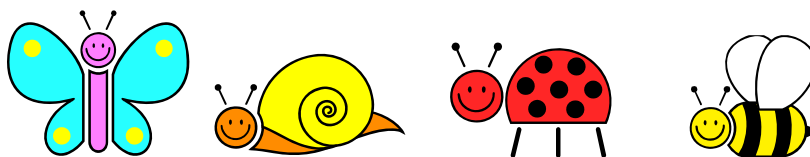




PROSPECTUS

Snaith Primary School
Bourn Mill Balk Road
Snaith
Near Goole
East Riding of Yorkshire
DN14 9RD
Telephone: 01405 860452
Email: snaith.primary@eastriding.gov.uk
Our website: www.snaithprimary.org.uk
Headteacher: Mrs Helen Calpin
Chair of Governors: Mr Chris Emsen



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This booklet was updated in September 2022. It is possible that some changes may occur.



Welcome to Snaith Primary School



We are all very proud of our wonderful school community. We hope that our Welcome Booklet offers you both information about our school and an insight into the many magical moments that we experience here on a daily basis.

Although our school is quite large (there are over 300 of us plus Nursery!) there is a calm, warm, supportive and friendly feel as soon as you walk through the door. The biggest strength of our school is the relationships that are fostered here.

'Let's Shine' is our school motto. We believe that everyone has special skills and talents and here at our school, we strive to provide every opportunity for every child to be the best they can be and truly grow in confidence and character. Embedded in our school ethos are the important values of thoughtfulness, kindness and respect for all.

Our school is an exciting and inspirational place to be. Our curriculum is important to us! It is carefully sequenced to ensure knowledge and skills are progressive while it is also engaging, creative, and varied, enhanced with exciting theme days, visits and visitors, to create memorable experiences that help children develop a love of learning. We aim to ensure that learning is fun, purposeful and challenging and recognise that the journey we make together provides us with a sense of pride and success, as much as the outcomes.

We have high expectations in all we do; behaviour, presentation, personal and academic progress, and we work hard to fulfil our ambitions. Whether working together in lessons, putting on amazing productions, or taking part in clubs and sporting events, teamwork is important to us. At our school, you will find a community of people - Children, Staff, Governors and Parents - who are respectful and supportive of each other. We know that working hard together helps us to achieve our goals and provides us all with amazing and enjoyable moments and memories along the way.

Please do feel free to contact the school office if there is anything we can help with.











01405 860452.

Kind Regards

Mrs Helen Calpin, Headteacher

Welcome from the Children

What the children say about life and learning at Snaith Primary School.

	<p>We show respect and kindness to others. We are accepting of people's uniqueness as individuals.</p>		<p>We know the importance of resilience and perseverance. We keep trying and don't give up, knowing mistakes are part of the journey.</p>
<p>We listen to others and think about what others need. Good listening means we can all focus, learn and know more.</p>		<p>We relish challenge. It helps us to 'up our game', gain confidence and feel successful. It makes learning fun, exciting and engaging.</p>	
	<p>We have opportunity to reflect on our learning and behaviour and to become independent learners gaining confidence as we grow.</p>		<p>School is an exciting place to be. We are enthusiastic and enjoy school. We are encouraged to do our best and praised by our teachers.</p>
<p>We include one another, encourage one another and ensure everyone has a voice. Chance to stand out from the crowd.</p>		<p>Our school is a happy place to be. We have good manners and are kind friends. No one feels scared because we only have to ask if we need help. We are a family.</p>	
	<p>There are so many ways we can shine from learning in the classroom to all the sport we do and putting on events like 'Pop in the Park'.</p>		<p>Themes link learning across subjects and this helps make learning stick.</p>

About Our School

Snaith is a small rural town situated close to the M62, between Goole and Pontefract. The town is also located close to Selby, with easy access to Leeds, Doncaster, York and Hull. In recent years the town has expanded with the addition of several new housing developments.

Our community primary school opened on its current site in 1976 and a three classroom extension was added in 2003, to accommodate our expanding numbers. We now have thirteen classrooms and a nursery unit. We have specific outdoor work areas for Foundation Stage and Key Stage 1, tarmac playing areas, an adventure trail, sound garden and a large school field.

Admissions and Access - Nursery and Main School

The Headteacher, Mrs Calpin, is always pleased to arrange for parents and children to visit the school. Special arrangements are made for our children when they enter school, both on admission to Nursery and to our Reception classes.

Lucy Schmidt, Tina Twist, Dawn Kellett, Alice Marras, our nursery staff, will meet you and your child at a drop in session in nursery the term before they start with us. This enables you and your child to meet us, some of the other parents and children and gives you the opportunity to ask us any questions.

Children can start in our Nursery in the term after their third birthday. The terms start in September, January and after Easter. Your child is funded for 15 or 30 hours (dependant on eligibility) per week which can be taken in a variety of ways for your convenience. Sessions are allocated to older children first. Extra sessions (subject to availability and above your entitlement) are chargeable as indicated below. All lunches are chargeable and cannot be taken from the entitlement.

Chargeable sessions are invoiced in advance on a monthly basis.

Morning session 8:45am - 11:45am £10.50 per session

Lunchtime session 11:45am - 12:30pm £4.40 per session

Afternoon session 12:30pm - 3:30pm £10.50 per session

For further details please contact Mrs Ford in the school office.

