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## About Our School

Chadsmoor CE (VC) Junior School is a co-educational day school administered by the Local Education Authority. It serves pupils between the ages of 7 and 11 years (Key Stage 2).

The school is voluntary controlled by the Church of England.

The school has a long and interesting history, being built in 1872 to serve the district of Chadsmoor and its surrounding area. The present school building was opened in 1908. Since its opening, the school has seen many changes and alterations and has developed in response to the changing needs of the



community it serves. Such is the nature of our area that many generations of families have attended our school since its inception.

The school has a number of awards Active Mark FMSIS, Healthy Schools, School Achievement, Education Partnership Award and Eco School Award (3 times).

The school was federated with Chadsmoor Community Infant and Nursery School in April 2012.

Mrs K. Burns is Executive Headteacher for both schools.

## Ethos

At Chadsmoor we believe in developing an atmosphere in which pupils and staff can relate positively and in which they feel secure, welcome and happy in order to develop sound approaches to learning.

Our Christian ethos has a special place in helping to support and nurture this approach to life.

## The Aims of our School

### 1. To create a safe, rich, friendly environment which is conducive to high quality learning and teaching.

- To develop a culture for learning and high expectations.
- A belief that everyone is valued for the contribution they make to the learning community.
- To celebrate children's achievements by displaying work they produce in a stimulating and interactive way.
- To continue development of staff through training and sharing expertise.
- To conduct a regular monitoring of health and safety issues.
- To make regular celebration of achievement through an awards system and Special Mention assemblies with frequent use of praise and commendation.
- To recognise and commend staff on a regular basis.

### 2. To deliver a broad and balanced curriculum which is relevant to the children.

- An entitlement to a wide range of subjects and experiences in order to facilitate pupils academic, personal, social, and spiritual development.
- Careful planning and delivery of the requirements of the National Curriculum.
- A clear development of ICT usage across the curriculum.
- A planned programme of development of curriculum enhancements and activities which take into account current developments in education

### 3. To help children achieve in all areas of experience

Develop a curriculum which is differentiated

Develop a wide range of teaching approaches appropriate to the needs of the children

Purposeful experiences

Further develop a varied range of learning resources.

Enrich the children's experience by further development of extra-curricular activities, visits, artists in residence, concerts

Use of records of achievements



### 4. To help children to develop a sense of responsibility towards themselves, their work and the community in which they live.

- We foster the development of respect for and tolerance of others, regardless of race or gender.
- Adherence to our school's code of conduct.
- The development of a caring and supportive ethos.
- Developing a sense of pride in themselves and their work through high expectations.
- To be good ambassadors in the wider community and to visitors to our school.

### 5. To promote an understanding of a Christian ethos as well as of other faiths.

- A clearly defined Religious Education scheme of work and experience.
- A daily act of worship reflecting the broad ethos of the Church of England and that of the agreed syllabus.
- Foster the understanding and beliefs of other religions through interesting, challenging teaching and visits to and by members of other religions.

### 6. To foster partnerships between school, home and community members.

- Develop Home-School Agreements which benefit children, parents and the school.
- Regular Parent Evenings.
- Meetings to explain recent education initiatives in order to increase understanding and support for the children.
- Consult parents through questionnaires and informal meetings concerning school issues.
- Develop the role of the Governing Body in school, promoting the ethos of partnership and that of the friend.

## Admissions

It has been agreed by Governors that the maximum number of children admitted to this school at the normal age of entry in the academic year will be 60. Places are allocated by the Staffordshire School Admissions Service in accordance with their admissions criteria (included in pack)

## The School Hours

Morning Session 8.55am - 12.00pm

Afternoon Session 12.55pm - 3.30pm

## The School Day

8.55-9.05 Registration

9.05 - 9.20 Collective Worship

9.20 - 10.30 Session 1

10.30- 10.45 Morning Break

10.45 - 12.00 Session 2

12.00 - 12.55 Lunchtime

12.55 - 1.00 Registration

1.00 - 2.15 Session 3

2.15 - 2.25 Afternoon Break

2.25 - 3.30 Session 4



There may be variations to these session times due to swimming, music and other special circumstances.

