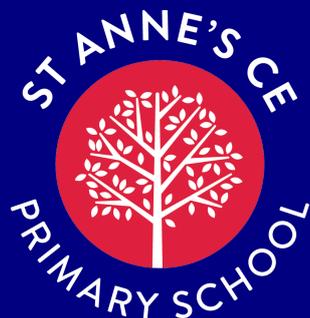


# St Anne's Primary School Grantham



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2016-2017



# Vision Statement & Aims

## Vision Statement

**We strive to provide the opportunity for each child to enjoyably achieve his/her full potential in a happy and Christian school environment.**

## Aims

**1) To encourage all children to improve their lifestyles through healthy eating, healthy relationships and healthy activities.**

- ✓ We will encourage healthy snacks, particularly fruit, and lunches; provide water; and work towards providing hot meals.
- ✓ We will provide dedicated times for physical activities including extra curricular activities.
- ✓ We will promote positive friendships, also involving School Council and through friendship stops.

**2) We aim to help children to stay safe and feel protected.**

- ✓ We will provide a safe, caring and supportive environment in which children flourish.
- ✓ We will ensure that all staff are familiar with the school's Child Protection Plan and follow it.
- ✓ We will foster an atmosphere of mutual respect in order to prevent bullying and discrimination.

**3) We aim to provide opportunities for all children to achieve their full potential through challenging, stimulating and enjoyable learning experiences and to develop independence, co-operation and a value of their own and others work.**

- ✓ We will provide a broad, balanced and challenging curriculum within a stimulating environment.
- ✓ We will promote high expectations of the children and develop positive self-esteem.
- ✓ We will treat everyone with respect in a fair and caring manner.

**4) We aim to give all children the opportunity to make a positive and valued contribution.**

- ✓ We will encourage children's individuality and allow them to express their opinions and views freely both within and beyond the curriculum.
- ✓ We will ensure that children are listened to and responded to equally.
- ✓ We will ensure that in partnership with adults in school, children are able to affect and improve their learning in the classroom, through the School Council and beyond.

**5) We aim to ensure that all children, regardless of background, religion, ethnicity or ability, develop the skills required to achieve economic well-being.**

- ✓ We will encourage children to value their education and develop a desire to learn.
- ✓ We will provide opportunities for children to begin to learn to develop life skills.
- ✓ We will provide a safe environment and support vulnerable children.



# The Admissions Policy

The policy of the school allows for all children to start school in the September of the school year in which their fifth birthday falls. This could mean that some children will only just have become four years old when they start school.

Parents can view the school's admissions policy below. It is also available in the "Going to School in Lincolnshire" booklet and on line at: [www.lincolnshire.gov.uk/schooladmissions](http://www.lincolnshire.gov.uk/schooladmissions)

Applications for places in the school for children beginning their Reception year should be made to the Local Authority by 15th January in the preceding school year on the application form available from the school or any primary school. Parents can also apply on line at [www.lincolnshire.gov.uk/schooladmissions](http://www.lincolnshire.gov.uk/schooladmissions) The Local Authority will rank all applications against the school's criteria and parents will receive the highest ranked offer possible on 18th April. Places will be offered to applicants in writing applying the criteria listed below. Unsuccessful applicants will be informed of the reason for not being offered a place and that they have the right to make an independent appeal. Parents have the right to accept a place for September of the admissions year but defer their child's entry into school until the term after their child's fifth birthday. The place will be held open for the child. The published admissions number for the school is currently 30. Most applications for admissions are successful but this does not guarantee a place every year.

Parents are invited to contact the Headteacher to discuss any concerns they may have regarding their child starting school. A pre-school visit is arranged for the children in the term before they are due to start school. Parents also have the opportunity to meet with the Reception class teacher and the Headteacher whereupon teaching policies will be explained.

Mid year applications for places for children transferring from other schools at later stages in their school life will be considered as they occur and a place offered if available. Parents may visit the school prior to making an application. Parents who are refused places for their child have the right to an independent appeal.