Unfortunately, because of high interest, a place in Nursery does not guarantee you a place in our main school if you live out of the catchment area.

Children start in our Reception classes at the beginning of the academic year in which they have their fifth birthday. Applications for places are made through East Riding Council in September/October the year before your child starts school. Places are allocated using this criteria:

1. Catchment area
2. Older siblings in school
3. Out of catchment area (distance related)

There are a number of integration meetings and days for you and your children, including an evening meeting for parents, where you can meet staff, look around the classrooms and discuss work and play your children will be involved in, and visit days for you and your child.

We try to inform you of dates as far in advance as possible. We update this information via our newsletters, via pupil post and via the app.

The School Day - Start and Finish Arrangements.

School gates open at 8.45am. Children are expected to be in class by 8.55am.

A member of staff stands at the school gate to welcome children and families. Staff also stand at the school doors to see children into school.

We operate a one-way system around the school site and ask that parents drop children off at the class access doors. This enables children to arrive settled and ready to start their day. As staff are on duty at the school gate and classroom doors, older children may be dropped off at the school gates if parents wish.

The school day finishes at 3.30pm. Children can be collected from their classroom door/access point where staff will see them out.

If you or your regularly appointed adult is not collecting please let the school office know.

Please note: We will not allow children to go with anyone not appointed by you and will check before we let children go with another adult. This includes grandparents, friends or another parent unless you have informed us of this first.

For children in the older years, children are allowed to walk home alone or preferably with a friend if this is your preferred end of day arrangement.

Road Safety and Looking After our Neighbours

We are very concerned about road safety, and the children are taught aspects of road safety as part of their work in school, promoted by our specifically trained 'mini police' team.

Because of the congestion outside school, particularly when it is wet, we would be grateful if you would:

- Ensure the entrance and lay by in front of school is a drop off only space. **Strictly no parking** as this is used by the school transport organisations.
- Collect your child from their class collection point, rather than letting them come out onto the road to find you unless you have made arrangements for older children to walk home.
- Ensure that you do not reverse into the school entrance when driving away.
- Encourage your child to cross the road safely.

Parking Your Car

Unfortunately, our school car park is very small and can only accommodate staff cars. Please note that there is no access to the entrance or the classrooms through the car park.

If you are not able to walk to school, or park away from the roads leading to school please be mindful of ensuring that you park responsibly.

- Do not park near corners.
- Do not obstruct neighbours drives
- Ensure your parking will allow emergency vehicles access to our neighbours.
- Turn off your engine if stationary to reduce pollution. Thank you!

Children are welcome to come to school on their bikes and scooters and a small shed is available to house them during the day but this is at owner's own risk. Children are not allowed to ride bikes or scooters on the school premises. Pedestrian skills training is offered to Year 4 children each year.

Registration and Attendance

It is very important that children arrive at school on time. If your child is not well enough to come to school, then school must be informed. Please telephone, preferably before morning registration. Any child arriving after 9.05am should be brought to the front entrance. They will receive a late mark in the register. Any un-notified absences will be recorded as "unauthorised".

Importance of Good Attendance

Absence in Exceptional Circumstances.

What an absence means for your child?

If a child is consistent at gaining 90% attendance it sounds pretty good but what does it mean?

90% attendance a year means they are missing the equivalent of:

- $\frac{1}{2}$ day of school missed every week
- 4 weeks of school missed a year or
- 1 whole year over the child's school life

Research by the DfE suggests that a child absent from school for 17 days each academic year equals a whole GCSE grade drop in achievement.

What is the impact?

Even a few days absence can impact on a child's progress:

Children with **less than 6 days** absence = 91% achieved at least 5 GCSE's

Whereas those with **more than 12 days** = 36% achieved at least 5 GCSE's

At primary school level, where pupils missing up to 14 days of school in key stage two are a quarter less likely to achieve level five or above in reading, writing or maths tests than those with no absence.

So, 90% is not as good as it first seemed.

Please help your child reach their maximum potential by ensuring they are at school every day. If your child is ill, please contact the school the first morning of absence. Medical evidence will be requested for any absence due to illness five days or more. If your child needs time off to attend a medical appointment, where possible try to arrange these outside of school hours. Absences for other reasons will only be authorised where parents can show the Headteacher exceptional circumstances exist.

If you have any concerns regarding attendance please do not hesitate to contact the school.

Absence from School

Absence during one school year	Days Absent	Weeks absent	Number of lessons missed
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11½ weeks	290 lessons
65%	67 days	13½ weeks	340 lessons

School Security

The safety of our children is of paramount concern to us, and we would therefore appreciate your help in this matter. Children should enter the school grounds through the main gate and leave through the playground gate. There is a one-way system in place for children accessing classrooms to the rear of the school.

Please note that the car park is out of bounds to children and parents at all times.

If you are taking your child out of school at any time during the school day, for example, for a doctor or dentist appointment, please ring the bell at the main entrance and member of the office team will support you. These appointments should be made outside of school hours whenever possible.

Medicine

If your child needs to take medicine during the school day please come to the main entrance and speak to the office staff. They will need to know the dosage and the time it needs to be administered.

