



# Woore Primary and Nursery School Prospectus



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# WELCOME TO WOORE



Woore Primary and Nursery School is a small village school situated in the north east of the county of Shropshire, close to the borders of Staffordshire and Cheshire.

The school is in the centre of the village of Woore and was built in 1983, replacing the former Victorian school.

The school is a happy and secure place where there is an emphasis on high standards within a caring and sensitive ethos. We value all children and their families as members of our school community.

The school has a nursery and three classrooms, with shared cloakroom facilities. Each classroom is equipped with interactive white boards, and all children have access to laptops and i-pads.

Central to the school is a well-appointed hall, used for P.E, music, assemblies and lunch. Within a shared practical area are facilities for art and technology and a substantial reference library. The administrative area includes a large reception, two offices and a staff room.

The children enjoy learning and playing in the large beautiful grounds surrounded by Shropshire farmland. In addition, we have a large Forest School area with a fenced pond, raised decking area and fire circle, providing a valuable exciting resource for outdoor learning.

We have an onsite nursery for pupils from the age of 2 years to school age. Pupils are fortunate to work alongside pupils from Class 1 on many occasions throughout the week within the shared outdoor area and during Forest School.



Our partner secondary schools are Grove School in Market Drayton (Shropshire) and Madeley High School in Madeley (Staffordshire) to which the majority of our Year 6 pupils transfer at age 11.

Children also transfer to other local schools including Brine Leas - Nantwich (Cheshire), Thomas Adams - Wem (Shropshire), Sir John Talbots-Whitchurch and Newport Girls' High School and Adams Grammar (Telford & Wrekin).

We benefit from the close links with the local community, hosting village events including the annual Woore Village Summer Fete.

### **SCHOOL SECURITY**

Access to the building is controlled from the school reception. Anyone coming to school during school sessions should use the front main door where visitors will be asked to sign the visitors book and be issued with a badge. The rear playgrounds and field are both secured by fencing and gates.

Children will not be allowed to leave during the school day unless collected by a responsible adult for a valid reason, preferably arranged in advance.

Only staff, official visitors and those issued with a parking permit are allowed to park in the school car-park. In the event of an emergency evacuation everyone will assemble on the school field leaving the access clear for emergency vehicles.

We hope that this brochure provides you with initial information about our school. We encourage you to come to school and see what we have to offer. If you wish to arrange a visit, please telephone and speak to the Administrator or Headteacher who will be pleased to answer any queries you have and to arrange a mutually convenient time for your visit. Published OFSTED reports for the school are available via the link on the school website [www.woore.org](http://www.woore.org)



# SCHOOL VISION AND AIMS

## Our School Vision

Our vision for Woore Primary and Nursery School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education and ambitions for our pupils in partnership with parents and the local community. We aim to nurture curiosity and creativity through an inspiring, challenging and inclusive curriculum, where learning is the heart of all that we do. We take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. We celebrate resilient, resourceful and responsible learners who show respect for one another as they work independently and collaboratively in a safe and secure environment. We aim to develop fond and lasting memories for all our pupils through engaging and enriching experiences. We believe our approach will inspire a love of learning and unlock the potential that lies within all of our children, preparing them to be happy, successful and responsible citizens in the future.

## Our School Aims

- To provide an environment where children feel safe, happy and secure.
- To foster a friendly, welcoming, active, vibrant and inclusive atmosphere.
- To develop in each child confidence and a positive self-image.
- To value and recognise the uniqueness and achievement of every member of our school family.
- To equip children with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- To continue to develop the curriculum so that it is creative, challenging and relevant.
- To ensure excellence in teaching and learning within a high quality learning environment.
- To prepare pupils for their next stage of their education and adult life.
- To work in partnership with parents, governors and other professionals to deliver the agreed aims of the school.



**Aim high ... because everything is possible!**

# 1. NURSERY SETTING



## 1.1 INTRODUCTION

Our nursery is managed by the headteacher and day to day care of the children is planned and provided through our qualified Teaching Assistants. Strong links are made across the EYFS with pupils having opportunities to share learning environments within the school grounds.

Due to our rural location, we attract children from a wide geographical area and we are able to offer places for pupils from 2 years old until they reach school age. Most of our children progress, at four years of age through to the Reception/Y1 class within the school.

Nursery sessions run every day from 8.45 - 11.45 am and 12.15 - 3.15 pm during term-times, in line with the school. Government Funding is currently available for 15 or 30 hours per week for children aged 3-5 years, this is awarded the term AFTER the child is three years old. Where funding has not yet been put in place OR where a child is already claiming funded sessions from another provider, our nursery charges for sessions at the prevailing rate.

Nursery pupils integrate within school routines such as assemblies and join school pupils on school visits and school workshops and of course during playtimes. We have found that the school children are wonderfully protective and caring of the younger children at these times, whilst our nursery pupils love the opportunity to be with the 'big children' and integrate easily into the life of 'Big School'.



## 1.2 SESSIONS

Children start to learn about the world around them from the moment they are born. The care and education offered in the nursery helps children to continue to do this by providing pupils with engaging experiences through the Early Years Foundation Stage (EYFS), more details on page 13.