Children from minority cultural backgrounds will not be discriminated against and will be welcomed into the school. Where necessary, governors will look to provide additional support for those children whose culture and first language impinges on learning whilst still respecting their cultural and linguistic background.

In accordance with the Code of Practice for Special Educational needs, the allocation of school places for pupils with a Statement of Special Educational Needs will take place before the school allocates other places as part of the annual admissions process.

If the number of applications for places exceeds the school's published admission number, the following criteria will be used to prioritise applications:

- A. The school is one preferred by the parents.
- B. The child is in the care of the Local Authority.
- C. There is a sibling<sup>1</sup> who will still be attending the school when the child is due to start.
- D. Priority may be given in the order listed to:
  1. Regular<sup>4</sup> worshippers at the local Parish Church of St Anne's Church.
  2. Regular<sup>4</sup> worshippers at another Christian church.
  3. Regular<sup>4</sup> worshippers at a place of worship of any of the four world faiths (Hinduism, Islam, Judaism and Sikhism)
- E. Access to the school. The following will be taken into consideration in the order below:
  1. Whether this is the school closest<sup>2</sup> to the home<sup>3</sup> address (measured as in (ii) below):
  2. Driving distance from home<sup>3</sup> to school. The distance is measured electronically by the LA from the post office address point of the home to the post office address of the school.

Explanations and definitions:

## **1. Sibling:**

- A full brother or sister, whether or not resident in the same household.
- Another child normally resident for the majority of term time in the same household, for whom an adult in the household has parental responsibility as defined in the Children Act 1989.
- In the case of twins (or two siblings in the same age cohort) and where there is only one place available in the school, both will be considered together as one application. The school will be authorised to exceed its Admission Number by one, except if this breaches infant class size regulations. In this case, parents will be given the choice, either to accept the one place available and a place in a different school for the other twin (or sibling) or to accept places in the nearest school with two places. In the latter instance, the County Council will provide free transport for both children, provided the distance from home to school qualifies.

## **2. Distance from home to school**

This is the driving distance from home to school. The distance is measured electronically by the School Admissions Team from the post office address point of the home to the post office address of the school.

## **3 Home address (“place of residence”)**

This is the address where the child lives for the majority of the school term time with a parent who has parental responsibility as defined in the Children Act 1989. A parent includes a person who is not a parent but who has parental responsibility for her/him. This could include a pupil’s guardians but will not usually include other relatives such as grandparents, aunts, uncles etc unless they have all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and her/his property.

## **4 Regular worshipper**

Regular will defined as at least once a month. This will be verified by a signed letter from an officiating minister at the place of worship.

It may not always be possible to offer your child a place in school if we are full. However, you can ask for an Independent Admissions Appeal Panel to hear your appeal against the decision not to offer your child a place. You will have the chance to say why you want your child to come to this school. If you want to lodge an appeal, you will have to fill in a special form which you can get from:

School Admissions  
Lincolnshire County Council  
County Offices  
Newland  
Lincoln LN1 1YQ

Or telephone: the School Admissions Team on 01522 782030

Or email: [schooladmissions@lincolnshire.gov.uk](mailto:schooladmissions@lincolnshire.gov.uk)



# The School Year 2016-17

## **Autumn Term 1**

**Staff training**

**Staff training**

Term begins for children

Last day of term for children

**Staff training**

**Thursday 1st September 2016**

**Friday 2nd September 2016**

Monday 5th September 2016

Thursday 20th October 2016

**Friday 21st October 2016**

## **Autumn Term 2**

Term begins for children/staff

Last day of term for all

Monday 31st October 2016

Tuesday 20th December 2016

## **Spring Term 3**

**Staff training**

Term begins for children

Last day of term for all

**Tuesday 3rd January 2017**

Wednesday 4th January 2017

Friday 10th February 2017

## **Spring Term 4**

Term Begins for children/staff

Last day of term for all

Monday 20th February 2017

Friday 31st March 2017

## **Summer Term 5**

Term Begins for children/staff

Bank Holiday

Last day of term for all

Tuesday 18th April 2017

Monday 1st May 2017

Friday 26th May 2017

## **Summer Term 6**

Term begins for children/staff

Last day of term for children

**Staff training**

Monday 5th June 2017

Wednesday 19th July 2017

**Thursday 20th July 2017**



# The School Day & Absences

## The School Day

School starts at	8.50 a.m. (children can come into class from 8.40am)
Lunchtimes	12.00noon – 1.00pm Monday – Friday
End of school KS1	3.10 p.m.
End of school KS2	3.15 p.m.

