HEADTEACHER: Mrs P Scott

DEPUTY HEADTEACHER: Mrs E Wright-Jones

TEACHING STAFF: Mrs D Mould (Assistant Headteacher)
Mr J Sheard (Assistant Headteacher)
Mrs W Poole (Senior Member of Staff)
Mr L Corns
Mr J Darby
Miss A Evans Hall
Mr S Kemp
Mrs S Jones (3 days)
Mrs L Mason
Mrs H Hopson (Maternity leave)
Miss P Stephens
Miss S Wright

SUPPORT STAFF: Mrs J Allen
Miss S Cherrington
Miss K Hughes
Mrs C Morgan
Mrs H Patel
Mrs S Phelan-Talbot
Mrs K Rushton
Mrs W Sheldon
Miss C Shingleton
Miss N Ward
Miss K Wilkes
Miss J Paskin (Emotional Health & Well-Being Leader)

OFFICE MANAGER: Mrs A Bowles
OFFICE STAFF: Mrs C Egan
SITE MANAGER: Mr J Bowles

LUNCHTIME SUPERVISORS: Miss K Hughes (Senior Lunchtime Supervisor)
Mr J Bowles
Mrs A Grice
Ms J Nicholls
Mrs S Hammond
Ms R Smart- Maternity leave
Mrs S Phelan-Talbot
**Kitchen Staff**
- Mrs J Powell
- Mrs K Kynaston
- Mrs A Akowuah

**Cleaners:**
- Mrs J Cartwright
- Mrs B Harris
- Mrs J Jarvis

THE GOVERNORS OF LOXDALE PRIMARY SCHOOL

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>Mrs M Allen</td>
</tr>
<tr>
<td>Parent (Chair)</td>
<td>Mr S Hill</td>
</tr>
<tr>
<td>Parent</td>
<td>Mrs W Sheldon</td>
</tr>
<tr>
<td>Parent</td>
<td>Mr T Talbot</td>
</tr>
<tr>
<td>Parent</td>
<td>Mrs K Judge</td>
</tr>
<tr>
<td>Local Authority</td>
<td>Vacancy</td>
</tr>
<tr>
<td>Staff</td>
<td>Mrs A Bowles</td>
</tr>
<tr>
<td>Co-opted</td>
<td>Mrs E Wright-Jones</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Mrs P Scott</td>
</tr>
<tr>
<td>Co-opted</td>
<td>Mr C Hall</td>
</tr>
<tr>
<td>Co-opted</td>
<td>Mrs K Norman</td>
</tr>
<tr>
<td>Co-opted</td>
<td>Mr P Foxall</td>
</tr>
<tr>
<td>Co-opted</td>
<td>Ms C Ellis</td>
</tr>
</tbody>
</table>

**Curriculum Committee**
- Mrs K Judge
- Mrs P Scott
- Mrs E Wright-Jones
- Ms C Ellis
- Mrs W Sheldon
- Mr T Talbot
- Mrs M Allen
- Mr C Hall

**Finance and General Purpose Committee**
- Mrs A Bowles
- Mr S Hill
- Mr C Hall
- Mr P Foxall
- Mrs P Scott
- Mrs E Wright-Jones
- Mrs K Norman
Loxdale Primary School is a one-form entry primary school, which caters for children from the Foundation Stage to Year 6. For 2017-18 there remains a ‘bulge’ class in Year 1 and Year 2, therefore there are 60 children in each of these year groups.

Loxdale Primary School is a friendly school, where each child is valued and respected. In November 2014, we were recognised by OFSTED, as a ‘Good School with Outstanding features’, where there are ‘no barriers to achievement, where pupils’ love of learning leads to high standards and where pupils are well prepared for their future education’.

Our aim is to provide a caring, safe, secure and stimulating environment where your child is encouraged to become self-confident and a self-disciplined learner.

We believe that partnership between parents and school is important and warmly invite you to be involved in your child’s education.

We are very proud to be part of the Loxdale community and look forward to developing a strong bond between home and school. Working in partnership, we can ensure your child enjoys their time at Loxdale and reaches their full potential.

This booklet is an introduction to our school. Please visit, telephone or e-mail our school for further information. You may also wish to visit our school website at www.loxdale.wolverhampton.sch.uk

OUR CHILDREN WILL BE CONFIDENT, CREATIVE AND INDEPENDENT LEARNERS WHO HAVE HIGH ASPIRATIONS AND A SENSE OF MORAL RESPONSIBILITY.
TERM DATES 2017-2018

Autumn Term 2017

- **Term Time**: Monday 4 September 2017 to Friday 20 October 2017
  - **Half Term**: Monday 23 October to Friday 27 October
- **Term Time**: Monday 30 October 2017 - Wednesday 20 December 2017

Spring Term 2018

- **Term Time**: Tuesday 2 January 2018 to Friday 16 February 2018
  - **Half Term**: Monday 19 February to Friday 23 February
- **Term Time**: Monday 26 February to Thursday 29 March 2018

Summer Term 2018

- **Term Time**: Monday 16 April to Friday 25 May 2018
  - **Half Term**: Monday 28 May to Friday 1 June
- **Term Time**: Monday 4 June 2018 to Friday 20 July 2018

INSET Days
Monday 4th September 2017
Tuesday 5th September 2017
Friday 17th November 2017
Tuesday 2nd January 2018

1 other day will be arranged throughout the year

School Contact Details

Loxdale Primary School
Chapel Street
Bilston
Wolverhampton
WV14 0PH
01902 558570
loxdaleprimaryschool@wolverhampton.gov.uk
## SCHOOL TIMES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Nursery</strong></td>
<td>8:45am - 11:45am</td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon Nursery</strong></td>
<td>12:30pm - 3:30pm</td>
<td></td>
</tr>
<tr>
<td><strong>Reception</strong></td>
<td>8:55am - 12:15pm</td>
<td>1:15pm - 3:25pm</td>
</tr>
<tr>
<td><strong>Key Stage 1</strong></td>
<td>8:55am - 12:15pm</td>
<td>1:15pm - 3:25pm</td>
</tr>
<tr>
<td><strong>Key Stage 2</strong></td>
<td>8:55am - 12:15pm</td>
<td>1:15pm - 3:30pm</td>
</tr>
</tbody>
</table>

To ensure a positive start to the day we invite the children to come into their classrooms from 8:45am. **Please make sure your child is on time, every time**, we do monitor late arrivals (see Attendance policy) but better late than never!

