



Parent Brochure

Welcome from Mrs Parkin

Dear Parents/Carers,

Welcome to our school brochure, this will hopefully give you a clear picture of our school and its aims.

We are a Church School and have close links with the adjacent church St.Thomas a Becket. As part of the Bury School Partnership we share events with other local primary schools and secondary schools to prepare Upper Key Stage 2 for the transition to their next school.

Our school is a warm, welcoming and stimulating environment in which to work. Our team of skilled and experienced staff work closely together. With class sizes ranging between 16 to 25 children, staff are able to focus on each child's strengths and weaknesses. We aim to work closely with every child and their family to ensure all children will feel as safe and happy at school as they do at home, so that they are able to reach their true potential, whilst in our care.

We are proud and like to celebrate the achievements of all our children and encourage them to take pride in everything they do in and out of school. As an important part of the community we enjoy being involved in all that goes on within it.

If you require further information or would like to come and see the school, please do not hesitate to contact the school office and we will gladly arrange an appointment. Alternatively look at our website for dates of the next open days.

I look forward to meeting and working with you so that together, we can give your child the very best possible start to their school life.

Yours sincerely

Kath Parkin
Headteacher

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co.uk

**greatwhelnetham.
suffolk.sch.uk**

Our School Moto

Mission Statement

Ofsted

2007 Ofsted Inspection graded us as Outstanding.

This was sustained in the Interim Inspection of

2011

By growing together, we become the best we can be.

We want to be the best we can be in life and in learning, therefore we need to share, love, respect and be tolerant of others, work hard, love learning, seek new opportunities, ask questions, be curious and grow in the teaching of the Church.

We need to be open to others' ideas, be a good friend, a good listener, persevere and not be afraid to make mistakes. Be empathetic, treat others how we would want to be treated ourselves. Most importantly celebrate that everyone of us are unique and special.

To be the best they can be, our children need teachers with passion, who are inspirational, have high expectations, who model all our Christian values, are able to support and nurture our children, encouraging them to achieve their dreams and aspirations.

If we each play our part to the best of our ability we will all grow together to become a school family, strong in our community and faith.

What the inspector said:

"This is an Outstandingly effective school..."

"The school's success arises from the continued clear vision and direction given by the new Headteacher to a remarkably caring and committed staff."

"Pupil's personal development, including spiritual, moral, social and cultural development, is outstanding and reflects the school's Christian ethos very well."

"Pupils benefit from Outstanding teaching."

"The good curriculum focuses particularly well on ensuring pupil's basic skills are highly developed."

What the children said:

"Teachers are kind and help you when you are stuck, all you have to do is put your hand up and they are there."

"If ever you don't feel good there is always someone to help you out and cheer you up."

"We like the teachers because they make it the best for us."

What the parents said:

"Our experiences of the school have all been extremely positive. We can't say enough good things about it."

"I feel the teaching staff care deeply and are brilliant. The school is well organized, has fantastic facilities and overall a kind, professional academic staff. We are very pleased with Great Whelnetham."



Meet the Staff

Headteacher:	Mrs. Kath Parkin Designated safeguarding lead
Senior Teacher:	Mrs. Sarah Jenkins Co-ordinator for EYFS, SEND, PSHE
Senior Teacher:	Mrs. Verity Lockwood Co-ordinator for Literacy, more able pupils, enrichment
Senior Teacher:	Mrs. Claire Masson SLE - Phonics Co-ordinator for Science, PE, Phonics, Safeguarding alternate KS1,
Teacher:	Mrs. Claire Dunn - CALSA Co-ordinator for Behaviour/Discipline, Art, Design & Technology
Senior Leader:	Mr. Sam Sharp Coordinator for Maths, ICT, E-safety, MFL, Educational Visits, Alternate Designated Safeguard lead KS2
Teacher:	Mrs. Charlie Gould Co-ordinator for Worship, Music & Wellbeing
Teacher:	Mrs. Carol Eldridge Co-ordinator for History
Teacher:	Miss Carla Wedderburn Co-ordinator for Geography
Senior Leader & Office Manager:	Mrs. Angela Kimber Attendance Officer
Admin Assistant:	Mrs. Jo Large Coordinator for Friendship Club
Nursery Nurse:	Mrs. Kerry Coe Elklan and Clicker trained
Teaching Assistant :	Ms. Lorraine Robson Numeracy catch up, Clicker trained
Teaching Assistant:	Mrs. Mandy Ellis Elklan and Clicker trained
Teaching Assistant :	Mrs. Gill Ansell Forest Schools, HLTA, Clicker trained, Talk Boost trained.
Teaching Assistant :	Mrs. Lynn Barbrooke Numeracy catch up, Clicker trained
Teaching Assistant:	Mrs. Donna Medcalf
Teaching Assistant:	Mrs. Katherine Eves
Teaching Assistant:	Mrs. Davina Gomersall
Teaching Assistant:	Mrs. Mel Pusey Dyslexia, Clicker trained
Midday Supervisors:	Mrs. Jo Large, Mrs. Rhonda Rayner, Ms. Mary Currey,
Kitchen Assistants:	Vertas Catering



