

Mission Statement

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.

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 calm, 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 still administer several services including admissions, school transport, educational welfare and special educational needs/educational psychology.

School Organisation

We employ a wide variety of teaching methods. We place a strong emphasis on the basic skills that give firm foundations for the children's learning, but believe passionately in the importance of a broad, balanced curriculum.

A mixture of teaching styles will be used and class, group and individual work will be organised depending upon the learning objectives for each lesson. Some subject specialist teaching may be used.

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.

The children are taught in classes according to their age groups.

Accommodation

In the Foundation Stage (the first year in school) two classes work together as one unit. Each class in the rest of the school has its own classroom. The school currently has a hall which is used for Physical Education, Drama, Music, Dance, Assemblies and Lunches. In addition, we have a Drama Studio, Library, IT Suite, Music Room, a playground, a MUGA (Multi User Games Area- floodlit Astroturf pitch) and some group rooms.

Acts of Worship

There will be a daily act of worship, led by members of staff, the children and other visitors. Please speak to the Headteacher if you wish to withdraw your child from daily worship. Assemblies are broadly Christian, sometimes led by visitors.

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 increase to attendance for full days before October half term 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.
- ❖ Parents are provided with a Starting School booklet.
- ❖ Home visits with the child's teacher will be arranged for early September.

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 welcome your support and involvement in all aspects of school life.

We place great value on our partnership with parents as only together, through co-operation 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.

"Headteacher Newsletters" – which include dates and events – are issued frequently via email. Regular text messages are issued giving updates and reminders, ensure your contact details are regularly checked and/or updated if necessary. Please note that email and text messages are usually sent to the first parental contact held on your child's file, if you require additional emails/texts (in the case of separated families for instance) please contact the office and this can be arranged for you.

Check the website for regular news updates, to view class pages and to access Headteacher newsletters as well as Parent guidance sheets.

SchoolShare App

The School App is available free for Apple & Android devices. It will be the focus of communication from class teachers to yourselves, and may include:

- Latest news on what the children are learning
- Photographs of special events
- Forward information about trips, performances, etc
- Updates on homework tasks
- General reminders

This information can therefore arrive on your mobile devices without needing to visit the school website. When installing the App, you can choose to receive updates from all year groups or just the ones your children are in. We hope you will all use this App and enjoy getting more updates about your child's learning in class.

At your appropriate App Store please search for SchoolShare, created by All Things Code. Once downloaded, open the app and you will be asked to enter your details. Locate our school name and then enter the school's code: **481580**.

You are most welcome to discuss any concerns at other times by making an appointment with your child's class teacher through the office; please let the school office know if it is urgent.

If you wish to work as a volunteer in school you will be most welcome, and do let us know if you have any specific skills or talents. Parent helpers will not be asked to work in their own child's class, and all adult helpers will be subject to a security check (DBS) and are offered an induction meeting.

LEARNING AT WOODLAND VIEW PRIMARY SCHOOL

The Curriculum

We seek to provide the children with those experiences that will excite and enthuse them in the early stages of their learning with the aim to nurture a thirst for the 'why? how? where? and who?' and an appreciation of the joy of mastering new skills or finding answers, that will stay with them for life.

We offer a widely based curriculum to promote the intellectual, social, emotional and physical development of the child.

The children have learning opportunities that are matched to their stage of development and experience.

There are three stages of education at primary school:

| | |
|-------------------------------------|---|
| First Year in School | <i>Reception Year: "The Foundation Stage"</i> |
| Second/Third Year | <i>Year 1 & Year 2: "Key Stage 1"</i> |
| Fourth, Fifth, Sixth & Seventh Year | <i>Years 3, 4, 5, 6: "Key Stage 2"</i> |

Ages 0-5: The Foundation Stage

The early years of a child's life are a crucial period in their development, setting the foundation for their future learning and development. Children's experiences in settings and Reception classes up to the age of 5 make up the 'Early Years Foundation Stage'.

Our approach in Reception is based upon the principle that young children learn best through play. Play enables children to explore their ideas, invent their own goals, learn to interact with others, solve problems, consolidate and apply their learning, and so much more! These skills reflect the Characteristics of Effective Learning which thread through all areas of learning, supporting children to become lifelong learners.

Opportunities are carefully planned to support the children's learning and development and engage their curiosity and imagination. This may be inside or outside, whatever the weather, allowing the children to explore the different environments. In Reception the focus is upon your child's development towards the Early Learning Goals, which set out what children are expected to achieve by the end of the Foundation Stage.