### Break Times

**Morning Break**
- Foundation Stage: Have a break decided by the class teacher
- Key Stage 1: 10:30am - 10:45am
- Lower Key Stage 2: 10:30am-10:45am
- Upper Key Stage 2: 10.45am - 11.00am

**Lunchtime**
- Lunchtime: 12:15pm- 1:15pm

**Afternoon Break**
During the Autumn Term, Year 1 pupils may have a ten-minute break during the afternoon at the discretion of the class teacher.

### End of the school day
Children in Nursery and Reception should be collected from the Early Years Foundation Stage entrance. All other pupils should be collected from the school playground at the appropriate time. Please ensure that children are collected on time as lateness often distresses the children unduly. **Any person who is known to the child and staff will be allowed to take pupils home so please inform the office if there are any changes to who cannot collect your child.** Don’t forget to tell us any new contact details, especially mobile phone numbers as they can change quite frequently.
Teaching Times

Key Stage 1: 24 Hours and 10 minutes per week (excluding optional afternoon breaks)

Key Stage 2: 24 Hours and 35 minutes per week

Refreshments
All children in Foundation Stage and Key Stage 1 receive a free piece of fruit every day. Pupils in Key Stage 2 may bring in a healthy snack every morning break time or bring in money to purchase a healthy snack from our kitchen. As we are a Healthy School, no sweets, biscuits, crisps or chocolate are allowed into school for break-time snacks.

Milk
School milk can be purchased at a cost of £11.00 per term. (this is subject to change). Children who are entitled to free school meals will need to sign a form requesting to receive free milk entitlement. Please note that the free milk entitlement only applies to those children whose parents receive Income Support and not all KS1 pupils who receive national Infant Free School Meals. Milk money should be sent to school in a separate envelope as it is collected directly by the Schools Meal Service and not by the school. A letter regarding school milk is sent out to parents before the end of each term, ready for the new term.

Lunch options
There are three options that may be chosen:
- School lunch (paid or free)
- Packed lunch from home
- Home for lunch

Please could dinner money be sent to school each Monday morning in a labelled envelope. We regret that arrears cannot be accepted and should arrears accumulate then you will need to provide a packed lunch or collect your child to take them home for lunch. (The school’s Charging Policy provides all information regarding payment and this can be requested from the School Office)

Parents should see either Mrs Scott or Mrs Bowles if they wish to change their child’s meal choice. ALL parents will be asked to give notice until the following Monday.

Applications for free school meals should be made at the school or the Civic Centre - who will then inform the school. Application forms are available at the School Office and we would ask that parents/carers ensure they have the correct documentation with them.
Please could we also request that ALL parents claim their free school meal entitlement as the government provide additional funding opportunities for those children who claim Free School Meals, including subsidised visits etc... Please see Mrs Scott to discuss this matter further.

Children who bring sandwiches must provide a plastic box, clearly labelled with their name and class. For safety reasons, no cans, glass bottles, hot liquids or drinks with alcohol, e.g. shandy, are allowed. All sandwich boxes should only contain one treat item e.g. crisps or biscuit bar. Yoghurts are allowed as an extra item and fruit is encouraged.

If children go home for lunch, they should not return to school until 1:10pm and should report to the School Office.

We expect high standards of behaviour at lunchtime; children will be supervised by external coaches and lunchtime supervisors throughout the session and encouraged to participate in active play. You will be informed by the school if standards of behaviour fall below expectations and your co-operation to prevent further problems will be requested. If behaviour continues to be a problem the school may, with the support of the Governing Board, request a period of lunchtime exclusion.

ADMISSIONS

Children are admitted into our Nursery as soon as they are 3 years of age, in order of date of birth, if spaces are available. All Nursery children will be visited at home by members of the Nursery staff to ensure that we know about each child’s likes and dislikes before they join us.

The school has an admission limit of 20 children per Nursery class.

Children who are 5 years old between September 1st and August 31st of the following year will be admitted to full-time school in September. Attendance in our School Nursery does **NOT** guarantee a place in Reception and parents must apply directly, themselves, to the Local Authority in which they reside.

During the summer term, prior to transfer to Reception, meetings are held for parents of the new intake to discuss school policy and organisation. Opportunity is given for parents to meet the Reception teacher and discuss their child. Children will have the opportunity to visit the Reception class during the Summer term before starting full-time school. If any child is transferring from the Nursery, then the staff will liaise to ensure the transfer is as smooth as possible. If a child is new to Nursery or Reception, then a home visit will be undertaken.

In all classes, except in Nursery and in other exceptional circumstances, school has an admission limit of 30 children per year group. All admissions (apart from Nursery) are co-ordinated by the Local Authority and not school.
DESTINATION OF SCHOOL LEAVERS

The 30 Year 6 pupils leaving this school intended to go to the following Secondary Schools in September 2017:

<table>
<thead>
<tr>
<th>School Name</th>
<th>Age range of Pupils</th>
<th>Number of Pupils in Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moseley Park</td>
<td>11-18</td>
<td>2</td>
</tr>
<tr>
<td>South Wolverhampton and Bilston Academy</td>
<td>11-18</td>
<td>23</td>
</tr>
<tr>
<td>St. Thomas More</td>
<td>11-18</td>
<td>1</td>
</tr>
<tr>
<td>RSA</td>
<td>11-18</td>
<td>2</td>
</tr>
<tr>
<td>Sandwell Academy</td>
<td>11-18</td>
<td>1</td>
</tr>
<tr>
<td>Grace Academy</td>
<td>11-18</td>
<td>1</td>
</tr>
</tbody>
</table>

SCHOOL ORGANISATION

There are three stages of Primary schooling that each child moves through:

- **Foundation Stage**: Nursery and Reception
- **Key Stage 1**: Year 1 and Year 2
- **Key Stage 2**: Year 3 - Year 6

There are two Foundation Stage classes - Nursery and Reception; four Key Stage 1 classes - two* Year 1 and two* Year 2 and four Key Stage 2 classes - Years 3, 4, 5, 6. Each class has children of mixed ability. (* due to the ‘bulge’ classes)

Support is provided in class for children whom we consider to have Special Educational Needs or Disabilities, including Gifted and Talented. Their work is regularly assessed and targets for learning are set by the class teacher. Classroom support is currently provided by at least one teaching assistant in every class.
This is a very important stage in a child’s life as it helps them to prepare for their future learning and successes. Every child’s early learning experiences should be happy, active, exciting, fun and secure; and support their development, care and learning needs. Within the Early Years Foundation Stage, there are seven areas of learning which are split into:

The Prime Areas
- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Specific Areas
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Assessment, based on observations of children’s learning and development in the seven areas of learning, is an integral part of the EYFS. In addition to this, on-going observation and assessment takes place within the three learning characteristics:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

An EYFS profile is completed for each child during the academic year that they reach the age of five (for most children this is the Reception year in primary school).