Meet the Governors

Headteacher:	Mrs. Kath Parkin
Chair of Governors:	Mrs. Kim Palmer
Mrs. Caroline Robinson Committees: Responsibilities:	Vice Governor /Local Authority Governor Finance &Personnel, HTPM EYFS/ Governor Monitoring/ Safeguarding
Mrs. Claire Dunn Committees: Responsibilities:	Staff Governor Learning and Achievement. Link Governor
Mr. Paul Kirkwood Committees: Responsibilities:	Parent Governor Learning & Achievement Policies
Mr. Aeron Lloyd Committees: Responsibilities:	Co-opted Governor Premises / Health & Safety Website
Mr. Jeremy Parsons Committees: Responsibilities:	Ex –Officio Foundation Governor HTPM GDPR
Mr. Jeremy Cladd Committees:	Parent Governor Premises / Health &Safety, Finance/Personnel



Our School

The school currently has seven classes (the school roll has approximately 130 children) with small numbers in each ranging from 16–25 children. This enables staff to ensure that children are able to have individual help, which is so important during a child's early years in education.

Key Stage 1

Key Stage 1 comprises of the first three classes. These are:

- Foundation Stage, 'Wrens' ages 4-5
- Year 1, 'Larks' ages 5-6
- Year 2, 'Robins' ages 6-7

Key Stage 2

Key Stage 2 comprises of four classes:

- Year 3, 'Kingfishers' ages 7-8
- Year 4, 'Owls' ages 8-9
- Year 5, 'Woodpeckers' ages 9-10
- Year 6, 'Swans' ages 10-11

Cygnets Childcare

The adjoining Cygnets makes provision for children from 2 years 9 months and also provides before and after school care.

Our Surroundings

Great Whelnetham Voluntary Controlled School is a Church of England Primary School for boys and girls currently with an age range of four to eleven years. Children will stay in school until the end of Year six. Children transfer from Great Whelnetham CEVCP School to secondary schools in Bury St Edmunds - these are King Edward VI School, Sybil Andrews Academy and St Benedicts Catholic School.

The school serves the villages of Great Whelnetham, Sicklesmere, Stanningfield and Nowton, although many children from outside this catchment area are admitted.



The school is located adjacent to St. Thomas a Becket Church with which it has strong ties.

There has been a school in Great Whelnetham on the same site since 1849, which is when the original building (now Cygnets Childcare) was built. Two classrooms were added in 1954. A more recent extension added a good sized hall and an office. A fifth classroom was created through remodeling an activity area and two further classrooms were built in 2015



Adjacent to the school buildings, there is a large grass playing field, which includes a football pitch, which is mainly enclosed by a wooded shelter belt and Forest School. There is also a spacious hard surface playground and a garden area with an enclosed pond. Our Forest School is held in a dedicated, fenced wooded area to the back of the playing field.

School Session Times

Earliest time to arrive:	8:50am	The doors open
School begins:	9:05am	
Collective Worship:	9.10-9.30am	
Morning break:	10:45-11.00pm	Whole school
Lunch:	12:00-1:00pm	
Afternoon break:	2:15-2:30pm	Foundation Stage/Key Stage 1 only
School ends:	3:15pm	Foundation Stage/Key Stage 1
School ends	3.25pm	Key Stage 2



Our Aims

Our aim within the Early Years is to provide a quality learning experience both indoors and outdoors for all the children, learning that is well founded in teacher observation, balanced, relevant to the child and related to the real world. The Early Years curriculum is divided into seven areas of learning. Every day your child will have the opportunity to experience a cross-curricular approach to these areas:

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

The children have the opportunity to use laptops, iPads, digital cameras and programmable toys.

The Early Years Foundation Stage (EYFS)

Personal, Social and Emotional Development

We encourage the children to build good relationships with their peers, other children and adults within our school. We promote self-confidence and the ability to understand their feelings and the feelings and needs of others. We promote working as part of a team and understanding good behaviour.



Communication and Language

We encourage the children to speak clearly and to listen to each other. We give them many opportunities to recreate stories and extend ideas through role play and discussion.

Physical Development



The children are given a wide range of experiences to develop their physical abilities both indoors and outdoors. They are encouraged to refine their running, kicking, catching, and throwing skills with a variety of equipment. We encourage our children to understand the need for healthy eating and the effects exercise has on their bodies. The children are encouraged to practise their fine motor skills using small equipment to cut, stick and paint.

Literacy

The children enjoy many opportunities to hear stories, rhymes, songs and poems. They are taught synthetic phonics following letters and sounds using Jolly Phonics to build words. They are given the opportunity to choose books from school to share at home and are introduced to individual reading books and activities. They are encouraged to write in many areas, using a variety of materials. They are taught a pre-cursive script.



Mathematics

The children are taught maths in a practical way. They are encouraged to find solutions to mathematical problems using materials. They have correct mathematical language modelled to them and are encouraged to use it. They sort and count objects, record numbers, solve simple addition and subtraction and investigate shape, pattern and measure.