## Attendance

The school enjoys an attendance percentage of 94% on average.

We operate a computerised registration system which requires a reason for all absences. We ask parents to telephone the school and send in a note if their child is absent. If we are not informed of a reason then the absence will be unauthorised.

Regular and punctual attendance promotes good progress and attitudes to learning. Parents are discouraged from taking holidays in term time because of the detrimental effect it has on learning. Holidays during key points of the year will be unauthorised.

The Senior Learning Mentor also has responsibility for monitoring all attendance issues; this includes first day absence, monitoring trends and continuities of individual pupils' attendance and developing systems to meet the needs of our school community. He works strongly in conjunction with the Education Welfare Services.

## Rules and Discipline.

Behaviour management is based on a positive approach to discipline and is underpinned by the following statement:-

***"Everyone will act with courtesy, respect and consideration to others"***

Children's behaviour is a whole school responsibility of staff and employees. Our pupils are encouraged to treat each other with respect, understanding and kindness and friendship.

They are expected to take great care of the fabric of the building, furniture, apparatus, books, gaining a sense of pride from the school.

A high standard of behaviour is expected of all our pupils since learning and teaching can best take place in a happy and orderly environment.

# Teaching and Learning

## Curriculum Aims

In order to promote the aims of Chadsmoor C. E. (VC) Junior School we strive to provide a broad and balanced curriculum which meets legal requirements.

## Teaching Methods

Our teachers adopt a variety of teaching methods which are sufficiently flexible to be able to respond to the needs of individual children.

## Curriculum

The nature of the curriculum is one of legal requirement and what we feel as professionals will best serve the



development of the whole child - academically, socially, spiritually and morally.

This statement is fundamental to our ethos as is our belief as a church school, in developing a Christian ethos in the school community. The church has a special place in our school and we aim to nurture this in our everyday life inside school

The curriculum we offer here at Chadsmoor Juniors is one that will inspire, enthuse and engage children in their learning, whilst ensuring that we meet

our statutory obligations.

Science, ICT, Design and Technology, History, Geography and Art are taught through a creative topic based curriculum where children develop the skills specified in the National Curriculum Programmes of study.

Maths, Literacy, PE and RE are taught discreetly although they may be linked to the theme where appropriate. Children are given opportunities to transfer Literacy and Maths skills throughout each topic.

Each topic begins with an 'Inspiration Day' when pupils are involved in something special and different.

## The Special Place of R.E. in our School

As a Church of England Voluntary Controlled school we believe that the teaching of RE is an important part of the curriculum which we offer to your children. RE is fundamental in helping pupils to understand and explain the link between behaviour and belief.

Through our teaching of RE we aim to help pupils identify and consider some of the ways in which humans have approached and answered questions of the meaning and purpose of existence.

We hope it will also help pupils enter objectively and imaginatively into the spirit of Christian and other religious traditions and to understand the influence of these belief and practices on social and cultural life.

Our teaching reflects the fact that the religious tradition in Great Britain is mainly Christian, but takes into account teaching and practices of other principal religions. We also focus on Islam and Sikhism. This means that at the end of Key Stage 2, our pupils will have explored aspects of two other main religions besides Christianity. By offering your children a richness of experience in R.E., we hope they develop a thoughtful and creative attitude.

Our programme of R.E. will reflect and support the values and understanding we aim to promote in the pupils we teach. These will include growth in the knowledge between what is right and wrong; telling the truth; keeping promises; respect and consideration towards others; helping those less fortunate than ourselves; personal responsibility for ones actions and self-discipline.

## Collective Worship

Collective Worship is an important part of our school day. Our aims are that collective worship should be:

Challenging and enjoyable.

A time to gather and be still, and to reflect in an atmosphere of peace.