Your child/ren will benefit from a child-centred approach where planning is focussed upon the age, stage and interests of your child within small groups. When appropriate, children will participate in planned phonics sessions and reading, writing and maths will be integrated within your child's play.

Pupils have regular integration with children in the reception/Y1 class during the week within our shared EYFS outdoor area and join in with their forest school sessions each Thursday afternoon.

The nursery organises its sessions so that the children can choose from - and work at - a range of activities and, in doing so, build up their abilities and confidence to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity - and are encouraged - to take part in outdoor child-initiated and adult-led activities.



### **1.3 KEY PERSON**

The nursery has a key person system. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what the nursery provides is right for your child's particular needs and interests. When your child first starts at the nursery, their key person will help your child to settle and throughout your child's time at the nursery, she/he will help your child to progress and develop through their learning journey.

### **1.4 UNIFORM and PROTECTION**

Pupils in nursery wear school uniform like their peers in school, please see the section on uniform on page 9. As the nursery pupils take part in forest schools sessions each Tuesday morning, they will require waterproof trousers and a waterproof jacket or an all-in-one suit with a pair of wellies. During the colder months, it is essential for pupils to wear many warm layers, hats, scarves and gloves. Similarly in hot weather, pupils need to be protected from the sun and we strongly advise that pupils come to nursery with sun cream applied beforehand (minimum factor 25). If you would like members of the nursery staff to apply sun cream for your child please provide the sun cream that is required and complete a permission slip which is available from the setting. Sun hats or caps will be required in the summer months.

### **1.5 SNACKS AND MEALS**

During morning sessions, our nursery makes snacks a social time at which children eat and drink together. Please let us know if your child has specific dietary needs in order that we ensure that these are met. Pupils are able to join our lunch club where they can eat a hot meal which is cooked on-site by the school cook or bring their own sandwiches. Children join the school pupils in the hall for lunch on a daily basis.

### **1.6 FUNDED TODDLER SESSIONS: 2-3 year olds**

Depending on your circumstances, your child may be entitled to 24U funding. For more information visit the Family Information Service or phone on 01743 254400

### **1.7 NURSERY FEES**

Any fees are paid half termly in advance. Fees must still be paid if children are absent for a short period of time (e.g. through illness). If your child has to be absent for a longer period of time, please talk to the headteacher to discuss your child's requirements. For your child to keep his/her place at the nursery, you must pay the fees or we must receive nursery education funding for your child. Unfortunately if we do not receive the fees promptly, we will have no option but to withdraw your child's place. All payments are made on our online payments system, School Money.

## 1.8 SETTLING IN

We like to ensure that your child enjoys their experiences in nursery, in particular within their first few sessions. In order for you to feel happy to leave your child with us and for your child to feel happy in their surroundings, we offer 'stay and play' sessions initially for you to attend the sessions with your child. Please ask the headteacher or Nursery Leader to arrange a convenient time for yourselves and your child.

## 1.9 POLICIES

The nursery follows the policies and procedures of the school, however there are some policies which relate only to the nursery setting. These can be found on the school website under the nursery tab [www.woore.org](http://www.woore.org) . Key policies relating to the school and nursery can be found in the policies section on the school website.





## 2. STARTING SCHOOL IN WOORE



### 2.1 ADMISSIONS

We admit children at the beginning of the year of their 5<sup>th</sup> birthday on a full time basis. In order to register children at the school, parents should complete an online registration form on their local authority council website. The deadline for reception pupils is 15<sup>th</sup> January before starting the following September.

For children transferring from another school, please contact the school office to discuss availability of places. If we have a place available, you will need to complete an in-year application form which is available at the school.

The Headteacher and the administrator are available to discuss further details and to answer any aspects about your child's admission to school if you wish.

The current admission limit is 8 in each year group.

We welcome initial visits to school by prospective parents and their children. Please telephone the school to arrange a mutually convenient time. We will show you around the school and grounds; introduce you to the teachers and teaching assistants and answer any questions that you may have about the school.

### 2.2 LOCAL AUTHORITY ADMISSION POLICY



The school's current admissions policy is operated by the Local Authority (LA) on behalf of the school, full details of which together with information about the arrangements for admission are set out in the "Parents' Guide to Education in Shropshire", copies of which are held in school for the reference of interested parents or alternatively are available from the School Admissions Team, at [school-admissions@shropshire.gov.uk](mailto:school-admissions@shropshire.gov.uk) or telephone 0345 678 9008. Further information is also available on the Shropshire Council website.

### 2.3 PREPARING FOR SCHOOL LIFE

Your child's happiness at school is of paramount importance to us. It is essential for us to develop a partnership with you from the start by creating and sharing your child's development. The earliest learning has taken place within your home. With your support we are here to build upon a process that has already begun.

In order to initiate this partnership, the Early Years class teacher will arrange a home visit in the summer term before your child begins full time education and is happy to discuss any issues or concerns.

These visits give all who are involved a chance to ask questions and to get to know one another in comfortable and secure surroundings. All children are different, some will settle more easily and quickly than others. An open evening welcomes all prospective parents into school. Following the home visit and open evening, half-day and full-day visits to Class R/1 will be arranged. Your child will be invited to stay for lunch on the full day visit.