Understanding the World

The children are encouraged to find out about the world around them, including their own lives and the lives of their families. They investigate how things work, ask questions about why things happen and investigate their local environment.

Expressive Arts and Design

The children are given a wide range of opportunities to express themselves through dance, drawing, painting, collage and model making. They will work in a group or on their own. They will learn new songs, rhymes, play percussion instruments and recognise and explore how sounds can be made and changed. They are encouraged to use their imagination in role play.



Creative Curriculum

The school has been teaching to the new curriculum since September 2014.

The children are taught all subjects through a creative curriculum.

The core subjects of English, Maths, Science and ICT are given emphasis to help the children develop a depth of knowledge and understanding and to gain skills in these areas.

The creative curriculum allows the foundation subjects to link and be taught alongside the core subjects within themes. Therefore, the children are able to link and connect their thoughts and learning experiences, covering History, Geography, DT, Art, Music, RE, PSHE and PE.

An Enrichment Day occurs each half term and cover a variety of themes and skills. See School website for latest information.

Age Related Expectations

In all subjects children are expected to reach age related expectations at the end of each academic year and Key stage. Children are set targets to meet the objectives to successfully reach their relative age related expectations.

School Curriculum

English

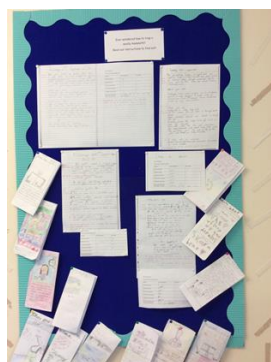
Reading, writing, speaking and listening and grammar are the cornerstones for the whole of the curriculum.



The aim is to teach children to read a wide variety of materials, both fiction and non-fiction. We use a programme of synthetic phonics which supports reading, spelling and writing skills.

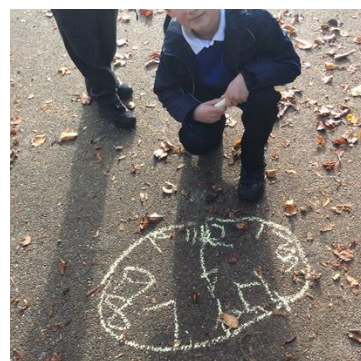
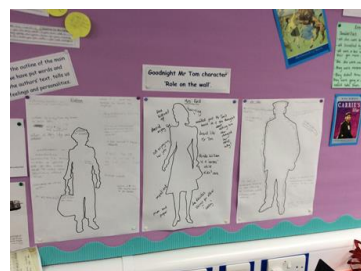
We encourage children to read using online reading and research, book fairs and special book weeks. Reading at home is absolutely essential. Spelling tests feature in all classes.

Through the new curriculum children are taught to write in a grammatically correct manner with emphasis on spelling, handwriting and punctuation (SPaG). They are offered a wide variety of opportunities to develop their writing skills including short and extended stories, poetry, plays, letters, factual writing. These skills are embedded across the curriculum.



Speaking and listening skills are developed through the use of role-play, performance of plays and poetry, giving instructions, factual reporting and in general conversation.

Reading is an essential skill which needs to be fully supported through daily reading at home. This could be through a variety of text types such as stories, comics, magazines, online and instructional texts e.g. recipes,



Maths

Maths is taught in accordance with the new curriculum requirements. We aim to provide the children with a wide range of experiences through which they develop numeracy and mathematical thinking. A range of practical activities, written activities, investigative work is incorporated into our daily routine.



The National Curriculum identifies four areas of study:

1. Using and applying maths
2. Number
3. Shape, space and measure
4. Handling data

Calculation methods are taught in line with those agreed by the Bury School Partnership. This provides children with a range of methods to choose from. Formal written methods are often not taught until Upper Key Stage 2.



e-Safety

We teach the importance of being safe online. Parents can also find further links on how to do this on our website.

Science

From the early years our science sets out to enable the children to understand the world in which they live by showing them how to investigate it.

Science teaching is based on the National Curriculum and aims to develop the interest, enjoyment and curiosity of the children. Science is an imaginative subject and finding out by trying out and making careful observations. We try to teach in varied and interesting ways both within the classroom and by using our rich outdoor environment.



Children are encouraged to ask probing questions and are taught the skills of systematic enquiry which will help them suggest answers and find solutions to problems.

Computing

Children are taught to use ICT equipment and software confidently and purposefully, to communicate and handle information, input programming, produce recordings and expressive work and to assess the value of ICT in their work.

ICT is an ever-expanding and constantly changing area of our lives and the school considers it essential that children grow up using it as a tool for a variety of learning purposes.

Children, therefore, experience the use of ICT equipment from the start of their school lives and gradually learn a range of applications. All classes have interactive whiteboards, and have access to a supply of laptops, iPads.

Children are taught how to use technology safely, respectfully and responsibly. They are taught about being safe online and the importance of not sharing their personal details.