We can only administer prescribed medication if the requirement is for it to be taken 4 times a day. If medication is to be taken 3 times a day, this should be done at home. Oral paracetamol must be in a sachet or melt and can only be administered for a 48 hour period.

Illness

If your child feels unwell during the day you will be contacted. With this in mind please ensure that the details of the relevant contact numbers (on the admission form) are kept up to date.

Assembly/Collective Worship

Our school assemblies focus on kindness, respect and deepening children's understanding of the world in which they live. Acts of collective worship (assembly) are mainly Christian in content. If you wish to exercise your statutory right to withdraw your child from religious education or collective worship please see Mrs Calpin.

Lunchtime Arrangements

We have our own on-site kitchen, where our cooks prepare our popular school meals. Menus, set by Local Authority nutritionists, are sent out at the start of each term. Lunches are currently £2.55 per day. Children can select daily to have a hot dinner or bring a packed lunch.

For Reception children, lunches are served in an adjoining classroom. All other groups eat in their own classrooms.

EYFS and KS1 children eat at 12.00 with playtime at 12.30pm

KS2 children have playtime at 12.00 and eat at 12.30pm

Some of our older KS2 children support the formal dining service for EYFS and KS1 children, promoting good table manners and a family experience.

Hot Dinners

The Government provides a free school meal for all children in Reception, Year 1 and Year 2.

For Key Stage 2, lunches can be paid for daily, weekly or termly **in advance**. We are cheque and cashless therefore please use our preferred method of payment, using the online system Pay360. For this you will require a login code which can be obtained from the school office.

If you are eligible for Free School Meals, please apply by clicking on the link on the school APP. We encourage anyone who is eligible to apply as this also enables school to access extra funding to support your child.

If you are not able to pay for items online, payment can be made at any Post Office or PayPoint terminal. For this you will require a barcode which can be obtained from the school office.

If your child has any food intolerances or special dietary requirements, please let us know as most needs can be met.

If you have any queries regarding dinners, please contact the school office.

Packed Lunches

We encourage parents to provide a healthy and balanced packed lunch. If children bring packed lunches, we ask that they do not bring fizzy drinks or sweets or nuts. **This is essential as we do have children in school with nut allergies.**

Water

We ask that children bring a named water bottle into school every day that they can fill up from our taps so they have access to water throughout the day. They will return this each evening for washing.

Before and After School Club

The school runs a Before School Club for all children and an After School Club for children in reception to year 6. Before School Club opens at 7.45am and costs £4.20. This includes toast and a drink. After School Club closes at 5.30pm and costs £8.40. This includes a high tea and drink. For ad-hoc sessions (without 48 hours notice) Before School Club is £7.00 and After School Club is £11.00.

We often run a wellbeing Wednesday, offering special theme nights for children to enjoy.

In addition, school offers a range of clubs at lunchtime or afterschool, such as sports clubs, cooking, blog club, art club and many more. These operate on a timetable basis and are shared with parents each half term.

Communication with Parents

We value very much the partnerships we have with parents. We do encourage you to contact your child's teacher if you have any concerns regarding your child. If you feel the discussion may be a lengthy one, we would encourage you to make an appointment so that staff can give you quality time and privacy. After school sessions are usually better for us, as you will appreciate that mornings are busy as children come into school to start their day!

Anything that you can tell us helps us to understand your child better. It is important that you tell us of any worries they may have, particularly in their relationships with other children, no matter how small this may seem! If we know, then we can help.

We believe that by involving parents in their child's education, children are happier at school and achieve more, and we actively welcome parents to join in a variety of activities. Many parents already help in the classrooms and around school and we are very grateful for their contribution.

Please ring or email the school if there is a problem or a question you wish to ask regarding your child.

The phone number is: ☎ **01405 860452**

The email address is: ✉ snaith.primary@eastriding.gov.uk

We use the **school App** as a preferred method of contacting parents about events or changes to school plans and the weekly school newsletter and letter updates.

The App also provides access to our online payment provision (we are a cashless school) and links to the school menu and website.

EYFS, use **Evidence Me** - to capture learning and share this with parents. Parents can also share information with school via this platform.

Y1-Y6 use **Class Dojo** as an additional means of communicating class information such as links to what children are learning about each half term, homework, spellings, changes to PE days, photos of events, activities and achievements etc. Each child and family will be given their own personal log in.

Reporting of Progress

We offer parent consultations in October and February and written progress reports are sent out mid-year and at the end of the school year, with the option of discussing the contents.

Consultations are now undertaken via an online programme - as preferred by parents following a parent survey. However, if you require an in-person consultation school will be happy to arrange this. We strongly advise such consultations when reviewing provision for SEND pupils.

Homework

All the children will have some homework each week. This will range from simple alphabet/phonic sounds and number recognition in Reception to spellings, multiplication tables, mathematics and some varied cross curricular work in KS2. Most importantly, all children are encouraged to read daily at home. Please support your child by ensuring they have somewhere free of distraction in which to complete homework. If you have any questions about a piece of homework, please do contact the class teacher.

What it Means to Shine at Snaith

The following values were identified with, and by, the children.
They underpin our school ethos and Curriculum.