A special time with a distinctive spiritual atmosphere.

A time for pupils to practice certain skills such as being still, listening, participating and saying or singing words together.



An opportunity to foster a sense of community and to celebrate and promote our higher common values.

A time when pupils can respond to specific accounts of religious experience.

We would hope that collective worship will increasingly reflect, question and explore the meaning of experience. It should help pupils to apply understanding and to evaluate a range of possible responses and interpretations to given situations. We would hope it will also make pupils value their own worship and respect those that worship in different ways.



Our pattern of collective worship is shown in our daily routine. We encourage visiting speakers and have regular links with all the churches in Chadsmoor - Anglican, Baptist and Methodist.

We believe it to be important to introduce the children to the special atmosphere of the church. Within our curriculum, year groups will visit churches on various occasions and in a variety of contexts. Our choir performs at services throughout the year but particularly at Christmas.

## Health Education

Puberty is introduced at Chadsmoor as an integral part of the Health Education programme. A natural progression is made throughout the school as the children are taught about growth and development.

We not only encourage the understanding of physical development, but also try to foster self-esteem and self-awareness.

Parents have the right to withdraw their child from all or part of Sex Education, except that which is part of the National Curriculum Science requirement.

## Special Educational Needs

Within our school we aim to identify children with a potential special need at an early stage. Parents are kept informed and consulted regularly.



We believe in inclusion in the mainstream school. We have a very nurturing environment throughout the school. A Nurture room and Wellbeing Room to which all the children have access.

The school follows the 'Code of Practice' as published by the Department of Education. A summary of the Code is available in school.

The code allows for several different steps providing different levels of support. A small number of children may need to go through all the procedures to be given a Statement of

Special Educational Need.

The first step is **SCHOOL ACTION**.

When parents or the class teacher raise a concern that the pupil is not making progress or appears to have a particular difficulty this is brought to the attention of the Special Needs Co-ordinator (SENCo). The pupil will be given additional support for an agreed period of time. An individual Education Plan (IEP) will be written. After that time an assessment will be made and the pupil will either stay at that step or move on to the next one or be removed from the register.

The second step is **SCHOOL ACTION PLUS**.

When the pupil appears to have made no further progress despite the additional support a referral is requested from the Special Educational Needs Support Services (SENSS) for a more formal assessment of the pupils' difficulties.

The third step **REQUEST FOR STATUTORY ASSESSMENT**.

When the pupil continues to show little or no progress despite the further intervention from an outside agency a request can be made for further assessment. Other agencies including the Medical Profession may be involved. All the evidence gathered at this step will be



presented to a District Panel who will make a decision whether to award a Statement of Special Educational Need.

The final step STATEMENT OF SPECIAL EDUCATIONAL NEED.

In the final statement the type of school and any particular school which the LEA consider appropriate for the pupil will be named. In many cases there will be no change of school.

Once the Statement is issued it is the parents right to accept or refuse it.

## Care and guidance

### Safeguarding pupils

"This school is committed to safeguarding and promoting the welfare of children and young people. Parents can feel confident that careful procedures are in place to ensure that all staff and volunteers are suitable to work with children. Staff hope that parents and children will feel free to talk about any concerns or worries which may affect educational progress and that they will see the school as a safe place.

Children will be taken seriously if they seek help from a member of staff. Parents will normally be consulted and their consent obtained before any referral is made to an agency outside the school under local 'children in need' procedures. However, staff cannot guarantee to consult parents first, or to keep children's concerns confidential, if referral must be made to the appropriate agencies in order to safeguard the child's welfare".

### Chadsmoor Junior Schools Mentoring Programme

As the name suggests, the learning mentor role is to act as a mentor or guide to pupils with the express objective of ensuring they engage with learning - and are therefore able to access all available educational opportunities. In any one day a learning mentor may be helping pupils with their numeracy skills, with friendship difficulties, running circle time sessions, meeting with teachers, and phoning families - all with the aim of assisting pupils to engage constructively with school life.