As in all classes, life in Class R/1 is happy, busy, relaxed and productive. Class R/1 has a fenced outdoor play area and is fortunate to have benefitted from a £10,000 lottery improvement grant in recent years. We endeavour at all times to be welcoming and encourage parental participation. We hope that our 'new' parents as well as the children soon feel part of the school and able to become involved in day-to-day classroom activities.



## 2.4 BEFORE AND AFTER SCHOOL CARE/CLUBS

Before and After School Care is provided to all children from 2 to 11, currently this runs from 8am until 8.40am and 3.15pm until 5.30pm Monday to Friday at a cost of £3.50 per hour or part of an hour. For the later after school slot (4.14-5.30) we charge £4.50 for the session. A general care club is available after school where a variety of activities are provided or more specific activity clubs can also be booked. Specific activity clubs are varied and change each half term and include clubs such as arts/crafts, drama, cooking, dance, gardening and a variety of sports activities.



## 3. SCHOOL UNIFORM

At Woore Primary and Nursery School we have a simple, durable, yet smart uniform that we expect all children to wear with pride. Items of uniform may be purchased direct from 'School Trends' <https://www.schooltrends.co.uk/uniform/WoorePrimarySchoolCW39SQ> . All items are embroidered with the school logo.



A winter fleece/rain coat, green sweatshirt and/or cardigan with the school logo printed in yellow, are available from School Trends. These can be worn with yellow polo shirts, and grey trousers/shorts for boys. Girls may wear trousers/shorts, alternatively a grey

skirt/pinafore/skort. Green checked dresses are worn during the summer term for girls. Tights should be bottle green or grey for girls, and socks white, grey or green. Boys should wear grey or black socks. Please ensure that all clothing and shoes are clearly labelled, to avoid items going astray. Would parents kindly note that only black shoes may be worn and not trainers.

For P.E. children need a yellow T-shirt (logo item available) and black shorts or skort. During colder weather pupils wear a black hoodie (logo item available) and black joggers or leggings. Trainers will be required for outdoor P.E and sometimes inside. Gymnastics and dance may take place bare foot. Further information on school uniform can be found within our Uniform Policy.

## **4. SCHOOL ORGANISATION**

At present the school is organised into 3 classes:

**Reception and Year 1 (and 3X Y2) in Class 1, Years 2 (X2 children), Y3 and Y4 in Class 2 and Years 5 and 6 in Class 3.**

As numbers vary then this may change accordingly. The arrangement is reviewed annually and classes arranged depending on how many children are in each cohort along with the needs of the pupils.

### **4.1 THE SCHOOL DAY**

**8:45**

**Start of School**

Children come into school through classroom doors from 8.40

Children should not arrive before 8.30a.m.

**8:45**

**Registration**

**10:45 – 11:00**

**Morning Break**

**12.00 – 13:00**

**Lunch Break Class 1**

**12:10 – 13:00**

**Lunch Break Classes 2 and 3**

**A short break may be provided during the afternoon for class 1 children as required**

**15:15**

**End of School**

Children leave through classroom doors

The school car park is for staff and visitor use only. Please use the Victory Hall car park in the morning and afternoon and walk your child to and from school.

However, parent drivers with disabilities or who are transporting children with disabilities and with a valid disabled sticker visible in the car are allowed to drop off and pick up on the school car park. For these parents please do not arrive on site before 8.40 am and 3.10 pm. We do not have a marked car park space. The children will then walk through the side gate to and from the rear of the school.

Neither the School nor Shropshire Council can be held responsible for loss or damage to vehicles on site.

Parents who are visiting the school or nursery during session times are to use the main front entrance.



**Please note:**

### **Start of the School Day**

Although school staff are working in school considerably earlier, children are not officially supervised until the start of the school day, unless booked into the early drop-off club. Younger pupils should be accompanied onto the playground until the classroom doors are opened by the class teacher or teaching assistant.

**School staff are responsible for the children from 8.40am when they enter the classrooms.** Teachers cannot accept responsibility for any children who are on the premises before that time.

Very occasionally children may need to be brought to school earlier. If this arises please make arrangements with the school administrator.

Unless the weather is inclement any children who arrive early will be expected to remain outside on the playground until 8.40 a.m. The side gate will be locked at 9.50am.

After putting away their belongings in the appropriate place the children will sit in the classroom, ready to begin work.

Children arriving late must enter school by the front door and be signed in.

At lunchtime children are supervised by lunch time supervisors.

### **End of the School Day**

All children must wait with their teachers until the adult collecting arrives and receives them.

Pupils in Year 6, with permission, may be allowed to make their own way home but must do so in a sensible manner.

Children should be collected promptly at the end of the school day, but should anything happen to unavoidably detain you then please telephone to inform us.

## **4.2 ATTENDANCE**

Whenever a child is unable to attend school it is important and necessary that **parents inform us of the circumstances on the first day of absence.**

On the first day of absence we appreciate notification by **telephone to the school office.**

**HOLIDAYS** in term time will not be authorised. **Headteachers are only permitted to authorise any leave of absence when an application has been made in advance and it is felt to be for an exceptional circumstance; the annual family holiday would not be deemed an exceptional circumstance**

The reasons for absence are recorded in the daily attendance register. To ensure that this shows whether the absence is authorised prior notification of medical appointments are required.