The profile describes the child’s level of attainment at the end of the EYFS and identifies their learning needs for the next stage of school, helping Year 1 teachers to plan an effective and appropriate curriculum for the child.

In the Early Years Foundation Stage, there are two classes, Nursery and Reception. Throughout the Early Years Foundation Stage, children are encouraged to develop the skills necessary for them to work independently and co-operatively with others in mixed ability groups.

There are 20 places in each of the Nursery Sessions.

Morning Session 8:45am - 11.45am
Afternoon Session 12.30pm - 3:30pm

There are 30 places within Reception.
Day Sessions 8.55am - 3.25pm
In the Nursery there is a structured induction programme, which enables parents and children to meet individually with Nursery Staff. During these meetings, necessary information is exchanged. Home visits are also undertaken to ensure a smooth induction into school.

An essential element of the Early Years Foundation Stage is developing the skills necessary for working co-operatively with other children, learning to share and take turns, to have respect for themselves and others around them.

As a school, we are committed to working in partnership with parents and to this end we encourage two-way communications.

Our aim is to foster the development of the whole child. This can be done more effectively working in partnership with parents, both within and outside the classroom. Stay and Play sessions for our Early Years Foundation Stage parents provide a fantastic opportunity for parents to have fun alongside their children as well as the chance to meet with Foundation Stage staff and other parents.

In the Early Years Foundation Stage, the children are taught by qualified teachers and qualified support staff.

(Please see Appendix 2 for a Parent Preparation List for getting your child ready for September).

**KEY STAGE 1 & KEY STAGE 2**

In Key Stage 1, the children are taught all subjects, apart from Read Write Inc. (phonics and reading programme), in their class groups. At the end of Year 2, the children are awarded Teacher Assessment levels in English, Speaking and Listening, Mathematics and Science.

In Key Stage 2, the children are taught all curriculum subjects, apart from RWI, in their class groups. They are encouraged to work at their own level and to their full potential. In Years 3, 4 and 5 the children undertake tests and teacher assessments. At the end of Year 6 the children undertake Statutory Assessment Tests in English and Maths.

**SCHOOL HOUSE SYSTEM**

The school is organised into four 'houses' which are:

- St George - red
- St Patrick - green
- St David - yellow
- St Andrew - blue
All children will be allocated to a house when they join the school. They will remain in the same house throughout their time at Loxdale.

House points will be collected for the houses each week and the winning house will win an 'award'. During the year, tournaments will be arranged, according to houses, including Sports Day. House Captains from Year 6 will be chosen by the children on a termly basis.

**NATIONAL CURRICULUM**

All schools need to follow the National Curriculum. This does not instruct school in detail of what and how to teach, but will ensure that certain areas of study are followed and that children are expected to reach particular attainment targets at various stages in their school life.

The School Curriculum is currently divided into a number of subjects.

The School will follow the guidance of the National Curriculum within its own curriculum.

**THE SCHOOL CURRICULUM**

All children will be taught the following areas of the curriculum:

English, Mathematics, Science, PSHE, (Personal, Social and Health Education), Modern Foreign Languages (French), Computing and Physical Education.

Children will also be taught:

Design Technology, Geography, History, Music and Art through the Prospectus curriculum.

Religious Education is a statutory requirement and is taught weekly. Collective Worship is taken daily, either as a whole class or within classes.

Parents wishing to withdraw their children from R.E. or Collective Worship should discuss this with Mrs Scott.

**Sex and Relationships Education**

Sex and Relationships Education will be taught as part of a programme of Personal, Social and Health Education. Children's questions will be answered carefully as benefits the age of the child and the situation. The school consults with the parents of the children that will be using the Channel 4 materials, which has been approved by the Governing Board. The School Nurse supports school with the delivery of Sex and Relationships Education.
**English - Literacy**

Literacy is taught daily, by the class teacher. It is rooted in the National Curriculum for children in Years 2-6 who can decode fluently. It develops children's comprehension, vocabulary, writing, critical thinking and discussion skills. Our school long term plan includes being taught reading for information and for pleasure, learning to write in numerous styles, developing listening skills and understanding how to communicate orally. Additional English lessons are dedicated to Guided Reading and Comprehension, Spelling, Grammar and Punctuation and Handwriting.

**Read Write Inc (RWI)**

Children in Reception, Key Stage One and some Key Stage Two children will be taught a more structured phonics programme called RWI. This is a highly regarded programme which teaches the children to read using a 'pure phonics' (pure sounds) approach. We teach RWI in 'stage not age' ability groups - therefore children are taught at their own level in small groups and not in class groups. We hold annual 'training' sessions for parents on the use of this programme to enable parents to understand exactly what the programme entails.

**Maths**

Maths will be taught daily using a variety of resources, including 'Big Maths' and Abacus and the children are encouraged to work at their own level. This includes arithmetic, reasoning and problem solving in order to prepare the children for everyday life.

**Science**

Science will be taught through investigation work wherever possible. Science includes experimental and investigative work focussing on Biology, Chemistry and Physics.

**Computing**

Computing includes using hardware and software to communicate and handle information. Children will develop knowledge and understanding of how to manipulate information in the process of problem solving, recording and expressing ideas. Computing is used to support language, communication and learning in other areas. Keeping safe on-line (E-Safety) will also be taught and referred to whenever the children use technology eg ipads and laptops.
The ProspectUS Curriculum includes the following subjects:

**History**
Through learning about the development of Britain, Europe and the World, the children gain a knowledge and understanding of other countries and cultures. They develop an interest and appreciation of the past and a sense of identity.

**Geography**
In geography, the pupils develop a sense of identity through learning about the United Kingdom and its relationship with other countries. They develop geographical knowledge and understanding in physical, human and environmental geography and are encouraged to develop the ability to use geographical enquiry and interpretation.

**Design Technology**
Design technology gives the children the opportunity to develop the knowledge, skills and understanding necessary to design, make and evaluate products fit for a purpose and the practical skills to work with a wide range of materials and components. The children will develop an understanding of control systems, energy and structures and an awareness of the impact of technology and its contribution to the quality of life.

**Art**
Art develops the children’s visual perception and the skills associated with investigating and making in 2 and 3 dimensional art, craft and design. It also develops an appreciation of art while extending visual, creative and sensory awareness and the ability to express themselves through their work. The children will develop a knowledge and understanding of art, craft and design, including the history of art, our diverse artistic heritage, art movements and artists.

**Physical Education**
P.E. is taught to give children enjoyment and the opportunity to participate in a wide range of physical activities which include - dance, gymnastics, adventure education, games and, in Year 3, swimming. The programme is designed to encourage a high level of skill, co-operation and teamwork, which leads to lifelong participation. We employ Sports Coaches every day of the week to supplement a range of sporting activities for all classes across the whole school.