There are seven broad areas of learning in the Foundation Stage:

Prime areas

- *Communication and Language.* Your child will learn to talk confidently and clearly, listen attentively in a range of situations and answer questions about stories and their own experiences.
- *Physical Development.* Your child will explore moving in a variety of ways with good control and co-ordination and learn to handle tools safely, including using a correct pencil grip. They will talk about how to stay healthy and safe and be able to change clothes confidently.
- *Personal, Social and Emotional Development.* Your child will learn to be self-confident, talk about their ideas and feelings, manage their behaviour, be sensitive towards others, and take turns in group situations.

Specific areas

- *Literacy.* Your child will explore a wide variety of books, learn the letter sounds through phonics and talk about their understanding of stories. They will learn to write in meaningful contexts using different forms, such as lists, letters and signs.
- *Mathematics.* Your child will develop an understanding of numbers through recognition, counting and ordering and will be introduced to addition and subtraction. They will talk about shapes using mathematical language, compare different objects and create and describe patterns.
- *Understanding the World.* Your child will talk about important events in their lives and discuss similarities and differences between themselves and others. They will explore changes through their observations and experiments. They will use different forms of technology to support their learning.
- *Expressive Arts and Design.* Your child will have opportunities to explore painting, building models using a variety of materials, learn songs and dances, tell stories and make music. They will use these experiences to express their own ideas and feelings.

Ages 5-7: Key Stage 1

These years of your child's time at school are called Key Stage 1. They study eleven subjects in the National Curriculum (English, Maths, Science, ICT, Art, Music, PE, Design Technology, PSHE, History & Geography) and Religious Education. Much of the work at Key Stage 1 is practical in nature and children develop towards a more formal education with increasing concentration and independence. There are statutory assessments at the end of KS1 in English and Maths, and children in Year 1 have a statutory Phonics Screening Test.

Ages 7-11: Key Stage 2

These years are called Key Stage 2. The same twelve subjects are studied, in increasing depth. There are National Tests at the end of the Key Stage (Y6) in English & Maths. Whilst important, the results are just a snapshot of a child's progress. The teacher's rounded knowledge of each child in all subjects is arguably a better indicator of their true progress and achievement. Whilst some subjects are taught as separate subjects most learning happens through cross-curricular themes.

LANGUAGE AND LITERACY

Speaking and Listening

We aim to give the children the skills and confidence to communicate their thoughts, feelings and ideas in a clear, interesting and positive way and the opportunity to practise the skill of listening attentively in a variety of situations.

Reading

We aim to give the children the skills to read fluently, accurately and with expression. A joy and appreciation of the written word, including plays and poetry, is also nurtured. We have graded reading books and materials and use a variety of approaches in the teaching of reading, which is underpinned by their phonic development. Children in Foundation Stage and Key Stage 1 have regular phonics sessions, targeted precisely to match their needs. These sessions may continue until the first term of Year 3 and beyond until children have a sound phonic awareness. Key comprehension skills are taught in Key Stage 1 and then developed further in Key Stage 2, where children are expected to read for meaning, reflecting, analysing and evaluating texts effectively. Comprehension skills are developed in guided group reading sessions as well as taught comprehension lessons.

Writing

We aim to give the children the skills and opportunities to present their ideas, information and impressions in a variety of forms. We teach correct grammar and spelling and encourage neat handwriting. Children in Year 6 will face a formal "Spelling, Punctuation and Grammar" test to assess their basic mechanical skills. Children are taught to communicate effectively in writing and we aim to develop a passion for writing. They write for a range of purposes and audiences – for example to entertain, inform and persuade.

MATHEMATICS

We aim to help the children develop a positive attitude towards mathematics by developing in them an ability to think clearly and logically, an appreciation of the nature of number, space, shape, and dimensions, and skill in identifying mathematical

relationships. We aim to enable the children to apply and manipulate mathematics in order to solve problems in practical situations. All children have access to calculators and computers when appropriate.

SCIENCE

This is a practical subject and is taught in a way that emphasises practical, investigative and problem-solving activities. The children are encouraged to observe, measure, predict, experiment and explain. By working in a systematic way, we aim to help the children draw conclusions from information that has been gathered. The activities experienced by the children are based on a programme which includes the study of living things and their interaction with the environment, physical processes, materials and their properties. We strive to create a desire in the children to understand the world they live in.