Music

During their early years at school, children are taught a range of skills encouraging sensitive listening as well as playing simple musical instruments. They are progressively taught to understand the fundamental elements of music and hear how these are used in combination.

There is a school choir and the children are able to have violin lessons from Foundation Stage upwards and piano lessons from Year 2.

As a school we participate in the many musical opportunities which occur at the Cathedral in Bury St Edmunds or evolve through the Bury School Partnership of Primary and Secondary Schools.

Design and Technology

With Design and Technology, children have the opportunity to design and make, investigate, disassemble and evaluate familiar products. They learn to use a range of materials and techniques, components and mechanisms, safely and effectively.

Children also examine existing products in order to assess their design quality.

Whilst DT is treated as a subject in itself, there are times when it is taught alongside other subjects, for example ICT and art.



Language Accreditation

In Autumn 2016 we were awarded the Bronze Linguamarque Accreditation, which recognises the efforts we go to in order to embed Modern Foreign languages across the school and curriculum.

Our children love learning in the stimulating Forest School environment.

This academic year we hope to literally extend our Forest school and provision further across KS2.

Geography

In developing their geography skills, children are asked to show a sense of curiosity about, and responsibility towards, the environment. They are required to raise questions, make observations and collect evidence about the natural and man-made world.

History

Children will experience study units on themes such as 'Victorian Britain', 'Local History' or 'Ancient Egyptians'.

They will develop a range of skills and knowledge to help them study history. These may involve recreating some situations or visiting suitable sites or museums.

Understanding a 'time-line' and interpreting different kinds of historical evidence is also of great value. Sometimes, for instance when we study the locality of Great Whelnetham, connections are made between history and geography and they are taught together.



MFL – French



French is taught across Key Stage 2 but also introduced discretely in Key Stage 1 and Early Years Foundation Stage. The children learn a range of skills such as reading, writing, listening and speaking.

We use the Inspire plans to support the curriculum and games, songs and videos are used too. In addition, the children learn about what it would be like to live in France and its culture.

We try to practise our language skills throughout the day, for example by doing the register in French and many other languages. We also learn a different French song each half-term to perform as a whole school.

Forest Schools

Forest School provides an excellent opportunity to learning. It allows children to become actively involved and to learn in a way that encourages emotional, social, physical and behavioural development. It works closely with the National Curriculum adding another valuable dimension.

Forest school is a long-term child-led educational process which is set in a secure area of the school field that effectively becomes an outdoor classroom. It allows children to explore, investigate, discover and to develop a wide range of skills through the natural environment.

During the year children are taught about the world around them and the importance of sustainability. They learn to identify local flora and fauna, how to be safe around a camp

fire and to use tools correctly. But above all they have FUN!



'Life in all its fullness' with four basic elements: dignity, community, hope and wisdom which interplay with each other resulting in a fullness of life.

Children are taught the importance of exercise and keeping healthy.

Art

The children have many opportunities to express themselves and communicate ideas and feelings through art and craft activities. They will use a range of media including painting, drawing, printing 3D work and textiles, clay and mixed media work. They will become familiar with the work of artists past and present and work from other cultures.



RE

Like all county and controlled primary schools, RE is governed by an agreed Religious Education syllabus. Broadly based, one of its aims is the promotion of the principles of a "democratic, multi-cultural society".



Children learn to understand the nature of Christianity and of other principal religious traditions. The school's approach to RE is one which draws upon and contributes towards, wider personal, social and spiritual development.

British Values – Multicultural Approach

British Values are promoted at school to ensure young people leave school prepared for life in modern Britain.

Democracy is central to how we operate. Our School Council is a typical example. Pupils are always listened to by adults and taught to listen carefully to others, respecting the right of every individual to have their opinions and voices heard whatever differences we may have. We are proud to celebrate different backgrounds and beliefs and mutual respect is a big part of our aims and values.



PE - Physical Education



Physical Education covers gymnastics, games, dance, swimming, athletics and outdoor activities. In all activities, we aim to develop teamwork and co-operation, to know the importance of practice, and to learn to be sympathetic to the abilities of others.

The school hall, the playing field and the playground are all used for P.E. and games sessions. Year 3 children go to Bury Swimming pool once a week during the Spring Term. We aim to have all children by the end of KS2 to be confident and happy swimming at least 25m.

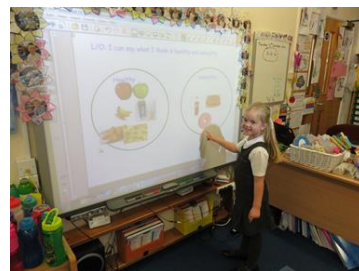
We have achieved Activemark status. This is because all of our children take part in at least two hours of high quality PE and school sport per week. It also reflects the commitment the school has to offering new and enhanced sporting activities to the children. An external sports company provides games

coaching for each class on Monday and Wednesday afternoons and Friday mornings.

We also offer a number of after school clubs. As a member of the Bury Schools Partnership we are able to participate in competitive sports including hockey, rugby, tennis, cross country and athletics. Where possible we utilise sporting opportunities provided by King Edwards VI School.