**Music**
The children will have the opportunity to perform with confidence, to sing and create music. They will listen to and evaluate different interpretations and versions of musical works from a range of musical traditions from different times and cultures. During Year 4 and Year 5, the children get an opportunity to learn to play different instruments. Mr D Lee, a local pastor, works in school each week to teach singing to classes across the school.
**Religious Education**

The R.E. covered will be broadly of a Christian nature following the aims of the Wolverhampton 'Agreed Syllabus'.

R.E. is taught to enable children to understand religious beliefs and practices to help them form their own beliefs, judgements, allegiances and commitments. The children are taught to understand what religions teach, what it means to be a religious believer and to be aware of experiences which raise issues about the meaning of life. They will be encouraged to reflect on and respond to this understanding and awareness and to express their own ideas. They are encouraged to have confidence in their own beliefs and values and to respect those who hold beliefs different from their own.

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

P.S.H.E. is taught to create an environment in which individuals develop a wider understanding of themselves and others. It encourages care and respect for themselves and others. In order to promote citizenship, important moral and social issues, which arise from modern society, are emphasised.

The school has adopted the SUMO scheme of work ('Stop, Understand, Move On') with the aim to follow on from previous Social and Emotional Aspects of Learning (SEAL) lessons and provide a fresh take on the key aims of PSHE teaching and learning. These will be taught for 3-4 weeks of each half term, after which a focus topic will be taught for the remainder of the half term. These focus topics will include Phunky Foods, Cyber Safety, Anti-Bullying, Drug Education, Sex and Relationship Education and Citizenship. Together, both the SUMO curriculum and focus topics will aim to cover the end of Key Stage statements as set out in the National Curriculum non-statutory programme of study. The school is also working towards UNICEF’s ‘Rights Respecting School’ status and PSHE lessons will explore the themes of the Conventions of the Child.

**The use of Digital Media**

As you are no doubt aware, the use of digital media is ever increasing and is a reliable, and if used correctly, a safe way of communicating with our family and friends. The school uses photographs of children in school materials, on our secure Learning Platform. Our website and also in newspapers or other approved media related to school activities. Children are only ever identified by their first name and no contact details are ever disclosed. In our opinion, this should not pose a risk to our pupils and it is a lovely way of celebrating our successes as a school. **Parents will be asked to sign to agree to such usage when their child joins our school and this agreement will be kept on file for the whole of the child's time at Loxdale.**

This information will also be published on our school website. Concerning school events when parents or carers will want to take photographs or videos for their personal use, it has been decided that they may be taken provide they are for personal use. Parents may only upload photographs of their own children onto any social networking site etc. **Any images containing other children or staff must not be uploaded.**
The use of mobile telephones in school

We respectfully remind parents and carers that mobile phones should only be used to take photographs of pupils at events such as Sports Day, assemblies and concerts. Mobile phones **should not be used** in or around the school ground, for photographs, texting or calling during Breakfast Study Club, Stay and Play sessions or Fantastic Finish sessions. This is in order to comply fully with the government welfare requirements expected in school.

**Social Networking Sites** such as Facebook are widely used and enjoyed by the majority of parents and older children, despite having a minimum age of 13. However, sometimes these sites are used to publicly discuss matters which may include personal disagreements between pupils at the school or for parents to vent frustrations about school matters.

Comments made on any social networking site about an individual can be considered to be 'defamatory' and lead to the onset of legal action being taken against those people who made the comments. Therefore, we feel it is important to remind users of these sites to bear this in mind before posting comments.

Social Networking Sites are not as 'private' as we might like to think and careless or inconsiderate use of these sites can cause unnecessary distress to the individuals concerned, or have an adverse impact on our school in general and this is something our school seeks to avoid.

Our school works hard to create a safe and happy environment for our parents, staff and most importantly our children and should any parent have concerns about either their child or our school in general, then we would urge you to contact us directly to discuss the issues personally.

We understand that legislation regarding the use of mobile technology changes, it seems, on a daily basis. However, please can we seek to reassure you that it is our pupils' health, safety and welfare that remains our core priority at all times.
SUMMARY OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Having regard to the Code of Practice 2014, the determination of the school’s provision ensures:

- There are appropriate admission arrangements for pupils with Special Educational Needs and Disabilities.
- There are clear procedures for identifying and assessing special/individual needs.
- Planning of appropriate forms of intervention and support.
- Monitoring and evaluating of pupils' progress through assessment and record keeping systems that review educational needs at least termly.
- Active participation of pupils and parents with trained professional staff in regular consultation meetings.
- Requirements of the Educational Act that relate to formal assessment are met.
- Curriculum reviews take account of pupils with special educational needs.
- Pupil's individual Special Educational Needs and Disabilities are usually met within integrated provision.
- Effective liaison with outside agencies and links with other schools.
- Appropriate resources are allocated and used effectively for the benefit of pupils with Special Educational Needs and Disabilities.

Governors are aware of their responsibilities in relation to the School’s Policy for children with Special Educational Needs and Disabilities and have a role monitoring its effectiveness.

Our SEND Policy ensures that children who need extra support are identified as early as 3 years old in the Foundation Stage. Children are registered at appropriate times with discretion and monitored at different stages throughout the school. The parents are informed at all stages. With extra support, some children make good progress and no longer require extra support. Others have an ongoing Individual Education Plans (IEP) or Individual Behaviour Plan (IBP), which identifies support from other agencies, small group work or individual support for a proportion of the school week at regular intervals throughout their school life. The grouping, monitoring and teaching of the children with special needs is not a static arrangement and is the responsibility of the Special Needs Co-ordinator/Inclusion Manager and the class teacher. Class teachers will differentiate work to suit the children with special needs. All action plans are formally reviewed on a termly basis; these are then discussed with the child and parents. The aim is inclusion for all children.
PASTORAL CARE

Great emphasis is placed on providing a high standard of pastoral care for all our children. All staff are always ready to respond to any problems and it is hoped that parents will not hesitate to discuss any anxieties that may arise. Parents who wish to discuss any issues with their child’s teacher should either speak to Mrs Scott or Mrs Wright-Jones on the school gates at 8:45am, ring the school to make an appointment, or see the relevant class teacher at the end of the school day after all the other children have been dismissed.

We respectfully request that parents do not approach each other to discuss children’s behaviour. If there are any concerns, then parents should discuss these with the class teacher in the first instance.

If the school has a concern about any pupil, then we will contact parents, as it is always our priority to establish a partnership.