**Medical or dental appointments can be authorised by the school, however please try to arrange appointments outside of the school day if possible.**

Requests for children to leave school during the school day should be made in writing whenever possible or by telephone. A child will only be released to a recognised adult.

If a child is ill during the school day parents will be contacted by telephone and requested to collect their child. **It is important that the school is informed of any change of telephone contact numbers.** If you are unable to be contacted, we will contact the emergency contacts you have given. On occasions we will ask all parents to complete a new data form to ensure we have up to date information.

The school's Education Welfare Officer works with the parents and the school when problems occur with school absence and lateness.

**Children need to attend school regularly to achieve their full potential.**

Thank you for your cooperation in these matters

## **5. THE CURRICULUM**

### **5.1 FITNESS TO LEARN**

It is appropriate that children in school are 'fit to learn'. This means that

- they have had a good night's sleep
- they should have a calm start to the day with an adequate breakfast. It has been proven that pupils who do not eat breakfast do not perform to the best of their abilities.
- they are wearing school uniform.
- they are properly equipped and bring the appropriate things for the day to school.
- Children need to drink water during the school day and the children can refill their water bottle as and when necessary.

### **5.2 CURRICULUM STATEMENT**

Education is a lifelong, ongoing process which should not be reduced to what page of a book a child is on. Criteria for success should be based on the child's understanding, overall development, confidence and willingness to "have a go". Our aim for our pupils is that they develop to be thinkers and apply their knowledge.

*"Education is what you remember  
after you have forgotten what you have been taught"  
Ginott*

**Education should be an exciting adventure that never ends!**

There are five basic principles underlying our curriculum offer:

**Breadth**                      The curriculum should introduce each pupil to a wide range of life concepts, experience, knowledge and skills.

<b>Balance</b>	Each area of the broad curriculum should be given sufficient time for its contribution to be effective, making appropriate links across all areas of study.
<b>Relevance</b>	All learning in the curriculum should contribute to a sound general education which prepares pupils for the opportunities, responsibilities and experiences of adult life.
<b>Differentiation</b>	What is taught and how it is taught should be matched to and develop individual pupils' abilities, aptitudes and interests.
<b>Coherence and Continuity</b>	The curriculum should be designed so as to achieve an acceptable degree of coherence in teaching style, organisation and content.

### 5.3 SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Warnock Report states that the aims of education for children with special educational needs and disability (S.E.N.D ) are the same as for all other children however complex their learning difficulties or special aptitudes. The school fully supports this philosophy ensuring that children with moderate learning difficulties can benefit from a full curriculum where the content is not altered but the teaching is adapted to suit the individual. It may be appropriate for pupils with special educational needs to receive a modified programme of work.

At school and in our nursery setting we aim to identify children's needs as early as possible and respond to individual requirements. The school arrangements for identifying pupils with special educational needs follow the procedures recommended in the SEND Code of Practice. Programmes of work are planned for each individual child or small groups and these are reviewed regularly. The school has a teacher with responsibility for Special Educational Needs and Disability (SENDCO) and this person works closely with class teachers, parents and where necessary members of the LA Children's Services. See separate SEN policy and Information Report.

### 5.4 EARLY YEARS FOUNDATION STAGE

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

**Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination (gross and fine motor skills), control and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to exercise.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings and emotions; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Children will also learn to look after their bodies, including healthy eating and managing their personal needs independently.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.

**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

These quality learning experiences are the foundations that are then built upon during the rest of each child's life.

Within the first 6 weeks of the reception year, children will undergo an assessment called the Reception Baseline Assessment. This is conducted on a 1:1 basis and comprises of a range of digital and practical questions to determine the starting point of the child. This is nothing to worry about and is a simple baseline to enable teachers to determine what children can do on entry. This information is fed through to the Department for Education.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile will reflect: ongoing observation; all relevant records held by the class teacher; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals. Teachers will indicate whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging').

## 5.5 THE NATIONAL CURRICULUM

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

1. **English, Mathematics, Science** form the core of the curriculum.
2. **Art and Design, Computing, Design and Technology, Languages, Geography, History, Music and Physical Education** are the foundation subjects.
3. All state schools are also required to make provision for a daily act of collective worship and must teach **religious education** to all pupils at every Key Stage, apart from those withdrawn by their parents, as part of the basic curriculum.
4. All schools should make provision for **personal, social, health and economic education (PSHE)**, drawing on good practice. Within this, relationships education should be studied. Sex education also takes place in an age appropriate manner with the consent of parents. Parents will have the opportunity to attend a meeting annually where this is discussed further.
5. **Assessment arrangements** to demonstrate pupils' progress and attainment at the end of key stages corresponding to ages 7 (Key Stage 1) and 11 (Key Stage 2) - SAT's. Pupils in Y4 will



undertake a Multiplication tables test in the summer term. A baseline assessment will be administered for the youngest pupils in reception on entry. In Y 1, children will complete a phonics screening check.