Personal, Social and Health Education (PSHE)

PSHE helps to give our children the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens. As such, children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.



During KS1, children learn about themselves as developing individuals and as members of their communities, building on their own experience and on the early learning goals for personal, social and emotional development. They learn the basic skills for keeping themselves healthy, through sensible eating and exercise. They learn how to keep safe and to behave in a sensible manner. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and adults.

During KS2, children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their community. Children learn about the wider world and the interdependence of communities within it. They develop their sense of moral justice and responsibility and begin to understand that their own choices and behaviour affect local, national or global issues. They learn how to take part more fully in school and community activities.

Key Stage 1 (Years 1 &2) Long-term Plan

Cycle 1

Term	Autumn	Spring	Summer
Topic	Who am I?	The potting Shed (Take one picture)	Posting Places
Main Focus	Significant people and places in own locality (History)	Growing Plants/Seasonal Changes (Science) (Fantasy stories/materials)	Finding places around the world on maps and globes (Geography)
Science	Humans and animals How we grow	Plants	Living things and habitats
Art	Mark making/Painting	Printing/3D-Clay	Textiles/Collage
PE	Gymnastics	Dance	Orienteering/Athletics
RE	Belonging to Christianity and Judaism	Prayer and worship Christianity and Judaism	Stories and books Christianity and Judaism

Cycle 2

Term	Autumn	Spring	Summer
Topic	What do I need to be me?	Town mouse/country mouse	2 Queens/Blown Away
Main Focus	How we grow and change (Science)	Human and physical features (Geography)	Victorian life/Flight (History)
Science	Humans and animals Life cycles	Habitats	Weather The rain cycle
Art	Mark making/Painting	Printing/3D-Clay	Textiles/Collage
PE	Gymnastics	Dance	Orienteering/Athletics
RE	Belonging to Christianity and Judaism	Prayer and worship Christianity and Judaism	Stories and books Christianity and Judaism



Lower Key Stage 2 (Years 3 & 4) Long-term Plan

Cycle 1

Term	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Topic	Set in Stone	What's the attraction	Around the world in 20 days Take one picture	What the Romans did for us	From Source to Sea
Main Focus	What is the legacy of the stone age period? (History)	Forces and magnets (Science)	Geography	History	Rivers and the Water cycle (Geography)
Science	Rocks	Forces and magnets	Animals including humans	Light	Plants
Art	Mark making	Painting	Printing/3D-Clay	Textiles	Collage
PE	Dance Invasion games	Gymnastics Net/wall games	Swimming Striking & Fielding Invasion games	Orienteering Net/wall games	Athletics Striking & Fielding games
RE	Religion and the Individual Christianity	Religion and the Individual Islam	Symbols and Religious Expression Christianity	Beliefs in Action in the World Christianity	Revisiting Judaism

Lower Key Stage 2 (Years 3 & 4) Long-term Plan

Cycle 2

<u>Term</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	Were the Dark Ages dark?	Dragon's Fact or Fiction?	Amazing Amazon Take one picture	It's a small world	Batteries included
Main Focus	Viking invasion & how it affected our land (History)	Mythology surrounding dragons around the world (History)	Human & physical study of the river & land surrounding it (Geography)	Local history study (History)	Electricity (Science)
Science	Sound	Animals including humans	States of matter	Living things & their habitats	Electricity
Art	Mark making	Painting	Printing/3D-Clay	Textiles	Collage
PE	Dance Invasion games	Gymnastics Net/wall games	Swimming Striking & Fielding Invasion games	Orienteering Net/wall games	Athletics Striking & Fielding games
RE	Inspirational People Christianity	Inspirational People Hinduism	Faith Christianity	Religion, Family and community Christianity	Encountering Sikhism Sikhism

Upper Key Stage 2 (Years 5 & 6) Long-term Plan

Cycle 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Poles Apart	To the Stars	Fever, Fire and Fashion	Round and Round	Rites and Rituals	The World is Our Oyster
Main Focus	Geography/ Science	Science	History	Science	History/ Geography	Geography
Science/ History/ Geography	Maps/Globe Friction/ Gravity	Solar System	The Great Plague	Life Cycles	Mayan civilisation	Comparing mountain features
Art	Mark making/ Painting	DT: Moon Buggy	DT: Making bread	Tessellation Artist: Escher	Papier mâché	DT: Make a bag
Computing	Search techniques	Programming	Video/ Blue screen	RSS News Readers	Internet research	Google Earth
French	Seasons	Days of the Week	Places of interest/ directions	Time	Verb avoir Celebrations	Large numbers Jobs
PE	Dance - Task 1 Invasion games	Gymnastics - Core Task 1 Net/wall games	Striking & Fielding Invasion games	Gymnastics - Core Task 2 Striking and Fielding	Orienteering Net/wall games	Athletics Striking & Fielding games
RE	Christianity Teachings and Authority	Islam Teachings and Authority	Hinduism Teachings and Authority	Christianity Encountering Love	Christianity Worship, Pilgrimage and Sacred Places	Buddhism