Each class teacher has responsibility for the day-to-day welfare of the children in their class. In the event of an accident or illness you will be contacted as soon as possible. For this reason, it is important that we are given clear instructions on how to contact you (or a relative or neighbour) in case of an emergency. Please may we request that you provide at least two telephone numbers, so that we can contact you as quickly as possible.

Children are supervised by members of the teaching staff before school from 8.45am, at break times and after school as they leave the premises. If collected from school, an adult should meet the children on the playground.

At lunchtimes, the Senior Lunchtime Supervisor and her team of assistants and Sports Coaches supervise the children.

The School Crossing Warden is on duty in Oxford Street to enable children to cross the busy road safely. It is important that children follow carefully the instructions of the Crossing Warden. As there is no longer a Crossing Warden on Loxdale Street, we would encourage all children and parents to use the pelican crossing near the bridge.
Medical Matters

Medical examinations are carried out whilst children are in Foundation Stage, Key Stage 1 and Key Stage 2. Other routine examinations such as eye tests, hearing tests or dental inspections may be carried out from time to time. If the school nurse conducts medicals with your child, you will be invited to attend.

The parents of asthma sufferers need to fill in a medical card, so that in the case of an emergency, (when parents are unable to be contacted immediately), the child can receive treatment e.g. the use of an inhaler.

To fill in a medical card, please contact Miss Shingleton via the School Office.

In addition, parents of children with any other medical conditions need to inform school of any special requirements.

Please **do not** send medicines into school. If circumstances are such that it is necessary for your child to have prescribed medication during school hours, then a request should be made to Mrs Scott. The medicine will then be kept in the School Office and administered to the child at the appropriate time. The school will, on no account, give any medication without parental consent. The school has adopted the Local Authority Policy for Managing Medicines in School and this can be viewed on request.

If any other problems occur that you feel may affect your child’s health, education or behaviour, then please do not hesitate to come into school to see the Headteacher or Deputy Headteacher.

**Head Lice**
Routine checks are no longer carried out by the School Nurse. It is therefore recommended that parents check their child’s hair each night. If you have any cause for concern, then please contact the School Nurse.

**Smoking Policy**
Please be aware that smoking is **NOT ALLOWED ANYWHERE ON THE SCHOOL PREMISES/PLAYGROUND/FIELD/CAR PARK**. We also respectfully request that parents and visitors to school do not stand smoking near to the school entrance as this often causes a cloud of smoke that children, staff, other parents and visitors have to walk through on their way into school.

**Animals on the school premises**
Please be aware that animals are **NOT ALLOWED ANYWHERE ON THE SCHOOL PREMISES/PLAYGROUND/FIELD/CAR PARK** and we would ask visitors to school to adhere to these rules. We would also respectfully ask that parents with dogs do not congregate near to the school gates, as this may cause some of our younger children to become frightened.
Parents/carers visiting school

We welcome all visitors to school. We will act to ensure it remains a safe place for pupils, staff and other members of the community.

If parents/carers threaten or assault anyone in our school, or persist in abusive behaviour, they will be removed from the premises and may be prosecuted.

FRIENDS OF LOXDALE
Friends of Loxdale is a voluntary group of parents, staff and friends who work tirelessly to raise much needed funds for our school. New volunteers are always warmly welcomed to organise events such as the Christmas and Summer Fayre, Beetle Drive and Bingo Night to name but a few. If you think you may be able to spare the time, then please let us know as we are always keen to recruit new members to the FOL team.

ABSENCE FROM SCHOOL
We ask for your co-operation in ensuring your child arrives at school on time so that no learning is lost. Persistent lateness has to be reported to our Education Welfare Officer and we may be required to issue a Parenting Contract for continual late arrivals.

Pupils who have been absent from school must bring a note explaining the reason for their absence. A personal visit by a parent/guardian will serve the same purpose. If a telephone call was made to school, it needs to be followed up by a note upon return of the child to school.

Recent legislation means that the school is obliged to keep records of both authorised and unauthorised absences.

Authorised Absence- This is when a parent/guardian has informed the school by personal visit or note of a valid reason e.g. significant illness etc. for their child being absent.

Unauthorised Absence- This is when a parent/guardian does not inform the school of the reason for their child’s absence or when the school feels the reason is not justified e.g. shopping, oversleeping, parental illness, other siblings being ill etc...

If your child is absent and the school has not been contacted from home, you will be contacted on the first day of absence by a member of staff.

The School’s Educational Welfare Officer, who can take appropriate action when unauthorised absences are noted, regularly checks these records. It is therefore very important that the school is informed of all absences by letter, phone or personal visit, as staff cannot accept children’s own explanations.

We will be monitoring ANY child whose attendance is not above 96% and will request meetings to discuss absences or any attendance concerns at the earliest opportunity.
**Holidays in term time**

In 2013, rules on Holidays in Term Time changed. Prior to September 2013 regulations allowed Headteachers to grant leave of absence for the purpose of a family holiday during term time in 'special circumstances' of up to ten school days leave per year.

Amendments to the 2006 Pupil Registration Regulations, which came into effect on 1 of September 2013, have removed references to family holiday and extended leave, as well as to the statutory threshold of ten school days (authorised at the discretion of the Head Teacher). The amendment reads...

**Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.**

**Exceptional Circumstances**

The government and schools realise that it is more expensive to go on holiday during the school holiday period than at other times of the year. However, it is the view of the DfE that a child(ren) should be in school for the 39 weeks of the academic year and that holidays in term time, in whatever form, are not considered to be 'exceptional' circumstances. Less expensive holidays are not a good enough reason for taking a child or young person out of school for two weeks and neither is parental holiday entitlement from their place of work.

Absence from school under exceptional circumstances is slightly different from taking a holiday in term time. In deciding whether or not to grant a leave of absence for 'exceptional circumstances' school may consider the following:

- A special one-off family event (30th wedding anniversary of grandparents; parents wedding) - but one that doesn’t happen on an annual basis.
- A funeral which requires the family to travel some distance etc.
- The receipt of a special award which means the family need to travel some distance and stay overnight.
- A parent who has the potential for a new job and wants to take their family with them to see if they like the area.
- A parent who is in the Armed Forces might be considered under 'exceptional' circumstances.