Whilst the learning mentor role touches on many others in the school, it should not be confused with that of a teaching assistant, teacher or any other member of staff. Learning mentors should be seen, and deployed, as a distinct resource for pupils. The role is a varied and diverse one, and will be different in different schools.

The Learning Mentor programme at Chadsmoor Junior School seeks to enable children to overcome 'barriers to learning' and to seize opportunities. The programme endeavours to develop in children a positive response to education at all times. This is achieved via the development of initiatives that raise achievement and encourage inclusion, thus creating the opportunity for every child to be successful. The initiatives can be varied dependant on the individual pupil and it is fundamental that every child is assessed holistically, remembering every pupil is individual and that there is not a one strategy fits all approach.

Furthermore, the mentoring team has taken responsibility for pupils' roles and responsibilities within the school environment. This includes introducing and developing a peer mentoring system with the aim of helping other pupils make better choices in regards to their social relationships and establishing structured play clubs for pupils experiencing difficulties. The school council has been re-launched with a distinct role and responsibility, alongside an agreed elections process. The pupil responsibilities highlighted alongside others (i.e. House Captains) are continually developing and the mentoring team is always looking to provide pupils with positive and innovative ways to enjoy and experience school life.

The responsibilities of the Mentoring Team go beyond working with individual pupils and their families, although this is our primary function. For example, the mentoring team has full responsibility for the development and instigation of the schools health promotion strategy. This programme is being developed alongside a multi agency team including National Charities and Local Health Professionals; it has been designed to follow the non-statutory Personal, Social, Health, Economic Education guidance alongside the OFSTED framework.



The Mentoring Team also conducts work in a multi agency setting by sign posting individual pupils and families to services that may be of benefit to them. Additionally, the team aims to work alongside other professionals to reach the best outcomes for the whole school community. All members of the team are Common Assessment Framework (CAF) trained and have significant experience in terms of child protection and child development issues.



## House System

Rewards are well established through the House System in order that a positive approach to achievement is maintained. Children collect stars, merits, certificates leading to a termly House Trophy and an Annual House Shield.

## Partnership with Parents

### Home School Partnership

Chadsmoor C.E. (VC) Junior School continually strives to forge strong links between school and the home. We believe that parents are a child's first and enduring teachers. They play a crucial role in helping their children learn. Children achieve more when school and parents work together.

We acknowledge that parents can help more effectively if they know what the school is trying to achieve and how they can assist in their child's development. Our home-school agreement provides a framework for the development of this partnership. This document clearly states the school's responsibility to all pupils, parents responsibilities while their child is registered at our school, and what the expectations are for pupils. Parents, pupils and teachers will be invited to sign the agreement together to help 'cement' our home-school partnership.

### Reports

A written report is sent to parents in July. A written report can be obtained at other times on request. Reports and other relevant records are kept centrally in school. All such records are confidential and access is limited to members of staff, officers of the local authority and parents of children concerned. Parents who wish to examine these records, with the exception of confidential material sent to school by outside agencies, may do so on request.

Key Stage 2 National Curriculum test results are automatically sent to the parents of children in Y6. Test results of specific children are not available to anyone else. However, a table of the percentage of children achieving different levels in various subjects is available on request.

### Parental Visits

We welcome the support of parents in our school. Should you wish to visit please call school to arrange to meet the Headteacher.

Parents wishing to discuss day-to-day problems with the class teachers are usually able to at the end of each day.

We have an 'Open Door' policy where we welcome you into school and believe that a two-way communication between home and school can only benefit all concerned.

Please report to reception when you enter the school. Please bear in mind that it is not always convenient to see who you want to see immediately and you may have to make an appointment, but we shall do our best to meet you as soon as possible.

Consultation Evenings take place in the Autumn Term (October), Spring Term (March) and Summer Term (July).