S	Show respect to everyone and everything through kindness in our words and actions. Celebrate differences and know that everyone is unique and has the right to live a safe and happy life.	<i>‘Relationships are based on four basic principles: respect, understanding, acceptance and appreciation.’ Mahatma Ghandi.</i>
H	Have resilience - embrace a challenge and keep trying until you succeed.	<i>‘The greatest glory in living is not in never falling but in rising every time we fall.’ Nelson Mandela.</i>
I	Independence - as we grow and become more independent it enables us to become self-reliant learners for life.	<i>Give a Man a fish and you will feed him for a day. Teach a man how to fish and you will feed him for the rest of his life.’ Chinese Proverb</i>
N	Need to know – to have a knowledge of the world, past present, people and places so we can understand our heritage, our responsibilities and our place in the world.	<i>‘The more you read The more you learn The more you know The more places you’ll go’ Dr Seuss</i>
E	Enthusiasm, Engagement, Enjoyment – a love of learning in all we do, with everyone included.	<i>‘Learning should be a joy and full of excitement. It is life’s greatest adventure; it is illustrated by the noble and the learned.’ Taylor Caldwell</i>

Good Behaviour and Anti Bullying Policy

We encourage positive behaviour at all times. Children were involved in drawing up the policy and reviewing this as well as thinking of the school rules which underpin our Let's Shine motto and ethos. We actively teach children about choices in life and the importance of making the right choices. We make sure that we celebrate good behaviour including through constant praise, tokens, stickers and class points.

Unacceptable Behaviour

Where there are instances of unacceptable behaviour, children are encouraged to be self-reflective and understand the impact of negative behaviour on others and themselves. If unacceptable behaviour is persistent or serious, parents will be invited into school to discuss the matter, and together we will decide on the most appropriate action and set targets for improvement. Where the safety of individuals, children, staff or members of the school community, is compromised school will follow the behaviour policy to address this including following the exclusion procedures if required.

OUR "5 a day" SCHOOL

RULES

- ☺ Be kind to EVERYONE in words and actions.
- ☺ Be respectful to EVERYONE and EVERYTHING
- ☺ Appreciate everyone's uniqueness and importance.
- ☺ Keep each other safe - by looking out for each other and following instructions
- ☺ Try as hard as you can at everything - always do your best.

SHINE!

School Staff - A Who's Who

Role	Staff Member	Responsibilities
Headteacher	Mrs Calpin	Curriculum Leader Deputy Designated Safeguarding Lead
Assistant Heads	Mr Pickering	Assessment Lead Disadvantage Pupil Champion Computing Lead
	Miss Todd	Learning Environment Art Leader
	Mrs Sherlock	Quality of Teaching and Learning PSHCE Lead English Lead (reading)
DSL	Miss Timney	SEND Lead Safeguarding Lead
EYFS Lead	Mrs McDermott	EYFS Lead

Class Organisation	Staff	Roles
EYFS Nursery	Mrs Schmidt	Teacher
	Mrs Twist	EYFS & Deputy KS1 Music Lead
	Mrs Kellett	Nursery Nurse
	Mrs Marras	
EYFS Reception	Mrs McDermott	Teacher & EYFS Lead
	Mrs Johnson	Teacher & Deputy Art Lead
	Mrs Hyland	Teacher & Design Technology lead
	Mrs Spencer	Nursery Nurse
	Mrs McKiernan	Teaching Assistant
Year 1	Mrs Agar	Teacher & Phonics Lead
	Miss Whyley	Teacher & RE lead & School Council Lead
	Mrs Gilbert	HLTA
	Mrs Outhwaite	Teaching Assistant
	Mrs Emerson	Teaching Assistant

Year 2	Miss Timney Miss Todd	Teacher, DSL & SEND Lead Teacher, Assistant Head Teacher, Learning Environment & Art Lead
	Mrs Clarkson	Teacher & Science Lead
	Mrs Selkirk	Teaching Assistant
	Mrs Stevenson	HLTA
Year 3	Mrs Maule	Teacher
	Mr Clarkson	Teacher & French Lead - Website
	Miss Colby	Teaching Assistant
	Mrs McEnroe	Teaching Assistant
Year 4	Mr Pickering	Teacher, Assistant Head, Computing
	Mrs Sherlock	Teacher, Assistant Head, PSHCE English Lead
	Mrs Thornton	HLTA
	Mrs Henderson	Teaching Assistant
Y5/6	Mr Constantine	Teacher, Maths and PE lead
	Miss Jackson	Teacher, History Lead
	Ms Howson	Teacher, Writing Lead Geography Lead (caretaking)
	Mrs Dickens	Teaching Assistant - ELSA lead
	Mrs Thompson	Teaching Assistant
	Mrs Willsher	Teaching Assistant & Cover Supervisor
KS2	Mrs Millard	Teaching Across KS2 Music Lead
Across school	Mrs Radmall	HLTA - Teacher qualified, working across school. Deputy French Lead
Across School	Mrs Gilson	Sports Coach
	Mrs Kenny Mrs Knight Mrs Henderson Mrs Warrington Mrs Taylor Mrs Morris	Learning support

Admin and Clerical Staff

Mrs Wharam: Admin officer, provides a friendly link between home and school life.

Mrs Ford: School Business Manager, ensuring that school funds are spent efficiently providing best value for money.