**CONTEXT**

*If children are taken away for a two week holiday every year and have an average number of days off for sickness and appointments, then by the time they leave at sixteen they will have missed a year of school.*  
*(Charlie Taylor, 2012:2-3)*

It is the Local Authority's recommendation (in line with Charlie Taylor's report) and current government guidelines that holiday's in term time should not be granted and that any leave of absence from school should be the exception rather than the rule.
Other considerations the school may take into account when receiving a 'Leave of Absence' request:

- Previous holidays already taken will be reviewed, as an annual leave of absence will not be granted.
- **No leave of absence will be authorised for Year 6 pupils during SATS week in May Week beginning Monday 14th May 2018.**
- **No leave of absence will be authorised for pupils at the beginning of each academic year during September.**

**Applying for Leave of Absence**

- Parents should request a 'Leave of Absence' form from the school office before booking any leave of absence.
- This should be returned to school completed in full.
- School will then notify parents, in writing within a school week if absence has been granted.
- A penalty notice/fine of ‘£60 per child, per parent’ may be issued if leave of absence is taken without approval.

The school is also obliged to publish statistics related to the school's rates of authorised and unauthorised absence for the previous year.

**Percentage attendance figures from September 2016 to May 2017**

<table>
<thead>
<tr>
<th>Class</th>
<th>% attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery (AM)</td>
<td>86.6%</td>
</tr>
<tr>
<td>Nursery (PM)</td>
<td>86.3%</td>
</tr>
<tr>
<td>Reception Willow</td>
<td>93.3%</td>
</tr>
<tr>
<td>Reception Maple</td>
<td>93.7%</td>
</tr>
<tr>
<td>Year 1 Elm</td>
<td>94.2%</td>
</tr>
<tr>
<td>Year 1 Ash</td>
<td>93.7%</td>
</tr>
<tr>
<td>Year 2</td>
<td>97.4%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.3%</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.8%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.4%</td>
</tr>
<tr>
<td>Year 6</td>
<td>97.8%</td>
</tr>
<tr>
<td>School (this figure includes Nursery)</td>
<td>94.8%</td>
</tr>
<tr>
<td>School (this figure does include Nursery)</td>
<td>95.3%</td>
</tr>
</tbody>
</table>
UNIFORM

We believe school uniform gives everyone a sense of belonging. It identifies the children as part of the Loxdale School Community - a community we are very proud of! For parents, it also offers a fashion free, affordable option.

Parents are asked to keep within the colour scheme of forest green polo-shirt, bottle green sweatshirt, grey skirt/pinafore dress or grey trousers/shorts. All socks or tights must be grey, for both boys and girls. In the Summer term only (After Easter - July) we will allow a white ankle sock, worn with a checked, summer dress only. **It is school policy that black shoes should be worn as footwear and not trainers.** Pupils will be asked to change into black pumps in school if they are not wearing appropriate footwear.

Any hair adornments eg bobbles, headbands or bow must also be **bottle green only and of a small size.** Any child wearing a headpiece not in line with school colours or sizing will be asked to remove it.

School uniform can be purchased from Bilston Indoor Market. It is no longer sold in school.

For P.E. the children are required to wear green shorts and a T-shirt (either red/green/blue/yellow - depending on your child’s ‘House’ - school will advise parents as to which house your child is in!) for indoor PE. For outdoor PE, children are requested to wear a tracksuit and trainers. **Please note we teach PE in all weathers, so an outdoor PE kit and trainers need to be suitably warm and comfy.**

Each child will also need plimsolls and a bag for P.E. Training shoes that are worn for everyday footwear are **not** suitable for indoor P.E.

Children in Year 3 will need a swimming costume and towel. In addition, any child with long hair also requires a swimming hat. Pump/swim bags are available from Bilston Market, as are book bags.

**It is the parent’s responsibility to ensure that all clothing should be clearly marked with their child’s name.**

Lost property is kept in the Hall. (This should be the first place to look if anything goes missing!) Named garments are easily returned to their owner; therefore, all property should be **clearly labelled with the child’s name.** Un-named property is eventually disposed of if it is not claimed.
SECRETS TO SUCCESS

Don't give up
Try new things
Work hard
Understand others
Concentrate
Improve
Imagine
Push yourself

School Rules
At Loxdale, we all have the right to:

- Learn
- Be Safe
- Play
- Be Respected
BEHAVIOUR POLICY

At Loxdale Primary School, we aim to develop a caring school community where self-discipline and control are the normal behaviour.

Our Behaviour Policy encourages a positive, assertive approach, which helps children look for ways of developing a responsible attitude to their work and behaviour. Our aim is to allow children to make a real contribution to the school community and foster their own personal growth.

We have a whole school approach to dealing with behaviour. Our approach promotes positive recognition, which increases children's self-esteem, through a whole school reward system that motivates the children to learn. Our behaviour system is consistent throughout school and from class to class.

Our school environment supports and encourages the children to develop respect and self-control for each other.

If disruptive behaviour occurs, we follow a whole school approach in dealing with the problem. If the behaviour is felt to be of such a nature that is very serious and affecting learning, then parents will be involved in helping to resolve the problems.

If you should require more information, or a copy of our Behaviour Policy, then please come into school, as we are always happy to discuss any concerns with you.

SCHOOL SECURITY

Parents and visitors to the school are requested to enter the school via the Main Entrance. To gain access to the school building, parents and visitors should ring the bell and a member of staff will attend to them.

If parents wish to see a member of staff, or collect a child for an appointment, prior notice would be appreciated.

Visitors to the school during 8.55am - 3.30pm will be signed in and issued with a Visitor's Badge using our computerised signing-in system.

To improve school security, it will not normally be possible, during the school day, to allow adults into the Reception Area.
**CHILD PROTECTION**

The school is committed to promoting the health and welfare of all its pupils and if staff are concerned that a child has been the victim of/or is at risk from abuse staff will follow the procedures laid down by the Wolverhampton Child Protection/Safeguarding Team. Please be assured that such action does not infer that any individual is being accused of any wrong doing. A full version of the school’s Safeguarding Policy is available upon request.

**DISABILITY PROVISION**

The school is committed to complying with the Equality Act 2010. We are fully committed to promoting disability equality and will continue to promote an inclusive approach to deliver appropriate services to members of our diverse community by embracing differences, ensuring tolerance and the valuing of all people. The school has published a Single Equality Policy in order to ensure disabled members of our community are not treated less favourably for any reason related to disability and that all reasonable steps will be taken to ensure disability equality.

The school is fully accessible for pupils, parents and staff with disabilities (including ramps and disabled toilets).

Admissions for pupils with disabilities will be discussed with the Headteacher and school will make sure that reasonable adjustments are made in order to overcome any disadvantage a disabled person may face e.g.

- Make changes to provision, criteria or practises
- Make reasonable changes to the physical features to the premises
- Provide auxiliary aids and services

**BREAKFAST STUDY CLUB**

The school runs a Breakfast Study Club that is open to all children and their parents or grandparents, from 8am until 8:45am. Access to the school is through the front door. An adult will always be on duty to sign people in and members of staff will supervise the children in Breakfast Study Club.