N.B. There is a 15 minute break for all children in the morning and for Years R, 1 & 2 in the afternoon.

Total teaching time per week-	
Reception and Key Stage 1	22 hours 30 minutes
Key Stage 2	24 hours 10 minutes

(Total teaching time does not include registration, assemblies or break times).

## Absence from school

If a child is absent from school parents are requested to telephone, call in or send a signed and dated note to the school indicating the reason for the child's absence. The governing body at St Anne's has discussed the authorisation of absences and has agreed to the authorisation of the following absences:

1. Absences for medical reasons or appointments.
2. Absences where children are away on holiday and have completed a holiday form. (This form can be obtained from the school office). However, parents are strongly advised not to take children out of school as this can impact on their learning.
3. Absences as a result of a child not being able to get to school safely e.g. single parent who is ill and it is unsafe for the child to walk alone.
4. Where a family has to visit a sick relative or attend a funeral.

The Governors are, in principle, against absence taken for holidays and wish to discourage parents from taking their child out of school. Any holiday absence taken during the statutory assessment week in May (dates available in school) will not be authorised and will be recorded as unauthorised on the child's report and records.

Absences other than those above will be recorded as unauthorised as will any absences where the school has not been contacted and a reason for absence given. It is the responsibility of parents to inform the school if their child does not attend. If your child arrives at school more than 30 minutes later than the registration time without a valid reason then this is also recorded as an unauthorised absence for that session.



# School Meals & Uniform

## School Meals

Hot school meals are available and can be ordered on a termly basis. Parents/children can choose which days they wish meals to be taken and do not have to take them every day. The meals are not cooked on the premises but are brought in from a local food provider. Those children staying at school during the lunchtime session and not having a hot meal will need to bring a packed lunch and a drink from home. We do ask parents not to send drinks in glass containers or canned drinks for health and safety reasons. Hot drinks or soup are also unacceptable for safety reasons.

Children in Foundation and Key Stage 1 are entitled to free school meals under the new government initiative which became effective from September 2014. Children in KS2 entitled to free school meals will be provided with a cooked meal once the parent's entitlement for free meals has been informed to the school by the Local Authority. Application for free school meals may be made by completing a form from the school office. To qualify parents will need to be in receipt of income support or income based jobseeker's allowance, child tax credit, with an annual income of less than £16,190 or guarantee element of state pension credit. If you receive working tax credit and child tax credit, you do not qualify for free school meals.

Children who choose to eat their lunch in school **are expected to accept the following reasonable requirements:**

1. They sit down properly to eat and do not walk about with food.
2. They eat in a quiet and civilised manner – they are allowed to talk quietly.
3. They do not misbehave with their food.
4. They do not prevent other children from eating their lunch properly.
5. They do not make a mess and tidy up after themselves.
6. They behave properly when not in the classroom.
7. They accept all reasonable requests from a teacher, midday supervisor or other member of staff.

## School Uniforms

The school has a uniform scheme agreed by the governors and is as follows:

**GIRLS** Navy blue polo shirt with the school logo.  
Navy blue sweatshirt/cardigan with the school logo.  
Grey skirt or pinafore or grey trousers.  
In summer a blue and white check dress may be worn.  
Grey or white socks or grey tights.  
Black Shoes.

**BOYS** Navy blue polo shirt with the school logo.  
Navy blue sweatshirt with the school logo.  
Grey trousers.  
In summer grey shorts may be worn.  
Dark coloured socks.  
Black Shoes.

**PE KIT** White T shirt with the school logo.  
Navy blue shorts or navy skirt (girls).  
Black Plimsolls.  
Navy Blue Tracksuit with school logo.  
Trainers.