Upper Key Stage 2 (Years 5 & 6) Long-term Plan

Cycle 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	A Voyage of Discovery	The Battle of Britain	Angry Earth	Who's the Mummy?	A Time to Shine	You're Hired!
Main Focus	Science/History	History	Geography	History	History	Geography/ SMSC Enterprise
Science/ History/ Geography	Evolution and inheritance	WW2 Light	Volcanoes/ Vesuvius	Ancient Egyptians	1960s/ Modern History	Global industry
Art/DT	Leonardo da Vinci/Printing	DT: Biscuits	Collage/ Sgraffito	DT: Slippers	DT: Musical instruments	3D Clay Adverts
Computing	Virtual tour Google Earth	Internet Research	Collecting data Publisher	Presentations Powerpoint	Database	Computer Aided Design
French	Animals	Numbers, days of the week, months	Verb avoir/personal pronouns	Body parts	Avoir/être Personal descriptions	Personal information Professions
PE	Gymnastics - Core Task 1 Invasion games	Dance Task 1 Net/wall games	Gymnastics - Core Task 2 Invasion games	Striking & Fielding Striking and Fielding	Orienteering Net/wall games	Athletics Striking & Fielding games
RE	Reincarnation	Islam Teachings and Authority	Hinduism Teachings and Authority	Christianity Encountering Love	Christianity Worship, Pilgrimage and Sacred Places	Buddhism

We share your interest in your child and are always prepared to listen to any concerns whether large or small.

We have a school to parents texting service.

We use Class-Dojo!
Ask about Class-Dojo when you visit!

Homework activities are designed to support the work we do in school and are not meant to place undue pressure on children.

The school encourages parents to take part in everyday school life – your support and involvement enhance the learning process

School, Parents and Children Working Together

Partnerships with Parents

We firmly believe that the education of the child is best developed from a strong partnership between home and school and child. As a school we make every effort to build and maintain good relationships with parents, and to ensure we communicate effectively with them.

Parents are always welcome in school, and staff like opportunities to share thoughts and feelings about the way their children are developing. We believe that parents should feel that school is a welcoming place and that the teachers are approachable.

Keeping in Touch

Newsletters are either emailed to parents or sent home regularly to keep parents informed about all aspects of school, and a large parents' noticeboard is situated in the front entrance area.

We can be contacted before or after school, or during the day for something urgent. If there is a safeguarding issue in the school holidays, a member of staff can be contacted, on the school mobile (see website for details).

Parent Evenings

Two formal meetings are held each year, in the autumn and spring terms, when parents can discuss their child's progress and future targets, with the teacher concerned. Parents and teachers find these meetings very helpful. Appointment times are very flexible to accommodate the requirements of most parents. All children receive a written report during each school year usually in the spring term.

Parents of children with additional needs will be offered opportunities to discuss the child's pupil passport and progress made against targets set each half term.

Homework

We encourage all children to read a variety of books at home and ask parents to help them with this and to write comments in the home/school reading log. In KS1, children may bring home some maths activities. These tend to be practical tasks, perhaps a game or some weighing or working with money. As children mature we will ask them to practice number bonds or tables at home and parents can be a great support with these. Children begin to have a small number of spellings as soon as they are ready, generally at the beginning of Year 1. In Key Stage 2 children get regular weekly spellings, regular maths, english tasks to complete, as well as some topic related work at times.

Helping in School



Many parents help in school in a variety of ways and we are extremely grateful to them for this. If you feel that you can help on a regular or occasional basis please speak to one of the teachers who will be only too pleased to suggest what you could do. Not only will this be a great help to us, it will give you a greater insight into what goes on at school!



Parents are involved as classroom assistants, midday supervisors and governors and as volunteers to assist with school visits, swimming, reading, after school activities and as fundraisers through the PTFA.



Circle Time

'Circle Time', is used as a forum for open discussion of right or wrong and often helps resolve disputes or real or perceived injustices. We commit curriculum time to this process.

Sports Leaders encourage and support all children to play together positively. They help the Midday Supervisors organise activities and support games.

Pride and Community

When children wear a uniform it helps to foster a sense of pride in belonging to their school.

Sweatshirts, summer hats, reading book bags, swimming and P.E. bags are available from school. Please ask in the office for details.

PTFA

The school is fortunate to have a hardworking PTFA and we value its contribution highly. Fund-raising events are held throughout the year and the money raised provides the children across the whole school with a variety of equipment for in and out doors. The Association provides an important link between teacher and parents enabling them to mix socially, as well as helping to meet children's educational needs. All staff and parents are automatically members. The Annual General Meeting is held in late September/October, and they are always keen to have some new committee members each year.

Code of Behaviour

Staff use an assertive approach to managing behaviour based upon a system of rewards and consequences which have been discussed and agreed with the children at the beginning of each year. The emphasis within this is upon rewarding positive behaviour (noticing them doing it right), rather than catching them doing it wrong.