Breakfast Study Club is held in the School Hall. On sale are a selection of cooked food, cereals and a variety of drinks. Breakfast Study Club is also an opportunity for the children to play a variety of games and socialise with their friends, as well as the chance to study and learn with others. It is a very pleasant and positive start to the school day.

There is no charge for this but we do ask that the children purchase breakfast (an item of food AND a drink) otherwise the school will need to charge for the use of this facility.
SCHOOL SPORT

The school, through its programme of physical activities, seeks to develop children’s’ skills in dance, gymnastics, athletics, outdoor and adventurous activities and games. We believe it is important that children use their skills in performance type activities and in team games.

Each week the children will do one P.E. lesson and one Games session, each lasting approximately 1 hour. At least one session will be led by our sports coach. Year 3 children will have 1 PE lesson and 1 swimming lesson at Bert Williams Leisure Centre. Children will do all indoor P.E. barefoot, due to health and safety reasons. They will not be allowed to wear their trainers for indoor P.E.

The school has a strong tradition of competing in a range of sports in leagues and competitions organised by WASPS (Wolverhampton Association for Sport in Schools), as well as friendly matches against local schools.

We hold three separate Sports Days each year, one for Nursery, one for Reception/Key Stage 1 and one for Key Stage 2. All of our Sports Days take place in the friendly surroundings of Loxdale and we welcome support from all our parents and carers.

EXTRA CURRICULAR ACTIVITIES

The school offer children the opportunity to take part in extra-curricular activities after school. The activities offered vary, dependent on staff expertise.

There may be a small charge for after school clubs, if external coaches run them. All clubs run from 3.30pm - 4.30pm, unless otherwise stated and will be led by either qualified coaches or members of support staff.

MONEY AND VALUABLES

No toys, games or valuables should be brought into school.

If mobile telephones are brought to school, they must be handed into the School Office at the start of the school day and collected at home-time.

A small amount of money for refreshments may be brought into school. If children do bring valuables to school, they are their own responsibility and the school cannot be held responsible for any loss or damage to such articles. If they cause concern they will be confiscated and returned at the end of term.
JEWELLERY AND MAKE-UP

Jewellery (apart from a watch and single stud earrings, which are pierced on the ear lobe) should not be worn to school because of the potential danger of such items when engaged in physical activity. All jewellery must be removed for P.E. and Games activities - both of these subjects are a legal requirement of the National Curriculum and children MUST participate in these lessons. It is therefore, STRONGLY requested that if children do have their ears pierced, then it is done at the beginning of the summer holiday in order to avoid discomfort for pupils having to remove their earrings for P.E. Please note that NO other piercings will be allowed.

Children should not wear any make-up or nail varnish to school under any circumstances.

The wearing of false nails is NOT permitted in school under any circumstances due to health and safety reasons and children will not be allowed in school if they are wearing false nails.

ACCESS TO DOCUMENTS

Under the Education (School Curriculum and Related Information) Regulations 1989, the school is obliged to make available for inspection and in some cases, provide copies of certain documents at cost, if required. If you would like to inspect any of the documents below, or if, where possible, purchase documents, please enquire at the school.

2. Statutory National Curriculum Order and Related Circulars.
3. Schemes of Work used in school.
4. The L.A. 'Agreed Syllabus' for Religious Education.

INFORMATION RELATING TO THE CHARGING FOR SCHOOL ACTIVITIES

The school governors have given consideration to the L.A. policy and adopted the guidelines set out by the Authority.

Before every school educational visit, parents will receive a letter detailing information about it. The letter may request offers of financial support, but also point out that it is on a voluntary basis and there is no obligation to pay. However, without voluntary contributions, it would be impossible for visits to take place.

The school reserves the right to prevent a child from attending a residential visit either if the costs have not been totally or partially met by families (depending on circumstances), or if a child's behaviour would deem that any visit would be difficult to manage on grounds of her/his safety and well-being, or that of other children and staff, as a result of the child's behaviour experienced in school.
COMPLAINTS PROCEDURE

The Education Reform Act 1988 initiated rules from September 1989 to make the L.A. provide formal procedures for parents to follow if they are unhappy with the manner in which the Governing Board is delivering the National Curriculum, or the way in which religious worship is being conducted in school. Below is a summary of these procedures.

It is important to note that these procedures DO NOT cover complaints about individual teachers, the Headteacher, other members of staff, discipline or admissions. We would hope that in the unlikely event of any such problems occurring, you would feel able to see the appropriate teacher or the Headteacher.

A copy of the L.A.'s procedures is available from the school.

Possible causes for complaint covered by these arrangements are-

1. The provision of a curriculum that meets the conditions of the Education Reform Act.
2. The implementation of the National Curriculum.
3. The provision of Religious Education and Religious Worship.
4. Questions regarding the withdrawal of children from the National Curriculum.
5. The operation of charging policies.
6. Compliance with the provision of information regulations.

All complaints will be investigated fully under the following stages.

1. Informal - this could be with the Headteacher or other staff.
2. Formal complaint to Governors - this step should only be taken if Stage 1 has not resolved the complaint. The complaint should be set out in writing to the Governing Board and submitted to the Clerk of the Governing Board. An interview will then take place to air the complaint.
3. Formal complaint to the L.A. - this may take place only if stage 1 and 2 has not resolved the complaint. In this case, the complainant should clearly state the complaint and send it to the Director of Education, making it clear they wish it to be considered under these arrangements. The complaint will then be considered.

It must be emphasised again that these procedures are only regarding complaints over the actions of the Governing Board and not individual teachers or actions. There is a more detailed copy of the L.A.'s procedure for the addressing of complaints which is available for inspection upon request in school.
**HOME SCHOOL AGREEMENT**

In line with national policy, Loxdale has a Home School Agreement which parents, pupils and staff will be invited to sign. New admissions will be asked to sign the school's Home School Agreement.

This should be signed by all parents and children upon joining our school. (Please see Appendix 3)

**HOME SCHOOL RECORD BOOKLET**

Each child will be issued with a Home/School booklet, which should be updated regularly by staff, children and parents. These booklets will be used to ensure regular liaison between home and school in order to inform parents/carers of what each child is working on every week, including spellings, tables, homework etc. This booklet MUST be brought into school daily. Parents are asked to sign when they have seen these booklets. If these booklets are lost, then a small charge will be made to replace them. Please note they are the responsibility of each child.

**HOMEWORK**

*Homework* will be set weekly by the class teacher; this will usually be English and maths. In addition, each term (or half-term), teachers set 'POWer Projects' relating to the Prospectus unit they are studying. Children can choose how they wish to earn their POWer points from the POWer project by selecting the activities which appeal to them. It is expected that spelling practice and reading are undertaken regularly each week too.