INFORMATION TECHNOLOGY

We aim to be at the forefront of information technology developments and to prepare the children for life and work in the 21st Century. We will not only focus on ICT skills (computing and coding) but also on how ICT can be used to deliver and enhance learning in other subjects. We aim to prepare children to become safe, confident users of technology. As such e-safety underpins the curriculum now and in the future. It is essential children can maximise the power of the technology available to them, as well as recognising the potential dangers.

MUSIC

We provide the children with rich, stimulating musical experiences to encourage their appreciation of the subject.

We have varied curriculum activities including singing, percussion and listening to all types of music. The children also have the opportunity to learn how to read music, understand pitch, rhythm, dynamics, composition, etc. Peripatetic tuition is available in violin, woodwind, brass, keyboard and percussion.

All Year 3 children have whole class strings tuition (violin and cello). In Year 5 all children have tuition in woodwind or brass instruments.

We have school choirs taking part in music festivals, area carol services and concerts. Our choir, recorder group and percussion groups have all won prestigious awards in the Northampton Festival of Music & Drama. Our involvement in the National Festival for Music has led to our children performing in the Royal Albert Hall and the Birmingham Symphony Hall.

History & Geography

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. We hope that our teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and

relationships between different groups, as well as their own identity and the challenges of their time.

A high-quality geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We hope that our teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

PERSONAL, SOCIAL, HEALTH EDUCATION & CITIZENSHIP

SEX & RELATIONSHIP EDUCATION (SRE)

We have a broad and a balanced PSHE-C Curriculum that incorporates elements of relationships, personal identity, behaviour and health & safety education. We aim to make our children confident, active, global citizens aware of their rights and responsibilities.

As part of this programme we deliver SRE and Drug Education to all children. All this work is age appropriate as is centred around relationships and empowering children to make positive choices. As children reach KS2 they will begin to learn about the changes they will face both physically and emotionally as they head towards puberty. The curriculum builds upon previous learning. Furthermore children will learn about the reproductive process of conception relevant to their age of development in upper KS2. Parents are informed when each class is about to undertake SRE sessions and are invited to watch any DVD resources. You have the right to withdraw your child from these sessions.

RELIGIOUS EDUCATION

We aim to help the children to develop a responsible attitude towards other people, to foster their sense of curiosity and wonder at, and reverence for, life. We also aim for the children to have an understanding of Christianity and other religions and cultures. By exploring religious and non-religious life stances, children develop respect and sensitivity so as future citizens, they will value and celebrate cultural and religious diversity. The school will follow the County's Agreed Syllabus for Religious Education. Each year Christianity will be explored as well as other major world religions, and a secular world view. You have the right to withdraw your child from these lessons.

PHYSICAL EDUCATION

Through all forms of physical education, we aim to promote a variety of skills, a sense of enjoyment, awareness of fitness and health and provide opportunities for team games and competitive sports.

Swimming lessons are currently provided for children in some parts of Key Stage 2.

DANCE AND DRAMA

We aim to give the children the opportunity to express themselves and present ideas through movement, role play and various forms of drama.

Plays and concerts will be performed by the children and theatre visits made.

Theatre in education companies will be invited into the school to perform and provide workshops.

All children will have opportunities to explore and develop their performing arts skills each year through a dedicated performance unit. Children may also be taught by specialist dance teachers.

ART AND DESIGN TECHNOLOGY

We aim to give the children the skills and opportunities to be able to express themselves in a variety of media and forms. We encourage the development of aesthetic awareness and appreciation and the natural urge to be creative, as well as providing them with the opportunities and skills in designing and making, including the safe handling of tools.

SPECIAL NEEDS

The school places a high priority in meeting the needs of all children, whatever their ability or need. 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. 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.

The school has suitable facilities to assist access by pupils with disabilities. The Governors construct an Accessibility Plan covering future policies for increasing access further and a hazard assessment is undertaken in relation to children who join the school with specific needs.

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 often 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.

EXTRA-CURRICULAR ACTIVITIES

We aim to provide a variety of extra-curricular activities, in music, art, drama, 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.

A summary of our homework expectations is available on the website in the Parents' Pages section. Notably, 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 experimental learning. We expect each child to have a book bag which should be brought to school everyday.

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. You can expect your child to receive a balance of practical and written tasks; some of which may stand alone, others which may be more project based.