6. **Recording and reporting** arrangements are based upon the standards of attainment achieved.

The whole curriculum for all pupils will include assessments on an ongoing basis both informally and formally of both the core and foundation subjects. Achievement is reported fully during the Summer Term in the children's annual reports. Shorter, more succinct reports are provided in the autumn and spring terms.

## 5.6 THE CORE SUBJECTS

We link these, wherever it is appropriate to the Foundation Subjects (4.7)

### **ENGLISH:**

Children are taught about language using a range of books and digital media. Speaking and listening, reading, writing, spelling, handwriting and presentation are all major elements in the English programme.

These important areas of learning are taught during the English session and through other curriculum areas.

Careful balance is maintained between traditional aspects such as spelling, grammar and sentence construction and the need to ensure that the children develop their language skills within interesting and purposeful contexts.

**Speaking and Listening:** Each child is encouraged to communicate clearly and confidently in speech, in ways appropriate to a wide range of purposes. All early language development depends upon the child's use, understanding and experience of the spoken word. We aim for each child to listen attentively, select and organise information obtained and respond appropriately.

**Reading:** The reading programme aims to teach each child to read fluently and accurately, with understanding and expression. Phonic skills begin in Nursery through the Little Wandle Letters and Sounds Programme where initially they begin to distinguish different sounds, then later in Reception and Y1, begin to learn letters and the sounds they make.

**Writing:** The children are taught to develop forms of writing appropriate to a variety of purposes and audiences, ranging from factual reports and letters to stories and poems reflecting personal experiences and feelings. Attention is paid to the development of spelling, punctuation and grammar.

**Handwriting:** A consistent, legible style of handwriting is taught throughout the school. Parents are invited to encourage this style by having a copy of the basic elements of letter formation. Children will use pencil until a consistently high standard is achieved and then a transition to ink will normally be introduced when handwriting is consistently secure.



## MATHEMATICS:

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

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

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The mathematical aims enable each child to:

- develop skills in mental solving of mathematical problems. This includes memorising and applying basic number facts.
- make use of acquired mathematical knowledge, skills and understanding in practical activities, investigations within mathematics and real life problems.
- understand and use number, estimating, approximating and checking.
- recognise and use symbolic and graphical representation to record information and interpret results. recognise and use properties of both two-dimensional (2-D) and three dimensional (3-D) shapes and use measurement, location and transformation in the study of space.
- collect, process and interpret data and understand, estimate and use probabilities.

Children are taught in a variety of ways, as a class, in a group situation or individually. This allows both formal teaching and a more informal approach both ensuring opportunities for interaction.

Each child progresses at his or her own pace with the aim to improve their standard of achievement.

We deliver a balanced combination of work through regular basic number work and computation, including the learning of number bonds and multiplication facts planned mathematical topics, cross-curricular thematic work, open-ended investigations, games, practical activities, problem solving and real life mathematics.



### **SCIENCE:**

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

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

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

We encourage children to develop an open-minded enthusiastic and problem solving approach to their science work and in doing so raise the standard of achievement.

Children plan and carry out activities in which they ask questions, predict and hypothesise, observe, measure and manipulate variables, interpret results, draw conclusions and evaluate scientific evidence.

## **5.7 THE FOUNDATION SUBJECTS**

These subjects may be taught discretely or linked together; English and mathematical skills are also included. We encourage children to develop a wide interest and research areas of particular interest.

### **ART AND DESIGN**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **COMPUTING**

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

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### **DESIGN AND TECHNOLOGY**

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.





## **GEOGRAPHY**

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

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and *Geographical Information Systems (GIS)*
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## **HISTORY**

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

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed



- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## LANGUAGES

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

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

## MUSIC

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

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



## PHYSICAL EDUCATION

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities

- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

**SAINSBURY'S SCHOOL GAMES MARK:** This quality mark recognises the quality PE and Sports provision within the school and also the time allocation to physical education and activities. Woore School has achieved the Platinum Award for the 2021-23 years.

## 5.8 RELIGIOUS EDUCATION

Religious Education is provided using the Shropshire Agreed Syllabus along with online R.E Today resources. Religious education is broadly of a Christian nature but many other cultures and worships are included. **It is the right of parents to withdraw their children from the daily act of collective worship or Religious Education.** Any parent wishing to do so should let the school know in writing of their intentions and discuss the alternative provision with the Headteacher.

We believe we should:

- help children understand some of the practices and beliefs of the major world religions (principally Christianity, then Judaism, Islam and Hinduism)
- promote tolerance and sensitivity towards others who have no religious beliefs
- give opportunities to reflect upon the moral and spiritual meaning of life
- provide close working links with the church in our community

**COLLECTIVE WORSHIP:** This is an important part of the school day, not only to fulfil statutory requirements but also for the school to gather collectively, reinforcing a sense of "belonging" and identity. The act of worship may also take place in church or other setting when appropriate.

## 5.9 PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)

The personal and social development of our children is integral to the philosophy of the school. **Many aspects of PSHE are planned and delivered through the National Curriculum subjects, Religious Education, collective worship and the various facets of community life within the school. There are timetabled sessions when the children have opportunities to discuss their views and opinions.** We feel it is important to develop trust between each other and between pupils and teachers to create a secure and supportive atmosphere in which pupils may feel accepted and able to speak honestly and openly.