Mrs Chesworth: Administrative Support in the school office, including co-ordinating the admissions to Before and After School Clubs, and payments including School Dinners.

Premises Staff

Mrs Kelly is our school caretaker who is supported by **Miss Hall, Mrs Goodman and Mrs Casey**. They all work hard to ensure that our school and grounds are kept to the highest standards. They regularly leave our children messages to praise how clean and tidy the classrooms and cloakrooms are!

Our Midday Supervisors

Mrs Selkirk Senior Midday Supervisors.

Midday Supervisor team includes **Mrs Emerson, Miss Hall, Mrs Kenny, Mrs Knight, Mrs McEnroe, Miss Colby, Mrs Henderson, Mrs Thompson, Mrs Kelly, Mrs Casey, Mrs Budrevica, Mrs Wordsworth**

Catering Staff

Miss Burn's leads our catering team. She is ably supported by **Mrs Butterill, Miss Steele and Mrs Kidd** to produce our delicious school meals.

School Governors

Mr Chris Emsen (Chairperson)	Authority
Mrs Cath Harrison (Vice Chairperson)	Parent Representative
Mrs Helen Calpin	Headteacher
Miss Hannah Jackson	Staff Representative
Mrs Angela Jones	Co-opted
Mrs Ruth Dickens	Co-opted
Jason Boasman	Co-opted
Clare Donnison	Associate Co-opted
Sadie Emsen	Associate Co-opted
Emma Blackwell	Parent Representative
Nicola Roberts	Parent representative
Melanie Ryan	Parent representative

The Headteacher works with the Governing Body to provide overall leadership and management of the school and its policies. Our Governors meet at least twice a term to focus on school improvement. The Governing Body includes representatives from various bodies who have an interest in the improvement of the school, including Parent Governors.

Our Governors take responsibility for supporting curriculum areas. In our school, each area of the school improvement plan has a link Governor and Governors have areas of responsibility such as assessment, pupil premium, curriculum and safeguarding. We believe good relationships between our whole school community are essential in improving the school, so Governors are often present at many events to chat to on an informal basis. In September 2021 the Governing Body were finalists in the Outstanding Governance Awards held at the Houses of Parliament.

PTA

Our Parent Teacher Association does a really amazing job raising thousands of pounds for new equipment and resources for school.

The PTA consists of staff and parents. They arrange a number of fund-raising and social functions and provide a substantial amount of "extra/enhancement" materials for

school. They are always looking for new helpers... and this really only has to be a few hours of your time each year! **Please lend them your support:** new ideas are very welcome. Remember, this group works for the benefit of our school/community and your children. Parents are always welcome to join meetings – look out for information about meetings and forthcoming events on newsletters.

Uniform

Our smart school uniform is so often commented on by visitors and the general public when we are out and about. The uniform is strongly encouraged by governors and staff to promote a sense of belonging. This consists of:

Burgundy sweatshirt or cardigan with school logo.

Black or grey trousers/skirt/shorts

Pale blue polo shirt (logo optional)

White, grey or black socks or tights

School shoes (**NO trainers**)

Optional: blue and white checked summer dresses

Reversible jacket with logo

P.E.

Red P.E shorts

White T-shirt - (school logo optional)

Black joggers / leggings (no branding)

Burgundy sweatshirt or cardigan with school logo.

Plimsolls/trainers - preferably black. White P.E socks



(2022-23 - Children come to school wearing their PE clothes on their specific PE day as voted for by the children.)

Jewellery

For safety reasons jewellery should not be worn in school (other than watches). If ears are pierced, stud earrings must be worn, but they **MUST** be removed by the child for P.E. or taped over (school does not provide tape).

When children attend swimming lessons in year 3/4 we request that earrings are removed. We therefore please ask that children do not have their ears pierced within 6 weeks of these sessions.

Hair and Nails

Hair should be of a natural colour and styles moderate (not shaved or tramlines). Long hair is required to be tied back. Hair bands/clips should be small and in keeping with hair colour or the school uniform colours (burgundy and blue).

Nail varnish/acrylics/gel should not be worn at school.

Uniform can be purchased from the following:

1. The Uniform Shop, Pasture Road, Goole, who stock all our school uniform.
2. Marks and Spencer: logoed uniform to purchase online. The website address is:
www.mandsyourschooluniform.com

Once on the website you simply select your county (Tyne and Wear and Yorkshire) and then our school from the list presented. A guide for parents can be found on our website.

3. MyClothing Limited website www.myclothing.com
4. PTA – preloved uniform. As we strive to become a more sustainable school please support this by considering purchasing Preloved uniform from our PTA. Email: snaithta@hotmail.com

PLEASE ENSURE ALL CLOTHING, INCLUDING SHOES, IS CLEARLY LABELLED WITH YOUR CHILD'S NAME.

Lost property is stored in a box – please ring the school office to check for any lost items

The Curriculum

Primary Schools follow the Foundation Stage Curriculum (Nursery and Reception) and the National Curriculum (Years 1 to 6).

THE FOUNDATION STAGE

The Foundation Stage curriculum is accessed by Nursery and Reception classes. The areas of learning are addressed through hands-on experiences and structured play alongside some adult/teacher led and focused learning sessions. In Nursery and Reception children follow the Read Write Inc phonics programme which is built on throughout KS1.