When children do not respond to this approach and persist with negative behaviour, they will be reminded of the consequences and invited to make a choice about their behaviour in the light of these consequences. Such instances will include the need to discuss behaviour with the teacher (or Headteacher), the loss of play or personal time, or the discussion of the behaviour with the parents.

In the unusual circumstances of extreme behaviour occurring, it will be made clear that it is entirely unacceptable, parents will be contacted and encouraged to work in partnership to address the situation.

If the behaviour persists, then an Individual Behaviour Plan will be drawn up and shared with parents. This will make clear the targets for improvement, the strategies to be employed and the roles that various adults will play.

The behaviour policy is available from the school office and on the school website.

Visitor Etiquette

All visitors **must** report to the front office on arrival. There is a **no smoking** policy in all areas of the school which parents and visitors are asked to observe and we politely request **that mobile phones are switched off** or 'on silent' to avoid any distractions.

Please note that **no dogs** are allowed on the premises,

School Clothing



We have a simple inexpensive uniform and expect all children to wear it. School is a working environment and it is important that children are dressed in an appropriate and practical way.

The school colours are royal blue, white and grey. In the winter children wear grey trousers, skirts or pinafores, white polo shirts or blouses, and royal blue school sweatshirts. In the summer girls wear blue gingham dresses and boys wear grey shorts and white polo shirts.

PE kit should consist of a plain white T-shirt, black or navy shorts and trainers in a bag. A spare pair of trainers is optional for outdoor activities. Swimming kit (including hats for girls) will also be required for Year 3.

All children need an overall for art and craft activities. An adult's old T-shirt with a tab for hanging up is perfectly suitable. All clothing must be named, preferably with sewn-in labels.



Worship is an important time of the day when the whole school comes together.

We ask that trainers are NOT worn for school, although children are allowed to wear them for playing games at playtime if they wish. However, they must ensure they change back into their school shoes afterwards.

We also ask that children have a pair of named Wellington boots that can be left at school. These may be used for gardening and also during playtimes when it has been wet.

Jewellery and hoop-type earrings for pierced ears are not allowed. Small stud-type earrings are permitted, but the children must be able to remove them themselves before PE and swimming or bring tape to cover their studs themselves.

Nail polish should be removed and not worn in school.

Helping Our Children Be the Best They Can Be

Collective Worship

As a Church of England Voluntary Controlled School, collective worship is of a broadly Christian character and follows a sequence of our schools twelve values. Usually worship takes place in school, but sometimes we take the children to the church or other visitors from the community conduct collective worship. Worship includes a 'gathering' a time of prayer or reflection and a sending.

Parents have the right to withdraw children from RE or collective worship. Please make requests to the Headteacher in writing.

Special Educational Needs

Great Whelnetham CEVCP School is a fully inclusive school and has a open and positive approach to all individual learning needs, and this is particularly the case with children who may require additional support for their learning. At some point during your child's time at school, he/she may show signs of needing extra support in his/her work or behaviour. We will share our concerns with you and hope you will do likewise as early as possible so that we can work together to assess and meet the individual needs of each pupil. The school has a SENCO, they support the class teacher with planning, to review progress and target setting for pupil passports and support with queries from parents.

The school's Special Educational Needs & Disability Policy explains the procedures for monitoring children's progress, the way the school implements the Code of Practice and the current level of provision for Special Educational Needs. This information is available for parents at school and on our website.

More Able Children

Many children show a particular aptitude for a certain area of the curriculum and we try to ensure that individual programmes of work enable all children to achieve excellence in sometimes more than one area. We keep a register listing these pupils and any discussions that have been had between parents and the school. We then plan programmes of work which will enable them to achieve excellence through clubs and activities.

Friendship Club

We are fortunate to offer Friendship Club, which encourages children to play co-operatively with others of all ages. It is a safe place for some children who are feeling in need of support at lunchtimes.

School Council

The purpose of the School Council is to provide a forum for the children to raise items of concern or interest, and take part in agreeing any resolutions or activities. Children elect members of the School Council each year and these representatives of each class meet regularly or as required.



Whenever children are taken out of school, parents are notified in advance as parental permission is necessary.

Emergency Home Contact System

Parents are asked to confirm that the data held by the school is correct or to amend and return accordingly.

We ask that we are kept informed of any changes to these details.

We also issue Home-School Agreements to help establish expectations of the school, parents and children alike.

School Visits

Recent trips have included Thorpe Woodlands Adventure Centre, the Scott Polar Research Institute Museum in Cambridge, Banham Zoo, Walberswick, The Suffolk School's Farm Fair and Aylmerton Field Study Centre.

Parents may be invited to make a voluntary contribution towards the cost of some activities such as visits. Children whose parents do not contribute will not be excluded from the visit. However, if a proportion of parents do not contribute then the activity may not take place. We are always keen to recruit parent helpers for any out of school trips.

Year 4/5 children recently did a 3-day 2-night, residential trip to Thorpe Woodlands. This developed their independence and team working skills, but most of all they had great fun!