The pupils are taught to **develop confidence and responsibility and make the most of their abilities by identifying the positives and setting personal goals.** We prepare the children to play an active role as citizens. They are taught the skills necessary to carry out discussion and debate and appreciate the responsibilities and duties they all have. They are taught the importance of developing a healthy lifestyle and the need to develop good relationships respecting the differences between people.

We aim to develop:

- an increased appreciation of the children's own culture and the value of other cultures which pupils and visitors may bring to the school

- an increased appreciation of other and different ways of life in the wider community
- the fostering of respect and tolerance and an awareness of the uniqueness of each individual human being.

## **HEALTH EDUCATION**

This is one aspect of the broader PSHE programme and much of this work is done through the National Curriculum Science programmes of study and the '1Decision' programme, which include on a weekly basis.

## **RELATIONSHIPS AND SEX EDUCATION**

As part of the statutory National Curriculum, aspects of relationships and sex education are taught to all pupils from Y1-6. This includes understanding growth, lifecycles and reproduction for animals/mammals and naming of body parts. We believe that this biological approach needs to be balanced with an emphasis on relationships, feelings and values. We are particularly concerned to ensure our children know how to keep themselves safe and healthy and develop confidence and self-esteem to ensure they are not vulnerable or exploited in any way.

At Woore, we deliver the Shropshire '1Decision' programme which incorporates relationships and sex education units. The programme has been nationally recognised, is informed by good practice guidance and has received the quality Kitemark from the Personal, Social Health Education Association (PSHE).

The programme will be delivered by classroom teachers. There will be opportunities for the children to work in mixed and single gender groups and exercises will be adapted to take into account different levels of maturity and ability. We encourage pupils to ask questions, seek further information and complete activities at home. We see this as a partnership between school and home.

Prior to this programme parents will be informed and given the opportunity to discuss the programme and ask any questions. Parents may exercise their right to withdraw their child from this element of the curriculum.



## 6. HOME - SCHOOL PARTNERSHIP

### *How Can You, As Parents, Help Your Child To Be Ready For School?*

It is important that we see the education of your child as a vital partnership between the home and school.

As parents you can help your child by -

- reading and sharing stories
- playing games
- learning rhymes
- talking to your child
- listening to your child

Please encourage your child to dress and undress without your help.

We expect the children to be able to:-

- fasten shoes
- fasten their coat
- use good table manners
- learn how to use a knife and fork
- use the toilet independently
- organise their own belongings
- enter school independently (after first term in reception)

## **6.1 HOME/SCHOOL AGREEMENT**

When your child begins school at Woore you will be asked to sign a copy of the home-school agreement.

Home-School Agreements are required by law in all schools. Parents, governors, staff and pupils were all involved in drawing up your agreement. Parents and children will be asked to sign when their children are admitted to school. (It is not a requirement for admission).

The agreement makes reference to the contents of this prospectus, which should be retained whilst your child attends the school. A specimen copy of the agreement is shown in Appendix E.

## **6.2 PARENTS AND SCHOOL**

The partnership between home and school begins before your child starts at school, with a home visit. We believe that a close relationship between home and school will help to provide the best support for the needs of the individual child.

As well as supporting your child by being interested in their work in school and celebrating their achievements, there are other ways that you can be involved in the life of our school.

We are indebted to the parents and volunteers who come into school to help with swimming, managing the library, after-school clubs, cooking, helping with trips and visits, providing valuable resources and learning experiences, as well as helping in the classroom and working alongside the teacher.

At Woore Primary and Nursery School we recognise the importance of ensuring a good working relationship with parents. Each child is an individual, with their own personality and varying needs. We value parents' views and involvement in the progress their child is making.

Concerns relating to a child's academic and social development need to be directed to the Class teacher initially, although the Headteacher and the SENCO (Special Educational Needs Co-ordinator) are available when necessary. The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare. We will also contact you whenever we feel discussions will be helpful.

## **6.3 BEHAVIOUR IN SCHOOL**

In order to achieve the aims of the school, there is an expected standard of behaviour, which we demand from every person in school. This includes respect for each other, property, opinions, oneself and the school environment. We have a Code of Conduct that includes expectations for teachers, children and parents.

Children should be able to come to school feeling positive, relaxed, confident and content within the school environment. The behaviour policy seeks to ensure this for all children.



## **BULLYING**

Bullying, both verbal and physical, will not be tolerated in our school. The school will react firmly and promptly where bullying is identified and will provide support for children who are the victims of bullying. We make all staff aware of the signs and are vigilant in the detection of bullying. We ask you to encourage your child to tell you or a teacher if bullying has taken place. This can take the form of physical violence, threats or any other form of aggressive conduct. We operate a system of zero tolerance

## **CODE OF CONDUCT**

The school ethos is based on consideration and respect for others and the importance of working together. Firm but fair discipline is part of our responsibility towards the children attending school. There are simple codes of behaviour based on common sense, self-discipline and the concept of the 'school family'. **Children ultimately will have to accept responsibility for their own actions.** Good discipline will arise from an **understanding between parents and school and consistently high expectations from all.**

We hope that you will work with staff and governors to encourage children to develop self-respect, respect and concern for others, self-discipline and the moral qualities we need to live happily in our society.