THE NATIONAL CURRICULUM was revised by the Government and implemented in September 2014.

Curriculum subject leaders have worked hard to ensure that the school curriculum, while following the National Curriculum, is bespoke to our school and community. For example, some history and geography units focus specifically on our local heritage. We

also work hard to ensure that children learn about the diverse world in which we live and topical or current affair issues.

Each subject has a carefully considered progression map, ensuring knowledge and skills are carefully built upon over time. Where possible subjects inter link to enable holistic 'sticky' learning experiences which are engaging, creative and provide rich and deep learning opportunities.

Staff plan together each week, a variety of learning opportunities based around a theme where possible. Our children are always eager to talk about visits and other exciting activities they are taking part in through these themes.

Half termly plans are shared with parents on the school website along with all the school's subject curriculum's and progression maps.

The whole curriculum encompasses environmental studies, health education, citizenship and personal and social education. British Values are embedded throughout the curriculum such as providing opportunities for children to make democratic decisions, share their views and promote individual differences as well as being addressed through specific assemblies and lessons, including those with a cross curricular focus learning about human rights as part of Y5/6 history curriculum.

The work for each child is carefully planned to ensure continuity and progression. Whole class teaching, group work and one to one activities are all used as methods of learning within our school. We have a number of online apps to support learning both in school and at home such as: Oxford Owls & Read Write Inc portal (phonics Yr R and KS1) Reading Plus (KS2), Spelling Frame, Times Table Rock Star's.

We always encourage children to achieve their very best. Children are encouraged to be involved in the setting of their own targets and are given clear objectives and success criteria so that they are clear about the expectations and goals.

Presentation Books

Children, from Reception through to Year 6, present their cross curricular work in beautiful presentation books. These books display work undertaken in the different subjects linked to the topic focus for each term. We are very proud of these books where work can be seen consistently produced to the highest standards and presented in creative and imaginative ways.

Reading

Reading is extremely important. It provides a solid basis in supporting and underpinning all other learning. Our aim is to foster a lifelong love of reading, equipping children with an enjoyment of books, phonics skills to build reading, reading fluency and an increasingly deeper and wide knowledge of vocabulary and comprehension of a range of text types.

By reading to and with your child as much as possible as well as hearing them read and discussing stories, poems, magazines, letters, information books; the list goes on, children are able to acquire vocabulary knowledge and skills as well as a love of reading. Any reading you do at home will be time well spent. Thank you.

In Nursery: Children enjoy sharing books, bringing these home and begin learning phonic sounds following our preferred phonics scheme Read Write Inc (RWI)

In Reception and KS1 children learn to blend following the scheme. They bring home books they have practiced first at school along with books for you to enjoy together. We subscribe to the online Read Write Inc (RWI) portal, giving parents access to videos of how we teach the sounds and reading in school.

In Key Stage 2 (years 3-6) children are able to access an online reading APP, Reading Plus, designed to build fluency, along with reading chapter books and novels - all of which follow the schools recommended reading library. We have dyslexia friendly texts for those who would benefit from these. This is in addition to the guided reading children do in school where children enjoy accessing a range of reading material including class texts, continue to develop vocabulary knowledge, comprehension skills and a lifelong love of reading. We recommend children to read daily for at least 20 minutes.

Writing

Children are given opportunities to write for a variety of different purposes and audiences, often linked to their learning in other areas of the curriculum.

When starting school, the children form their letters individually. As soon as they are able, they are taught to join. Please ask staff for a copy of the school script.

Children are given clear 'success criteria' and opportunity to analyse 'what a good one looks like', and are encouraged to check and edit their own work in order to help them learn to write to the highest standards.

Mathematics

Mathematics learning begins with practical activities, many of which you can help your child with at home. For example:

- Sorting the washing (putting clothes into sets)
- Setting the table (counting, sorting and matching)
- Baking (weighing and measuring)
- Water play (which holds the most/least/how many does it take to fill)
- Time (night and day, before and after)
- Finding shapes and looking for curved and straight lines.

At Snaith Primary School, we follow The White Rose Maths programme (supplemented with some 'Big Maths' quick recall tasks for basic skills). Teachers use the White Rose Maths programme to support the teaching, resourcing and assessing of Maths. Maths lessons focus on fluency, and reasoning and problem solving. Fluency allows children to practise their skills and become proficient, particularly in place value and calculation

skills. Reasoning and problem solving provides opportunity for children to deepen their thinking and apply their knowledge and skills in different ways.

In addition, children have opportunity to practice their timetable skills, supported by an online app, Times Tables Rock Stars, which children can access at home as well as at school.

Religious Education

We teach Religious Education, following the guidelines of the LEA's agreed syllabus. The Education Reform Act specifies that there must be provision for R.E. for all pupils, and in county or community schools it should be non-denominational. Parents have the right to withdraw their child from R.E. lessons.

P.E.

All children take part in at least two sessions of P.E. each week.

Year 3 children take part in a swimming programme at Goole Leisure Centre during the spring term. Children who do not meet the required standard have opportunity to attend further sessions in subsequent years with the aim that all children attain the required standard before they leave primary school.

Music

As well as class music lessons, for children in KS2 we also offer tuition in woodwind, percussion, brass and string instruments via peripatetic teachers from the local authority. Please let school know if you are interested in your child learning a musical instrument.