School uniform should be purchased from our supplier, School Trends, via their website [www.stparent.co.uk](http://www.stparent.co.uk). On starting at St Anne's School children are provided with a reading book bag and a water bottle. Replacements book bags can be purchased (£4) from the school office.



# Introducing the Staff & Governors

Mr	J A	Austin	<b>Teaching staff</b>
Miss	N	Blissitt	Headteacher
Miss	E	Chadwick	Deputy Headteacher
Miss	L	Birch	Assistant Headteacher
Mrs	V	Devonald	Teacher
Mrs	L	Hedley	Teacher
Mr	T	Pinchbeck	Teacher
Miss	R	Righton	Teacher
Mr	P	Shaw	Teacher

Mrs	A	Ball	<b>Teaching Assistant staff</b>
Mrs	J	Carlin	Teaching Assistant
Mrs	C	Handforth	Teaching Assistant
Mrs	K	Knight	Teaching Assistant
Miss	J	Marshall	Teaching Assistant / Learning Mentor
Mrs	M	Mitchell	Teaching Assistant
Mrs	L	Newton	Teaching Assistant
Mrs	J	Pearce	Teaching Assistant (Maternity Leave)
Miss	O	Reid	Apprentice Teaching Assistant
Mrs	J	Shelton	Teaching Assistant
Miss	F	Wheatley	Teaching Assistant

Mrs	E	de la Hoyde	<b>Non-teaching Staff</b>
Mrs	E	McGill	Bursar
Mr	C	Platts	Administration Assistant
Mrs	T	Wright	Caretaker
Mrs	K	Arms-Rawden	Midday Controller
Miss	C	Dugdale	Midday Supervisory Assistant
Mrs	C	Handsforth	Midday Supervisory Assistant
Mrs	R	Hawkins	Midday Supervisory Assistant
Mrs	L	Meanwell	Midday Supervisory Assistant / Cleaner
Mrs	N	Peters	Midday Supervisory Assistant
Mrs	H	Whincup	Midday Supervisory Assistant

Mr	J A	Austin	<b>School Governors</b>
Mr	C	Arms-Rawden	Headteacher
Mrs	E	Boland	Local Authority Representative
Mr	G	Borrett	Community
Mrs	R	Clements	Clerk to the Governors
Mr	T	Johnston	Foundation
Mrs	Y	Potter	Foundation
Mrs	P	Shaw	Parent
Mr	D	Shenton	Teaching Staff
Mrs	A	Wand	Ex-officio Foundation
Mrs	A	Williams	Parent
			Community - Chair

## Overview

We aim to provide rich and stimulating learning opportunities within the Reception year, using a wide range of teaching strategies based on children's learning needs. Learning is play-based, taking place both indoors and outdoors and includes a combination of adult-led activities and child-initiated play, where children have the opportunity to select their own activities. Promoting independence is an important focus in Reception. Children are encouraged to be independent in all aspects of school life, with staff providing the necessary support and encouragement, to develop confidence and self-esteem. Learning opportunities are planned for based upon the children's interests and needs, and are based around a series of topics. Our topics include: Ourselves, Toys, People who help us, Fairytales, Homes and Minibeasts.

In the Foundation Stage the curriculum is split into seven different areas of learning. The first three are known as 'The Prime Areas' and will have been the main focus for children who have attended Nursery. The remaining four are called 'The Specific Areas' and are addressed throughout the Reception year.

### 1. Communication and Language

- ◆ Listening & Attention
- ◆ Understanding
- ◆ Speaking



### 2. Physical Development

- ◆ Moving and handling
- ◆ Health and self-care

### 3. Personal, Social & Emotional Development

- ◆ Self confidence and self-awareness
- ◆ Managing feelings and behaviour



### 4. Literacy

- ◆ Reading
- ◆ Writing



### 5. Mathematics

- ◆ Numbers
- ◆ Shape, space and measures



### 6. Understanding the World

- ◆ People and communities
- ◆ The world
- ◆ Technology

### 7. Expressive arts and design

- ◆ Exploring and using media and materials
- ◆ Being imaginative





# The Curriculum

## Overview

For primary school children the National Curriculum is divided into three Stages:

The Foundation Stage applies to children aged 4-5 years old (Reception),  
Key Stage 1 applies to children aged 5 to 7 years old (Year 1 and Year 2)  
Key Stage 2 applies to children aged 7 to 11 years old (Years 3, 4, 5 and 6)

The new National Curriculum became statutory in September 2014 and we have amended our curriculum to take account of the changes. Please see appendices C to H for our Y1-Y6 curriculum frameworks. Wherever possible the curriculum is taught using a topic-based, cross-curricular approach with an emphasis on skills development. Learning is also taken beyond the classroom doors on a regular basis and includes opportunities for the children to enjoy before/after school clubs, visit the local area, take part in themed workshops and watch national theatrical productions. Some of the topics that the children are currently enjoying are Wonderful Me, By Royal Appointment, Set in Stone, Dragonology, Groovy Greeks and Rise of the Robots.

## Organisation

Each year group in school will study the National Curriculum core subjects and Religious Education at a level appropriate to the needs, experience, interests, aptitudes and stages of development of the children and with regard to the resources available to the school.

The teaching will be organised to include individual, group and whole-class teaching methods and there will be a variety of ability groups within each class.

The school places a strong emphasis on the use of I.C.T and computer technology.

Documentation relating to the new National Curriculum statutory orders, Department for Education circulars, other documents relating to the Education Reform Act, school schemes of work, (where they exist), and documents relating to complaints procedures are available from the Headteacher.

## Assessment & Testing

Children are assessed throughout their Reception year and their Foundation Stage profile is produced. Other statutory assessments take place in the Summer term of Year 1, Year 2 and during the middle of May in Year 6, for which we set targets. It is important that children are in school for these tests which form an important part of their permanent record until they leave school at 16 or 18.

Children also take part in non-statutory National Curriculum testing during the Summer term in Years 3, 4 and 5. The results of these tests form part of their permanent records. In school assessments take place in literacy and maths for all children in November, March and June.

Tables showing teacher assessments and national test results for children aged 7 and 11 years old during the last school year are included at the back of this brochure (see Appendices A & B).

## **Personal, Social and Health Education (PSHE)**

Much PSHE work is covered through a cross-curricular approach. Sex education lessons as such are not taught but any questions relating to this subject are dealt with on an individual or class basis depending on the nature of the question and the age of the child or children asking the question. The school nurse usually visits school to talk to the Year 5 and Year 6 children about puberty and related issues. The Year 6 children are also involved in a life skills programme which includes developing particular skills through working with their class teacher, the learning mentor and visitors into school.

### **S.E.A.L.**

The S.E.A.L. (Social Emotional Aspects of Learning) programme delivered throughout school aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

The materials help children develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries.

The teaching materials are organised into seven themes: New beginnings, Getting on and falling out, Say no to bullying, Going for goals!, Good to be me, Relationships and Changes.

## **Religious Education**

St Anne's is a Church of England Controlled School and maintains close links with the Parish Church of St Anne. The Lincolnshire agreed Syllabus for Religious Education is taught in the school although parents may opt for their children to be excluded from RE lessons and/or acts of collective worship on religious grounds. Anyone in such a position is invited to put their request in writing and send this to the Headteacher. The Headteacher is also very glad to meet with parents to discuss issues relating to the teaching of RE and the daily act of collective worship in the school.

Although pupils are introduced to faiths other than Christianity, the Christian faith remains very much at the centre of school life at St Anne's School.

## **The School Council**

The school has a School Council which is made up of children from each class and is overseen by a member of staff and a school governor. The council meets on a regular basis to make decisions affecting the running of the school.

## **Homework**

There is a Homework Policy and children at Key Stage 1 and Key Stage 2 will be set regular homework. It is expected that children will tackle any homework given in a serious and thorough manner. All children are provided with a home/school diary which is one of the means of communication between home and school.