STAFF MEMBERS – SEPTEMBER 2016

LEADERSHIP

| | |
|-----------------------|--------------|
| Headteacher | Mr M Thomas |
| Deputy Headteacher | Miss H Mee |
| Assistant Headteacher | Mr M Horsley |

TEACHERS

| | | |
|--------------|-----------------------------|------------------------------|
| Mrs R Burton | Miss K Hicklin | Mrs L Thurley (maternity) |
| Mrs N Clark | Mrs J Hodgson | Mrs S Wagstaff-Jones |
| Mrs C Cox | Mrs S Howles | Mr J Willars |
| Miss S Cross | Miss M Lee | Miss T Williams |
| Mr A Dodd | Miss N Maddock | Mr A Wilson |
| Miss L Drake | Mrs L Rees | Mrs R Winstanley |
| Mrs T Evans | Miss J Ryan | Miss K Wyhiwskyj (maternity) |
| Mrs K George | Mrs M Stevens | |
| Miss S Hawes | Mrs S Steventon (maternity) | |

CLASSROOM/SEN ASSISTANTS

| | | |
|---------------|-------------------|---------------|
| Mrs C Baxter | Mrs S Doggett | Mrs L Stanton |
| Mrs K Beevors | Mrs L Fellows | Mrs H Stanton |
| Mrs N Borwick | Mrs R Friel | Mrs J Taylor |
| Mrs R Boscott | Mrs D Livingstone | Mrs A Walker |
| Mrs E Burgham | Mrs L McDonagh | Mrs C Wood |
| Mrs N Burrows | Mrs C Moss | Mrs T Wood |
| Mrs A Cadge | Mrs J Round | |

ADMINISTRATIVE / SITE STAFF

| | |
|---------------------------------|-----------------|
| Office Manager/Bursar | Mrs J Henson |
| Administrative Assistant | Mrs K Birch |
| School Office Support Assistant | Mrs C Smart |
| ICT Data Manager | Mr T Ntogiakos |
| Site Manager | Mr R Cadge |
| Site Assistant | Mrs C Golsby |
| Site Assistant | Miss A Sangster |

LUNCHTIME SUPERVISORS

| | | |
|---------------|--------------|---------------|
| Mrs J Adamson | Mrs J Harper | Miss H Lockey |
| Mrs C Allan | Mrs A Joseph | Mrs J Masters |
| Mrs T Field | Mrs R Khalil | Mrs B Smith |
| Mrs K Fisher | Mrs L King | Mrs J Spence |
| Mrs T Frater | Mrs D Kruck | |

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. An additional policy is in place for school trips and details are available upon request. 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

1. Admissions processes at age 4+ and 11+ are handled by Northamptonshire County Council (0300 1261000 or via their website www.northamptonshire.gov.uk/admissions)

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.

Admission Criteria

Places will be allocated to pupils who have a statement of SEN that names the school as appropriate provision. When there are more applications for places than there are places available, priority will be given in the following order:

1. Children in public care or previously in public care but immediately after being in public care became subject to an adoption, residence or special guardianship order.
2. Pupils who live in the linked area* and who have an older brother or sister continuing at the school at the time of admission on the younger child.
3. Other pupils who live in the linked area* of Grange Park as defined below.

4. Other pupils who do not live in the linked area* and who have an older brother or sister continuing at the school at the time of admission of the younger child.
5. Other pupils.

If the admission number is exceeded within any of these criteria, priority will be given to those who live furthest from the nearest alternative school that feeds Caroline Chisholm Secondary School.

If a place becomes available after the start of the school year and the admission number is exceeded within criteria 1, 2 or 3, priority will be given to those who live furthest from the nearest alternative school with a place available.

If a place becomes available after the start of the school year and the admission number is exceeded within criteria 4 or 5, priority will be given to those who live nearest to the school.

* Linked area

The urban area within which criteria 2 and 3 operate is defined by Quinton Road to the east, Lark Lane/Little Field/Bridgemeanow Way to the north, Saxon Avenue to the west and the extent of the Grange Park development to the south and south east.

General Information

Times

Our school times are as follows:-

Key Stage 2 8.55 am to 12.00 noon and 1.00 to 3.15 pm
7-11 year olds

Foundation Stage & Key Stage 1 8.55 am to 12.00 noon and 1.10 to 3.15 pm
4-7 year olds

Children should arrive in the playground by the pedestrian gates no earlier than 8.40 am. Parents are still responsible for their children until registration at 8.55 am. No ball games are permitted on site before school.

Children who go home for their lunch must inform their teacher at registration and should be collected from the main school entrance. They should return no earlier than five minutes before the start of the afternoon session.

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 (Bursar@woodlandview.northants-ecl.gov.uk) or by telephoning the automated absence line 01604-765037 (press option 1).