### Homework

Research has shown that homework can make a positive to pupil progress at school. At Chadsmoor C>E (VC) Junior School we believe there is an enormous advantage in children spending regular periods of time on different learning activities devised by the school as part of a homework programme.

Our aims of setting homework are:-

- to develop partnership between school, to consolidate and reinforce skills and understanding particularly in literacy and numeracy
- to exploit resources for learning at home
- to extend school learning e.g. through additional reading
- to encourage pupils to begin to develop the confidence and self-discipline needed to study independently.

Activities may require your child to:-

- find out information
- read in preparation for lessons
- learn spellings/tables for a weekly test
- prepare oral presentations
- produce a more traditional written assignment.



These include various literacy/numeracy activities for your child to use at Home - games, worksheets, and puzzles. They closely support learning initiated at school. There is a school homework club.



## Extra Curricular Activities

The school provides a range of activities which children can take part in during lunchtimes and after school.

Clubs established at the moment are:- Performing Arts, Football, Multisports, Let's Get Cooking, Gardening and Film



## Transition

The school has a close working relationship with Chadsmoor Community Infant and Nursery School and the local High Schools.

Before the end of the Summer Term arrangements are made for Y2 and Y6 pupils to visit their new schools.

The federation of this school with Chadsmoor Community Infant and Nursery School ensures progression in education from ages 3 - 11.

## School Council

We have elected 'School's council' which gives children the opportunity to develop responsibilities and ideas regarding a whole range of school issues.

## Charging Policy

A full copy of the schools' charging and exemptions policy can be obtained from school. The policy is written in accordance with provisions made in the Education Reform Act 1988 (sections 109-111) and D.E.S. circular 2/89).

The governors of our school have decided to make nominal charges for instrumental tuition. The main reasons for this are:

We will be able to offer tuition to more children;

Charging will encourage responsibility and perseverance in the children learning to play an instrument;

Charging will help us to provide specialist music tuition in school for all children and enable them to experience a greater range of musical activities.

Exemptions from charges are available in the following circumstances:

When a pupil is in receipt of free school meals;

When neither of the above necessarily applies, but where a convincing appeal is made directly to the Headteacher;

When other circumstances preclude the child from receiving tuition due to financial constraints.

Exemptions from charges may consist of part or all of the fees and any requests for exemptions will be dealt with in the strictest confidence.



## Governors

The Governors of the federation serve the school community well. They are actively involved on numerous committees.

## Inspection of Documents Charging/Remissions Policy and Complaints Procedure

All documents which are required to be made available by or under the Education Regulations 1989 can be obtained from Headteacher advise on the Policy Charge and remission and the manner in which complaints are to be made under Section 23 of the Education Reform Act.

## School Dress

All stock is purchased from the Jean Station. Please quote the school name when purchasing any item of clothing as we receive commission on all items of children's clothing purchased for school.

### Boys

White shirt  
White T-shirt/polo shirt

School tie

Royal blue sweatshirt

Royal blue jumper

Grey or black trousers

Grey or black shorts (Summer)

Grey/white socks

### Girls

White shirt  
blue/white check dress

White T-shirt/polo shirt

Grey/white socks

School sweatshirt

School fleece

School cardigan

Royal blue sweater

Grey skirt or black trousers

### Sportswear

To participate fully in physical education, a pupil will from time-to-time need:

Pumps, Trainers or football boots

Shorts (royal blue/white)

T-shirt (white)

Track-suit (winter months)

In addition Y6 pupils need:

Towel, Swimming costume & Swimming cap

For Art and Craft activities, protective clothing such as a large old shirt is recommended.

## Jewellery

Only watches and stud earrings are allowed in school. Children will be asked to remove any other jewellery.

Safe practices for Physical education states that "no jewellery should be worn for Physical Education Lessons". Therefore it is necessary for your child to remove any earrings and watches for PE/Games lessons. Studs in recently pierced ears must be covered with tape or plasters provided from home for the initial 6 week period and then removed.



