If your child is marked absent and we are unaware of the reason, you should expect to receive a call or Ping asking you to contact the school immediately to provide an update.

Emergency Closures

On very rare occasions, it may be necessary to close the school at short notice. When this happens, you will be informed by Ping. In almost all cases, one of the staff will be able to get to school. We do not send children home until we are sure that a parent or known adult is aware of what is happening. Please instruct your child that after leaving home, he/she should not return home unless sent by a teacher.

School Meals

Children may have a hot meal, bring a packed lunch or go home for lunch. As we cannot be held liable for breakages, we suggest that you do not send delicate items. Children must not bring hot soup, glass containers, or canned drinks because of the danger of accidents. Lunchboxes should not contain any sweets or chocolate bars please.

A free school meal (under the *Universal Infant Free School Meal* system) is available for all pupils in FS, Y1 and Y2, or at a cost to those in KS2.

School lunches are provided by Chartwells Catering with both hot and cold meal options available. All lunches offered are nutritious and balanced. Bookings are made on-line using ParentPay. Each child receives an activation letter with details of how to register for a Parentpay account during the first week they join the school. You can order occasional meals, or for your child to have a school lunch every day. Please visit the school website '**Virtual Office – Lunches**' to see examples of the school menus currently offered.

Parents who believe that their circumstances make them eligible for a free school meal should contact the school office. Any discussions are in confidence. Eligibility criteria are detailed on the school website.



Snacks



Children are allowed to bring a mid-morning healthy snack of fruit or vegetable only. 'Cool Milk at School' is available to all children (and provided free up to the age of 5) via the order forms. Drinking water is always available. Please encourage your child to bring in a reusable drinks bottle that they can refill through the day as needed.

We also offer FS and KS1 children a free piece of fruit or vegetable each day - as part of the School Fruit and Vegetable Scheme. The offerings are variable and seasonal.

Discipline

Children are expected to care for and co-operate with one another and behave in a responsible manner. Clear guidelines for behaviour are given and children are praised when this is achieved. Children who fail to conform to behaviour guidelines are quickly brought to the attention of the Class Teacher and Headteacher. Behavioural difficulties are shared with parents at an early stage.

If a child has a problem, he/she will be encouraged to discuss it with a member of staff. If you hear of any difficulty with your child, please contact us promptly. Children who do not follow the school rules whilst in the care of lunchtime supervisors may need to have lunch at home for a while.

The school's Behaviour & Anti Bullying Policy is available on the school's website.

Home -School Agreement

The staff and governors have created a Home-School Agreement. This document is distributed to all parents when children start school, and it is expected that all parents and children will sign the agreement.

Jewellery

We prefer children not to wear jewellery for health and safety reasons. All jewellery must be removed for PE lessons and kept safe by the child. If your child is unable to remove their jewellery, they will not be allowed to take part in the PE lesson, which is a statutory part of the curriculum. Parents will be contacted if a child regularly fails to have appropriate kit for P.E. If you intend your child to have their ears pierced, please do so at the beginning of the summer holiday, so that they are able to remove them by the start of term in September.

Bags

Most children will need a book bag. As children progress to the oldest part of the school they may need a despatch bag or rucksack.

Please note that, due to limited space, we are unable to store large bags.

Lost Property

All clothing and belongings should be named. We are prepared to help search for named items of lost clothing. All lost property is placed in the lost property boxes which we encourage parents and children to look in. All unclaimed property is either sold at pre-loved uniform sales in school or given to charity at the end of each term.

School Uniform



Our Parents and Governors strongly favour a full school uniform. We have a uniform that is both smart and practical. Whilst it is not compulsory, we would encourage you to dress your child in our school uniform. Details of our school uniform can be found on the school website '**Virtual Office – Uniform**'

For your convenience school uniform is available to buy online from <https://www.mapac.com/education/parents/uniform/woodlandviewwnn45fz>

Illness at School

If your child is unwell at school, we will telephone you to collect them. A record of home, work and emergency contact numbers is kept, along with details of any health problems. If there is any change in these details, please inform us so that our records are kept up-to-date. In the event of your child having a minor head bump, they will bring home a 'bump' note with them, and are given a sticker to wear for the day. If your child has sickness and/or diarrhoea, they should not attend school for 48 hours.

Medicines

We ask you to keep children who are unwell at home until they are completely recovered. Teachers and staff are not permitted to administer medication to children. In exceptional cases the Headteacher and/or Office Staff might agree to a parent's request, if a consent form has been signed. Children with diagnosed asthma must have an inhaler available in school. It is our policy that children manage their own asthma so inhalers are kept in the appropriate classrooms.

School Health Service

The School Nurse will visit the school regularly. Certain checks might be carried out in different year groups including height, weight, eyes and hearing. Also, an annual nasal flu vaccination might be administered with parental consent.

It is possible to make contact with the school nurse by contacting the school if you have any concerns about your child's health.