Modern Foreign Languages

Throughout KS2, our children learn French through a scheme called ilanguages. This scheme has a strong phonics focus and promotes active learning and independent thinking.

Computing

Children have access to interactive whiteboards, laptops and iPads in school and these are used across the whole curriculum to engage, support and enhance the learning. Not only do children learn the basics of Microsoft Office programs but they also learn how to use coding through a variety of programs to explore algorithms, sequences and variables.

As part of Computing, children are taught about E-safety in lessons and through assemblies, theme days and workshops as well as regular discussions. We believe it is important in this technological age to equip our children responsibly with the skills they need and know how to address any issues that are of concern. Our website contains links to E-safety support materials.

PSHCE - Health/Relationships and Sex Education

Health and Relationship Education forms part of our everyday curriculum, and relates to programmes of study within our Personal, Social, Health and Citizenship Education lessons (PSHCE) as well as the science curriculum and our work through Social Emotional

Aspects of Learning (SEAL). These matters are dealt with sensitively. The school follow the JIGSAW programme of study for our PSHCE lessons.

We have a Health and Sex Education Policy, copies of which are freely available from the school office. The policy sets out how and when the content is taught.

A School Nurse is invited into school to give the Year 5 and 6 children the opportunity to discuss matters pertaining to adolescence. Parents are always consulted before these lessons take place.

History and Geography

Our History and Geography curriculums, while following the National Curriculum, have been carefully designed to ensure that children learn about the world in which they live, locally, nationally and internationally now and over time, and their responsibilities for the environment and others.

Art and Design Technology

We highly value the contribution art makes to the world and its value as a tool of expression. Learning from a range of classical and contemporary artists, children explore how works of art have been created, analyse their meaning and develop skills that they themselves can use.

In Design Technology, children learn a range of skills in cooking, textiles and assembly skills, understanding the role design technology plays in the wider world. In both art and Design Technology, children are encouraged to be creative thinkers and problem solvers.

All of our curriculums, their rationales and objectives can be found on the school website together with the progression maps and long-term overviews. Each term/half term we share with parents the learning that will be taking place.

Inclusion, accessibility and learning for all including SEND

It is vitally important to us that we cater carefully for each child's individual needs. As we monitor children closely, we may find they need support in their learning. This may be short term and specific to a particular skill or area of knowledge; it may be an emotional problem; it may be a more general difficulty associated with an adjusted pace or strategy for learning or linked to a physical disability. The school's highly skilled SENDCO will support staff and families.

Particular or specific needs may be addressed as part of the everyday work of the class with the teacher modifying the programme of work for that child in the first instance. Where it is felt that a child requires more help we are able to call upon the support and advice of the area Support Team - teachers who have specialist knowledge and expertise in helping children with learning difficulties. We can also draw upon the services of the Area Educational Child Psychologist.

Where a child is experiencing particular challenges to their learning or development we keep parents fully informed and involved:

- The teacher identifies any child with special educational needs within their class.

- The teacher discusses assessments with the SENDCO (SEND co-ordinator - Miss Timney) and other assessments may take place.
- After discussion with parents, internal records are kept and support is given.
- Learning Support Teachers may be contacted to come into school to work with a particular child.
- Other agencies are contacted if the teacher and parent are in agreement about their necessity - for example we have Speech Therapists, Occupational Therapists and Behaviour Support staff working in school. All children have access to the National Curriculum Statements of Attainment and are assessed accordingly.
- For children with specific needs we use B Squared to track progress and help identify next steps in learning.

Miss Timney has responsibility for the school's arrangements in meeting the special needs of pupils. The Governor designated to have oversight of this aspect of the school's work is Mr Chris Emsen.

The curriculum is organised to facilitate the development of children at their own individual pace within the classroom situation.

The school carefully delivers learning through a scaffolded approach, lifting the lid off learning and enabling all children to achieve the highest standards possible. Our lessons incorporate mastery thinking and mastery checks designed to encourage children to think more deeply, apply their knowledge and skills and to make links to prior learning and across subjects as appropriate. Mrs Sherlock is the lead teacher for Teaching and Learning and is responsible for monitoring and leading this.

Child Protection

Our first priority is your child's welfare and it is a legal requirement that child protection issues are reported to the appropriate authorities. If you want to know more about this procedure, please speak to Miss Timney, the School Child Protection Co-ordinator or Mrs Calpin, the Headteacher and Deputy Designated Safeguarding Lead. A copy of the schools Safeguarding Child Protection Policy is available on the school website.

Assessment and Reports

Teachers constantly assess learning on a daily basis to identify how well children are doing and how they can be supported in their next steps.

In addition, formal assessments take place termly in Reading, Writing, Spelling and Maths.

Children's test scores, reading ages and levels are recorded on a school-based tracking programme.

In Science, RE and foundation subjects, children are assessed against the learning objectives summatively with specific notable achievements or areas of focus recorded for individual children.

Regarding reporting to parents - please see communication with parents.

Please remember we welcome you to come and discuss your child's progress along with any celebrations or concerns at any time! We recognise that working together ensures the best progress and experiences for your child.