## **School Website**

Further and up to date information can be found on the school website which can be accessed at:

[www.st-annes.lincolnshire.sch.uk](http://www.st-annes.lincolnshire.sch.uk)

This is currently under reconstruction and will hopefully be up and running in the near future.

## **Special Educational Needs & Gifted and Talented**

Special educational needs can range from a significantly greater difficulty in learning than the majority of children of the same age to an ability to learn at a greater rate of learning than the majority of children of the same age.

A positive and supportive atmosphere exists in all classrooms in school, where the staff aim to meet each child's needs. However, there are occasions when your child may need more support than the normal differentiated curriculum.

The school's Special Needs Co-ordinator uses the assessment procedures in school to closely monitor all pupil's progress and where necessary provide additional support and guidance. The school employs experienced Special Needs Assistants and is visited fortnightly by a member of the Learning Support Services team to ensure that the highest quality of support is available.

Your child may only have a special need for a short time or may require extra support throughout their time at school. In whichever circumstance discussions will take place between your child's class teacher, the Special Needs Co-ordinator, yourself and your child to agree on the most appropriate method of support to improve learning and raise your child's achievement.

All staff have concern for the gifted child who may also need more additional support than the normally differentiated curriculum. Again their needs may be long or short term and special programmes of work are written and delivered in school to meet the individual child's needs. We also set up special learning opportunities for the gifted and talented children which may take place out of school.

Parents play an important role where a child is provided with additional or different intervention, by working closely alongside the school and helping the child with any programmes to be followed at home.

We aim to cater for special educational needs whatever the level of ability. The school is concerned about challenging all children, including the most able.

A service providing information and support for parents and carers of children with special educational needs in Lincolnshire can be contacted on 01522 553351

## **Curriculum & other Complaints**

It is hoped that a complaint of any nature, including the curriculum, can be resolved through informal contact between parents and teachers.

If you have a complaint you should contact your child's teacher in the first instance or the Headteacher after that initial contact if the matter is unresolved.

We strive to deliver the best possible education to all our pupils and to care properly for their health, safety and welfare at all times. All the staff in the school, teaching and non-teaching, are dedicated to achieving this aim.

Sometimes parents feel that they do not want to 'make a fuss'. Staff in the school see the education of the children as a partnership with parents and we are always glad to hear from you.

From time to time, however, it is possible that you feel that we have not lived up to your expectations. If this is the case please tell us. If you do not tell us, we will not be aware of your concern, and if we are not aware of it there is little we can do to set things right.

There is a recognised procedure for complaints regarding the school curriculum. Full details of these procedures can be found on the website or can be obtained from the Administrator at the school or from the Director of Children's Services, County Offices, Newland, Lincoln, LNI 1YQ.



# Pastoral Care & School Rules

## Pastoral Care

Each child is under the direct pastoral care of their class teacher who will act as the first point of contact with parents in the event of problems. Occasionally the class teacher refers a child to the Headteacher who will then arrange to contact the parents.

Accidents in the playground are logged and details sent home to parents in order that they may be informed of the exact circumstances surrounding an accident.

It is appreciated if parents could inform the school of an emergency contact telephone number.

## School Rules

Expectations and school rules are based on common sense and a common sense approach to behaviour is taken. Emphasis is placed on rewarding good behaviour.

There are clear expectations of children within the school. Every attempt is made to foster good manners and respect both for adults and other children. A positive attitude to school work is encouraged with an emphasis at the Key Stage 2 level on self-discipline and independence in the approach to work. Children are made aware of what is required of them through their class sessions and also through the medium of school assembly and collective worship.

Aggressive behaviour, both physical and verbal, will not be tolerated.

Children are asked not to play real or pretend games that involve the actions of hitting or kicking each other.

Children are expected to behave in a quiet and calm manner indoors (i.e. no running or shouting).

Talking is only discouraged when it affects good manners (i.e. during assembly or when being spoken to) or if it is affecting progress during work time.

Children who do not attain these standards will be told so and corrected. If this does not have the desired effect then parents will be invited to the school in order to discuss the problem further and will be expected to work in support of the school. Children may be removed from their class group to work in isolation or with a different year group, and in extreme circumstances children may receive a fixed term or permanent exclusion.