We shall endeavour to identify problems and advise parents early so that we can work together with the children to enable them to play a constructive rather than destructive or disruptive role in school life.

Those children who regularly transgress the bounds of common sense and safety will be punished. This punishment may take various forms - for example staying in at playtime to complete work. In the event of continued misbehaviour parents will be informed so that appropriate action may be taken.

## **SCHOOL BEHAVIOUR POLICY**

The code of conduct and school rules were made following discussions involving staff and pupils. Details of these can be found in our Behaviour and Discipline Policy which is available on the school website. We hope that you will help children keep the standards they have helped to set.

### **6.4 HOMEWORK**

Homework is regarded as an integral part of the curriculum and is intended to support and consolidate the work we do in school. Reading, learning spellings or tables at home are regular expectations and also help us to further the links between home and school. The reading diary is also an important link between home and school. Homework tasks and expectations are clearly set out by teachers on the Seesaw online platform. The homework set is not intended to be onerous and has been made to be flexible to suit your child's needs and interests. We hope that you will support and encourage your child in completing the work required. Help does not mean that you have to do it yourself! If problems arise please do not hesitate to discuss the matter with the class teacher.

## 6.5 SCHOOL POLICIES

Policies are available for your information on a range of areas, which affect your child in school.

If you would like to read any please contact the Headteacher at the School. A selection of policies can also be accessed on the school website [www.woore.org](http://www.woore.org) .

## 6.6 SAFEGUARDING AND PREVENT

All the governors and staff at Woore Primary and Nursery School share an objective to help keep the children safe by contributing to:

- Providing a safe environment for them to learn
- Identifying children who are suffering or likely to suffer significant harm and taking appropriate action, with the aim of making sure that they are kept safe both at home and in the education setting.

To achieve this objective, we:

- Aim to prevent unsuitable people from working with the children
- Promote safe practice and challenge any poor or unsafe practice
- Identify instances where there are grounds for concern about a child's welfare and initiate or take appropriate action to keep them safe
- Contribute to effective partnership working between all those involved in providing services for our children

"Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs".

We have numerous safeguarding policies in school which refer to safeguarding and 'The Prevent Duty'. These policies are available from the school on request or some can be accessed from our school website.

## **6.7 REPORTING TO PARENTS**

Each year you will receive mini-reports and a full written report on your child's progress whereby you will have the opportunity to discuss these reports with your child's teacher.

We are always willing to discuss any worries about your child's education or general progress with you. As well as the meeting to discuss the report, you are welcome to talk to the class teacher at any time. It is important to celebrate the achievement of your child as well as any concerns you may have. The end of the school day is an ideal time to do this, but if you require more time it is best to make an appointment.

There are other opportunities for you to come into school to see the school working or in the evening to join in with presentations (COVID restrictions may apply this year). These are all important occasions when we are developing a closer relationship with you to benefit your child.

## **6.8 ASSESSMENT**

It is important that you know about the progress your child is making at school. His/her teacher will regularly assess your child. It is a vital part of the planning process to ensure that all children are making progress. These assessments may be in the form of planned assessments that are matched to the National Curriculum Standards or more informal assessments that are on-going. The latter is particularly the case in reading, writing and mathematics where your child's progress is monitored regularly and closely.

Pupils are assessed throughout the EYFS and judgements made through the EYFS Profile at the end of the reception year. During Y1, pupils undertake a phonics screening check where pupils will be asked to read a number of words where they will demonstrate their ability to decode words using phonics. At the end of Key Stage One (Year 2/ age 6/7) and Key Stage Two (Year 6/Age 11) the children take part in the current Standard Assessment Tasks and Tests which are national tests for all children at these stages of their education. In Y4, pupils undertake a multiplication Tables check.

## **6.9 DISABILITY DISCRIMINATION**

We adhere to the Disability Discrimination Act 1995 and Amendment 2005. This states that Schools and Local Authorities have a duty:

- not to treat disabled pupils less favourably for a reason relating to their disability, without justification
- to make reasonable adjustments so that they are not at a substantial disadvantage in comparison to those who are not disabled

Schools and Local Authorities will be required to have due regard to the need to:

- eliminate unlawful discrimination against disabled people
- eliminate unlawful harassment of disabled people
- promote equality of opportunity for disabled people

## **6.10 SCHOOL COMPLAINT SYSTEMS**

If you have a complaint or concern, which your child's teacher cannot deal with, please raise it initially with the Headteacher at a mutually agreed time. Should it not be possible to resolve any complaint or concern satisfactorily in this way the complaint should be put in writing and sent or given to the Head teacher. A formal complaints procedure will then follow as outlined in the Complaints Policy. A full Statement of the School's Complaints Policy can be obtained from the School Office or via the website, [www.woore.org](http://www.woore.org).