**KEY STAGE 1 RESULTS**

These tables show the results for the children in Year 2 achieving each level at the school at the end of Key Stage 1 in 2016. Figures may not total 100% because of rounding.

<table>
<thead>
<tr>
<th></th>
<th>BLW</th>
<th>PFK</th>
<th>WTS</th>
<th>EXS/GDS</th>
<th>GDS</th>
<th>Pupils Disapplied</th>
<th>Pupils Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0%</td>
<td>6%</td>
<td>19%</td>
<td>71%</td>
<td>3%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>0%</td>
<td>6%</td>
<td>29%</td>
<td>61%</td>
<td>3%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0%</td>
<td>6%</td>
<td>23%</td>
<td>68%</td>
<td>0%</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

W represents the pupils who are working towards a level 1.
KEY STAGE 2 RESULTS
These tables show the results for the children in Year 6 achieving each level at the school at the end of Key Stage 2 in 2016.

<table>
<thead>
<tr>
<th></th>
<th>Percentage at each level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NS</td>
</tr>
<tr>
<td>Reading</td>
<td>17%</td>
</tr>
<tr>
<td>Writing</td>
<td>30%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40%</td>
</tr>
</tbody>
</table>

The information in this booklet is correct at the time of printing. However, it is possible that changes may be made before or after the school year starts.
Appendix 1 – Loxdale Primary School
Important Information Sheet

- School starts at 8.55am (8:45am for Morning Nursery) and finishes at 3.25pm for Reception/Key Stage 1 (3:30pm for Afternoon Nursery) and 3:30pm for Key Stage 2.

- Teachers are in the classrooms from 8.45am each morning – this gives our children the opportunity to come into the classroom and settle in, ready for registration.

- Breakfast Study Club runs from 8.00am – 8.45am daily in the school hall. There is no charge for this, but we do ask children to purchase breakfast (something to eat and drink). Entrance to Breakfast Study Club is via the main entrance. Parents/carers are also very welcome to join their child in Breakfast Study Club.

- School uniform is a green jumper, green t-shirt, grey skirt or grey trousers and black shoes.

- PE is a very important lesson in school and correct school PE kit is required – plain yellow/red/green/blue t-shirt (depending on your child’s house), green shorts and black pumps. Children are also expected to have an outdoor kit of a tracksuit and trainers.

- No jewellery is allowed in school, apart from a watch and single stud earrings, in the ear-lobe (which must be removed for PE)

- At Loxdale, we all have the right to:
  - Learn
  - Be safe
  - Play
  - Be respected

- At Loxdale, we have 8 ‘Secrets to Success’ that we expect our children to follow. They are:
  - Don’t give up
  - Try new things
  - Work hard
  - Understand others
  - Concentrate
  - Improve
  - Imagine
  - Push yourself

- If you have any problems or questions, please come and see myself, Mrs Scott or our Deputy, Mrs Wright-Jones.
Appendix 2 – Loxdale Primary School
Parent’s Preparation List – getting ready for September

1. Name all items of clothing – school uniform and PE kit.

2. Get both an indoor and outdoor PE kit ready (see Appendix 1) and put them into a bag, clearly named, which can be put in your child’s locker. Your child needs their PE kit on the first day of term – please leave PE kit in school for the half term and take it home during each holiday to wash. If possible, please leave a spare pair of socks and pants in their PE bag in case of an accident. (School will allocate a ‘House’ to each child, so we will let you which coloured P.E t-shirt they require).

3. Send any dinner money in a named envelope.

4. Complete all forms required (those on coloured paper) and return them to school – medical form, contact information (including who is allowed to collect your child), home school agreement, permission slips – photos, internet, environmental within the first week of your child’s first day to Mrs Bowles, Office Manager.

We appreciate that some children will be very young when they begin Foundation, but if you could help us with the following it would be really helpful:

- Dress and undress themselves quickly
  - Fasten their buttons/zips etc
  - Put their shoes on and fasten them
  - Fasten and unfasten their own coat
- Go to the toilet, flush the chain and wash their hands properly
  - Recognise their own name and start to write it on their own
- Count a group of objects up to 6 and recognise numbers up to 5
  - Name different colours
- Hold a pencil/crayon with the correct grip
Home-School Agreement

For the purpose of entering into a partnership to promote the development and education of the children of Loxdale Primary School, the school, parents and children agree that:

**The School will aim to:**

- Ensure all children receive a broad and balanced curriculum based around the Early Learning Goals and National Curriculum requirements.
- Ensure all children’s needs are met following the staged model outlined in the Government’s Code of Practice for those individuals identified as having Special Educational Needs and Disabilities.
- Challenge all children in order to maintain and raise their standards especially with reference to Literacy and Numeracy.
- Promote a positive and supportive relationship between home and school as well as between teachers and pupils in order to enhance learning at all times.
- Contact parents if there is a problem with attendance or punctuality.
- Contact parents if there are any concerns that appear to be affecting their child’s work or behaviour.
- Arrange parent’s evenings throughout the year, during which progress and targets will be discussed.
- Keep parents informed about school activities via regular letters home, monthly newsletters, text messages and notices posted on the school notice board.
- Give parents the opportunity to support their child’s learning development at home.
- Maintain our “open door” policy, which ensures parents are able to meet teachers, in order to discuss their child, at the earliest convenience.

Signed ......................................................... (School)
Parents will aim to:

- See that my child goes to school regularly and on time (8:55am).
- Contact school via telephone (01902 558570) if my child is absent and then confirm the details via a letter that is signed and dated.
- Ensure my child arrives at school in goodtime (before the bell) EVERY day.
- Endeavour at all times to ensure my child does not take a holiday during term time and if this situation is unavoidable, obtain leave of absence forms from the Headteacher well in advance.
- Support the school’s strategies, policies and guidelines for good behaviour and encourage my child to work hard and follow the school rules.
- Support my child’s learning at home by sharing books, helping with spellings, comprehension or number tasks.
- Ensure all of my child’s uniform is labelled clearly with their name.

Signed…………………………………………..(Parent/Guardian)

The children will aim to:

- Develop self-discipline and a sense of responsibility
- Work to the best of my abilities
- Seek help from adults when necessary
- Follow the ‘Secrets to Success’ rules which are:
  - Don’t give up
  - Try new things
  - Work hard
  - Understand others
  - Concentrate
  - Improve
  - Imagine
  - Push yourself
- Always be polite and respectful to others.

Signed ………………………………………………. (Child)

Together we will aim to:

Freely exchange information and concerns for the benefit of the children.
Support the children’s learning to help them achieve their best.