A copy of the school rules, expectations of behaviour and consequences is available from the Headteacher and on the school website [www.st-annes.lincs.sch.uk](http://www.st-annes.lincs.sch.uk)

## Jewellery

Beaded hair braids, rings, bracelets, necklaces, earrings and other jewellery should not be worn in school. Retaining studs are acceptable in pierced ears but they must be removed for P.E. and swimming lessons.



# Parents & Supporting Your Child

## Parents in School

Parents are always welcome in the school and the help of a good number of parents in the past has been invaluable. We are always pleased to hear from any parents who feel that they may be able to offer help in any way. Please contact your child's class teacher if you would like to help.

There are several occasions throughout the school year when parents are invited to join us. These include Harvest Festival, Christmas and Easter services at St Anne's Church, school productions, sports days etc. There are more formal parents' evenings in October, March and July and staff are also available every Monday, by appointment, between 3.15 p.m. and 4.00 p.m. to discuss any concerns that you may have regarding your child. A Governor is also available, by appointment, on the first Monday of the month. Please contact the office to make an appointment.

## Supporting Your Child

Listed below are ways that we have found by experience can help your child:

- \* By teaching young children simple skills - to dress, tie shoelaces, use a handkerchief, eat their lunch properly and go to the toilet alone.
- \* By teaching older children personal hygiene, grooming, manners and personal pride.
- \* By giving your child plenty of opportunity to experience - water play, painting, clay/plasticine, dough or pastry and grinning and bearing the mess!
- \* By encouraging games with counting and reading - which you can all play as a family.
- \* By encouraging constructional games which introduce skills to exercise fingers and stretch the imagination.
- \* By hearing them read and reading to them.
- \* By that 5 minute bedtime story.
- \* By sharing experiences at the end of the day.

Time is the most worthwhile gift a parent can bestow upon their child. In talking and giving time to your child he/she may well learn to give and take, to listen and be heard in turn, to respect another's point of view, to find his/her place in society and to fill his/her role with satisfaction. Through this he/she may learn the skill of communication, stimulation of challenge and the worthwhile feeling of fulfilment.



# Access & Insurances

## Access to documents

The following documents are available in school for inspection by parents during school hours by arrangement with the Headteacher:

- 1) The Lincolnshire Education Authority's Statement of Curriculum Policy;
- 2) A variety of DfES circulars and statutory instruments such as National Curriculum documents;
- 3) School policies and current schemes of work;
- 4) School records and reports relating to a parent's own children.

## Access to the school premises

When walking to school children and parents should use the pedestrian access on Croft Drive or via the Harrowby Road entrance. Children arriving and departing with cycles or scooters should always use the Croft Drive gate. Parents are requested to drive slowly in the car park.

Please note that the whole of the school premises is a "No Smoking Area" including the school field. Dogs, except guide dogs, are not permitted to enter the school grounds under any circumstances.

## Personal Accident Insurance for Pupils & Personal Property

The insurance market offers personal accident cover for pupils 24 hours a day. Parents may not be aware of this and if they wish to avail themselves of this cover for their children then they should make enquiries with insurance brokers or companies accordingly.

Pupils are responsible for security of their personal possessions. Occasionally children lose items in school. Whilst the staff will make every possible effort to help pupils to keep track of their property, they cannot be responsible for items lost or missing.

Parents are asked to label all items of clothing and to ensure that children do not bring into school items of property which are not necessary and should be left at home.

Children sometimes bring valuable items to school. Whilst reasonable care is always taken by teachers to avoid damage to the items, pupils are responsible for the security of their personal possessions. Privately owned musical instruments should always be suitably housed in a protective case and parents are advised to take out personal insurance cover for these items.

We normally suggest to pupils that personal items of value are best left at home to avoid any risk of damage or loss in school.

Mobile phones should, as a rule, not be brought to school by the children. Where exceptions are made on the grounds of safety they should be handed in at the school office until the end of the day, when they can be collected.