## 7. GENERAL INFORMATION

### 7.1 MORNING BREAK

The children may bring a snack to school to eat at morning break. In Nursery, Reception and Years 1 and 2 children are provided with a piece of fruit daily. We encourage a healthy snack such as dried fruit, cereal bars and fruit. Children must not bring sweets or chocolate to eat at break time. Children are encouraged to drink water throughout the school day. Water bottles should be brought into school which can be refilled on a daily basis. Milk is provided free of charge to all children below the age of 5, there is a small charge for all other children who wish to have milk as part of their mid-morning snack.

**Children should not bring their own toys and play equipment into school.** It can cause a distraction during lesson time and playtime and can get lost or broken. If any items are allowed then you will receive a letter to explain any different arrangements

The children are supervised at all times during breaks and lunchtimes. There is a range of play equipment provided for the children. The playground is very exposed and during cold weather all children need a suitable warm/shower proof coat to wear at playtimes, unless the weather is very wet all the children have an outdoor playtime every morning and KS1 in the afternoon where required.

### 7.2 SCHOOL MEALS



Our cook provides excellent school meals, which are extremely nourishing and attractively presented. There is always a choice, with vegetarian alternatives. Some children qualify for free school meals. If you think your child is eligible please contact the school administrator for a form or go to the Shropshire Council website to check if you are eligible <https://www.shropshire.gov.uk/free-school-meals/>. An application for free school meals should be made even if your child is in reception, Year 1 or 2 and receives a free meal through the Universal Free Infant School Meals, as your child can access benefits through pupil premium funding. All children in Reception and Years 1 and 2 qualify for a government funded free school meal, please let the cook know if you would like your child to have a hot meal. If you wish to provide a packed lunch for your child, this will be eaten with those children having a hot meal in the hall.

### **7.3 MONEY**

We ask that payment for school dinners is made in advance of each school week on our online payment system, School Money.

Please ensure that money for school activities (swimming, visits, clubs etc.) is also made on School Money

### **7.4 PERFORMANCES and CONCERTS**

From time to time the children will be required to return to school or go to the church to take part in performances or concerts in the evening. We expect pupils to take part in these events when they take place and wear school uniform unless informed otherwise. Should it not be possible for your child to participate in these events please notify your child's teacher as soon as possible. We do seek to avoid these events 'clashing' with other activities undertaken by children in the community and we rely on you to tell us when these will be, so any necessary re-arrangements of dates and times can take place.

### **7.5 ACTIVITIES**

- **CHARGING for ACTIVITIES**

During the school year your child will be involved in visits and activities to enhance their curriculum. In the majority of cases we will need to ask for voluntary contributions from you towards the cost. Although no child will be exempt from these activities, it should be noted that visits or activities are unlikely to take place unless sufficient parents offer the suggested levels of voluntary contribution.

We occasionally arrange additional activities, which take place out of school time for which we need to ask for a contribution. These activities will be voluntary and those children taking part will be expected to fully contribute towards the cost.

### **OUT of SCHOOL ACTIVITIES**

The school arranges a variety of out of school activities, e.g. local visits to the Church, local study work etc. Shropshire Council provides insurance cover to protect your children should they suffer injury, damage or loss through negligent acts by staff or others engaged on County Council business.

### **7.6 ILLNESS and MEDICINES DURING the SCHOOL DAY**

If your child becomes unwell during the day and is unable to work in school, we will contact you so that your child can be collected as soon as possible. This will enable the best possible care to be given to your child. It is therefore vital to have children's home telephone numbers as well as parents' work numbers and other emergency numbers such as those of relatives or childminders.

Staff are able to administer medicines to children in school if required. If needed, we ask that parents consult a member of staff and complete an authorisation form. Please refer to our Administering medicines policy for further details ([www.woore.org](http://www.woore.org)).

This does not apply to inhalers and treatment for asthma. The relevant treatment should be clearly marked with the child's name and you should inform your child's teacher about the dose etc. Inhalers are kept by the pupil, to allow immediate access as necessary. Please complete the Asthma Health Forms if your child has been diagnosed and needs to retain an inhaler in school. We would also ask that a spare inhaler and small travel-sized spacer is deposited at the school office for emergency use.

**We strongly suggest that you do not bring your child to school if they are exhibiting symptoms of an illness before the school day begins.**

Due to the current COVID climate, we also have specific rules in place regarding testing and isolation periods. As this is changeable, the most up to date information will be given to parents/carers once the children start school.

## **7.8 LOST PROPERTY**

Personal property is the responsibility of each pupil. Please ensure your **child's belongings are appropriately named**. We cannot keep items of lost property indefinitely so please contact the school if your child loses anything and assist them to look for the item.

**All items of uniform to be clearly named.**

## **7.9 EMERGENCY CLOSURE**

In severe weather conditions or other instances where it becomes necessary to close the school in an emergency we shall inform the local authority who will maintain a list on the county website as well as informing local radio stations. A message will also be sent out by text and on the school Facebook page. If a closure is forced during the school day, all parents will be informed via text/Facebook or phone.

### **Emergency Weather Information**

Local Authority guidelines state:

- schools are expected to stay open unless there really is no sensible option but to close
- travel to work/school is regarded by both the Police and the Council's Highways Management as an essential journey, and every effort should be made to get to work/school unless it is known that the school has been closed or you consider it unsafe to do so