Collection of Children

If your child has to leave school 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 are instructed to come back into school and tell a teacher, and wait in the entrance hall if there is no-one there to collect them at the end of the school day.

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 text and an announcement will be made on the school's website. 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 lunch, bring a packed lunch or go home to 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 hot 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.

Hot lunches are provided by Chartwells Catering. All hot lunches are nutritious and balanced. You can order occasional meals, or for your child to have a hot meal every day. For more information regarding Hot Meals, for example menu plans and to see the ordering forms, please visit the school website '**Virtual Office – Lunches**'. We expect children to be courteous and considerate to the lunchtime supervisors and to other children. 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 website.

Snacks

Snacks are provided for Reception children supported by a weekly contribution from parents. Older children are allowed to bring a mid-morning snack of fruit or vegetable only. 'Cool Milk at School' is available to all children (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.

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 and sensitive handling is important.

Children who behave badly whilst in the care of lunchtime supervisors may need to have lunch at home for a while.

A "***Playground Partnership***" has been created, with input from all of the children in school. This partnership specifies desirable and undesirable behaviour at breaktimes, and all children are expected to behave in line with the desirable elements.

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, and it is expected that all parents and children will sign the agreement.

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. For your convenience school uniform is available to buy on-line from

<http://www.schooltrendsonline.com/schools/WoodlandViewPrimarySchoolINN45FZ>

School Uniform



Woodland View Primary School

Year R – Year 4

| | | |
|--|-------------|---|
| Woodland View crew neck sweatshirt with logo | - Bordeaux | * |
| Woodland View polo shirt with logo | - White | * |
| Any brand trouser/skirt | - Dark Grey | |
| Appropriate flat shoes | - Black | |

Summer variation:

| | | |
|-------------------------|-------------|--|
| Any brand gingham dress | - Yellow | |
| Any brand shorts | - Dark Grey | |

Year 5 – Year 6

| | | |
|---|-------------------|---|
| Woodland View v-neck sweatshirt with logo | - Bordeaux | * |
| Any brand buttoned shirt with collar | - White | |
| Woodland View tie (no logo) | - Burgundy/Yellow | * |
| Any brand trouser/skirt | - Dark Grey | |
| Appropriate flat shoes | - Black | |

Summer variation:

| | | |
|------------------|-------------|--|
| Any brand shorts | - Dark Grey | |
|------------------|-------------|--|

PE kit

| | | |
|-------------------|-------------------|---|
| Any brand t-shirt | - White or Yellow | |
| Any brand shorts | - Burgundy | * |

* = available to order on-line via

<http://www.schooltrendsonline.com/schools/WoodlandViewPrimarySchoolNN45FZ>

In addition to the items above a range of other accessories are also available to purchase on-line from www.stparent.co.uk

| | | |
|---|----------------------|---|
| ◆ Book bag with logo | - Burgundy | * |
| ◆ Despatch bag with logo | - Burgundy | * |
| ◆ Nylon PE bag with logo | - Burgundy | * |
| ◆ Baseball cap with logo | - Burgundy or Yellow | |
| ◆ Legionnaire cap with logo | - Burgundy or Yellow | |
| ◆ Fleece jacket with logo (e.g. as a coat and for sports events) | - Black | * |

Currently baseball & legionnaire caps are available to order from the school office

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 and a PE bag. As children progress to the oldest part of the school they may need a despatch bag.

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 box which we encourage parents and children to look in. All unclaimed property is given to charity at the end of each term.

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 and will be pleased to consult with parents if they have any concerns. Certain checks will be carried out in different year groups including height, weight, eyes and hearing.

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 do 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.

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 | Woodland View Primary School |
| Website | www.wvps.northants.sch.uk |
| Type of School | Academy |
| Age Range | 4+ to 11 |
| Address | School Lane Grange Park Northampton NN4 5FZ |
| Telephone | 01604 765037 |
| Fax | 01604 667230 |
| Email | head@woodlandview.northants-ecl.gov.uk bursar@woodlandview.northants-ecl.gov.uk |
| Headteacher | Mr Mark Thomas |
| Chair of Governors | Mrs Denise Wesson |

End of Key Stage tests

Results of National Tasks and Tests at the end of Key Stage 1 & Key Stage 2 are available on the school website via the links page. (www.wvps.northants.sch.uk)

Attendance

Attendance for the academic year ending August 2016 has been 97%.

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

PLEASE NOTE: The information in this handbook is correct at time of publication. However, it cannot be assumed that there will be no changes in the arrangements described during the course of the year or during subsequent years.

August 2016