Road Safety

The children are taught Road Safety in school; please help us to keep them safe by keeping to the guidance. These are the arrangements for the safety of our children:



- Children should use the side gates and walk around the side of the building not across the car park nor use the front door.
- Please keep to the paths and do not walk across the car park with your child as this gives them the wrong message.
- Parents in cars must not use our car park or entrance by the gates to turn around, drop-off or pick-up (except disabled badge holders).
- Parents are able to use the Community Centre car park and designated areas in School Lane. Please be considerate of school neighbours and please walk to school if at all possible. If your child would prefer to cycle or scooter to school we do have bicycle racks to make these secure during the day, although no riding of bikes or scooters is permitted in the school grounds.

Charging Policy

Education Reform Act 1988 Charges for School Activities

The objectives of the charging provision in the 1988 Act are:

- To maintain the right to free school education.
- To establish that curriculum visits offered wholly or mainly during normal teaching time should be available to all pupils regardless of their Parent's ability or willingness to help meet the cost.
- To establish that there is no statutory requirement to charge for any form of education or related activity, but to give schools the discretion to charge for optional activities provided outside of the curriculum.
- To confirm the right of schools to invite voluntary contributions for the benefit of the school, or in support of any activity organised by the school, whether during or outside school hours.

We value the benefit that pupils gain from educational visits, both day and residential, and arts/sports related performances in and out of school. We recognise that these activities enhance and enrich the school's curriculum. We are committed to all pupils having access to participate in these activities and acknowledge our responsibility in light of the 1988 Education Act.

End of Key Stage Tests

Results of National Tasks and Tests for relevant year groups are available on the school website via the About Us/ School Performance Data tabs.

Attendance

Good attendance at school is not just valuable, it's essential. Going to school is directly linked to improved academic performance which should in-turn lead to further learning opportunities and better job prospects. As well as this, going to Woodland View helps children to learn the importance of our school values (respect, kindness, courage, cooperation, honesty and creativity) and improves children's social, moral, spiritual and cultural development, as well as their physical and mental wellbeing. Sometimes a child's absence from school cannot be avoided. However, persistent absence will have a significantly negative impact on them. This can result in your child missing key learning, making slow progress, getting anxious, losing social skills, becoming less healthy, missing enjoyable experiences, lacking confidence and slowing their emotional development.

We want all of our children at Woodland View to have the best chances in life therefore their attendance must be the best it can be! If you are having difficulties with your child's attendance, please contact the school office and speak to a member of the Senior Leadership Team.

Please see information on the school website about holidays or other absences during term time. Absences for holidays are unauthorised and may attract a fine.

Child Protection

It may be helpful to parents to know that local Safeguarding Procedures require Headteachers to report any obvious or suspected child abuse – which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that Headteachers risk upsetting some parents by reporting a case which, on investigation proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for Headteachers to carry out this delicate responsibility, would accept that the Headteacher was acting in what was believed to be the child's best interest.

School Details

Name

View Primary School

Website

www.wvps.northants.sch.uk

Type of School

Woodland

Academy

Age Range

4+ to 11

Address

School Lane

Grange Park

Northampton

NN4 5FZ

Telephone

01604 765037

Email





Winter Wonderland experience on the track.



World Book Day dressing up.



Creativity values awards winners.



Remembrance Day in the Immersive Room.



'Get caught reading' competition entry.



Year 6 on the adventure trail.



The Friends of Woodland View help make Mother's Day gifts.



Athletics at Bedford Athletics Stadium.



Working skills and techniques in the IT suite.



Recreating the Great Fire of London in the pond area and fire pit.



NFL competition national finalists.



Annual Performing Arts Soiree - Matilda Performance.



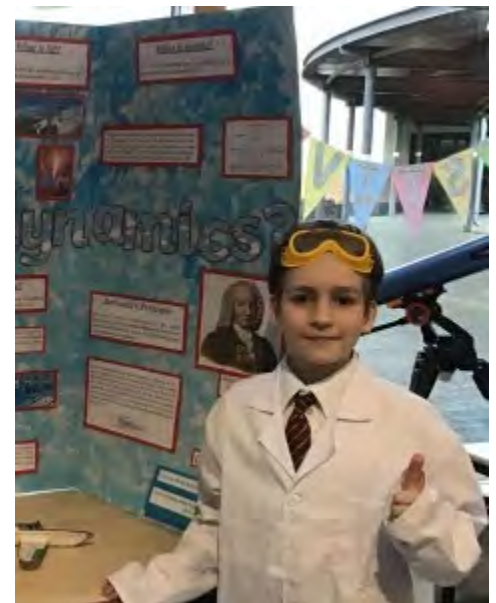
Annual Performing Arts Soiree.



Annual Sports Days.



Year 6 Girls Cricket Squad.



CCS Community Science Fair.



Duck hatching in Year 5.



Y6 on residential at the Pioneer Center.



Dancing together - Please see our promotional video on the school website

- www.wvps.northants.sch.uk



Courage



Kindness



Cooperation



Honesty



Creativity



Respect

inspireenjoyachieve