Extra Curricular Activities

Throughout the year various clubs and activities are organised by school staff or staff from outside agencies. Some of these take place at lunchtimes whilst others are after school. Sometimes specialist teachers or coaches visit the school to lead some of the activities. The activities provided recently are: football, multisports and gymnastics.

Health and Welfare

Health and Safety

Health and Safety checks are carried out regularly on school and playground equipment. Fire drills are held routinely so that children and staff become familiar with the procedure.

There is a security lock on the entrance door and to ensure children's safety, all visitors are required to report to the school office. Badges are provided for all visiting adults on site.

Medical Information

Medical screening tests are carried out by the school nurse for hearing, sight, height and weight, during the Foundation Stage. Parents will be informed, and are welcome to attend. The school follows the Suffolk County Asthma policy.

The school may advise that if children are unwell, they should not attend school until they are completely well.

When children are required to take prescribed medicine during school hours it should be marked with the child's name and clearly labeled with precise details of timing and dosage accompanied by a permission slip (available from the school office). The medicine should be handed over personally to the class teacher. We do, however, reserve the right not to agree to administer medicine if there is any doubt.

Accidents

Minor cuts and bruises will be dealt with at school by a first aider. Parents will be informed of any head injury and contacted via the emergency home contact system if deemed necessary.

In all cases of emergency, the Headteacher or senior teacher, will endeavor to get in touch with the parents concerned, but if this is not possible she will act on the advice of the Medical Officer consulted. Several members of staff have recently received First Aid training from React First trainers.

Child Protection

Our school takes the safeguarding and welfare of its pupils very seriously.

The school works in partnership with parents to support children in every way possible. If, therefore, concerns are raised within the school or a child or parent reports a situation involving



Safeguarding Leads

Mrs. Kath Parkin
Headteacher

Mrs Claire Masson (KS1)
Mr. Sam Sharp (KS2)

The school's safeguarding policy is available on request.

Milk is available to order from Coolmilk.com.



possible abuse, we would not be able to guarantee confidentiality. It would have to be referred to Customer First in line with Suffolk police.

Absence

By law we need to know the reason for all absences. Please help us by telephoning on **each day** of your child's absence.

If your child is unable to attend school, we ask parents to ring the office before 8:50am on the **first and each day of absence**. To ensure your child's safety, a member of staff will ring home if no call has been received by 9.15am.

Absences may be authorised for sickness once written confirmation has been received, or any unavoidable cause, religious observance, or where the L.A. has failed to provide transport.

Absences will not be authorised for other reasons – please contact the Headteacher, however, be aware that the decision to permit authorised absence is in line with the other Bury Partnership Schools. The principles for absence are as follows: if parents are unable to take a holiday at any other time (e.g. agricultural workers, or where a parent has just returned from a long period of absence from the family e.g. the forces).

Absence **will not** be granted simply because holidays are cheaper or because it is more convenient.

Children attending school will be expected to take part in P.E., games and swimming unless this is against the advice of a doctor.

At Playtime

We belong to the national fruit and vegetable scheme which ensures that all KS1 children have a free piece of fruit or vegetable each day. We encourage children to bring their own water bottles to keep hydrated.



School Meals

Children can either have a school lunch or bring their own packed lunch. School lunches are nourishing and well balanced and are of a type which appeals to children. Water is provided for all children. Your child may bring a drink (no fizzy or energy drinks please) to have with their meal if you prefer this.

Families who receive Income Support or Income Based Jobseeker's Allowance may be entitled to free school meals. To apply please follow the link on our website. Complimentary school milk, one club and an item of uniform may also be available to the parents of children on this type of free school meal and we welcome any enquiries for information or a confidential chat.



All pupils in Foundation Stage, Year 1 and Year 2 are currently entitled to free school meals.

We Need to Let You Know

Severe Weather

Sometimes it happens that bad weather overnight will prevent the school opening. On such occasions schools have an arrangement with Radio Suffolk (F.M. 104.6) and Heart FM (F.M. 96.4) to broadcast, early in the morning, information about school closures. In addition, school closure information can be found on the Suffolk schools website as well as on our home page on the school website.

Complaints Procedure

With a strong partnership between parents and staff we hope that any difficulties will quickly be resolved. If there is a problem our Governors have a set procedure to deal with this. In the first instance particular problems should be referred to the class teacher and then to a senior teacher or senior leader, who will try to sort it out informally. If, however, the issue cannot be resolved in this way, it may be referred to the Headteacher. Again if the issue cannot be resolved it must be referred first to a panel of Governors of the school, and, as a last resort, to the Local Authority for formal consideration. Further details of the school's procedures may be viewed on our website or a copy can be requested from the school office.

Access to Documents

Current legislation requires certain documents e.g. minutes from Governor meetings and policies to be available for public access — these are therefore available on the website or a copy can be requested from the school office.

...And Finally

We are proud of our school and ensure it is a place where everyone is; **ready, safe and respectful.**

If there are any matters which you would like to discuss, please do not hesitate to contact us. We value the help and support that parents provide and welcome your participation in school activities.

By growing together we become the best we can be!