National Assessment Results

EYFS GLD (Good Level of Development)

	School	National
2022	65%	65.2%
2019	81.3%	71.8%
2018	86%	71.5%
2017	78.4%	71%

Year 1 Phonics

	School	National
2022	93%	75.5%
2019	91.7%	81.9%
2018	87%	82%
2017	90%	81%

Year 2 Phonics

	School	National
2022	98%	87%
2019	97.4%	91.4%
2018	96%	92%
2017	95%	91%

KS1 SATs

	School				National			
	R	W	M	RWM	R	W	M	RWM
2022 (GD)	77.6% (26.5%)	57% (8%)	77.6% (14%)	55% (6%)	66.6% (12.6%)	56.6% (5.2%)	65.4% (10.8%)	53.4%
2019 (GD)	84.2% (34.2%)	81.6% (31.6%)	81.6% (31.6%)	73.7% (21.1%)	74.9% (25%)	69.2% (14.8%)	75.6% (21.7%)	64.9% (11.2%)
2018 (GD)	80% (26%)	80% (22%)	83% (30%)	71.7 (15%)	75% (26%)	70% (16%)	76% (22%)	65.3% (12%)
2017 (GD)	91% (33%)	81% (23%)	86% (28%)		76% (25%)	68% (16%)	75% (21%)	

KS2 SATs

	School					National				
	gps	R	W	M	Com	gps	R	W	M	Com
2022	86% (37%)	93% (35%)	88% (18.6%)	79% (20%)	77% 9.3%)	72.4% (28.2%)	74.5% (27.8%)	69.5% (12.8%)	71.4% (22.4%)	58.7% (7.2%)
2019	80.9% (42.6%)	76.6% (19.1%)	87.2% (23.4%)	87.2% (19.1%)	70% (4%)	78% (35.7%)	73% (27%)	78% (20%)	79% (27%)	65% (11%)
2018	90% (36%)	79% (24%)	88% (31%)	81% (24%)	64.3% (17%)	78%	75%	78%	76%	64%
2017	83% (19%)	72% (30%)	87% (38%)	74% (24%)	62% (17%)	77% (31%)	71% (25%)	76% (18%)	75% (23%)	61% (9%)

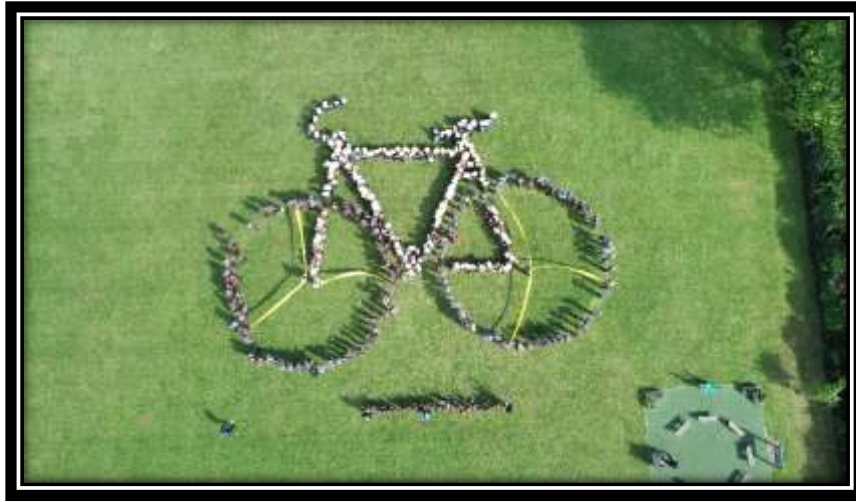
Amazing opportunities and experiences

As well as developing academic success, valuing childhood and providing memorable experiences is of particular importance to our school. Please see below some of our celebrations to provide you with just an insight into the amazing opportunities on offer here.









Ofsted

The school last had its OFSTED inspection in March 2017 and received an overall judgement of Outstanding. The full report can be found on our website.

Onwards and Upwards!

We are always striving to build on our success, working consistently hard to make our school an even better place to be.

This year we will continue to monitor and review the school curriculum to enable us to give the best possible learning outcomes and experiences to our children. At the heart of our curriculum is what the children need to know and the most effective way to teach it. A focus will be on continuing to develop opportunities to experience first hand learning of people of other faiths and cultures.

We will also focus specifically on raising attainment in maths, commensurate with Reading and Writing through implementing the revised White Rose Curriculum and the schools revised and agreed format for teaching maths lessons, which includes emphasis on dedicating time to reinforcing and practising prior learning.

We are also excited to develop the school site in conjunction with the Local Education Authority to provide improved space for learning with the development of a suite of new classrooms and extension to the hall.

More information on the priorities for the school can be found in the School Improvement Flyer on our website.

Complaints Procedures

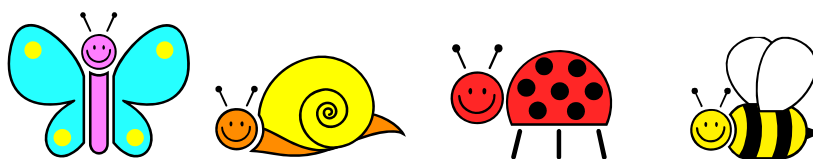
In the event that parents are unhappy about the content of the curriculum or any issues relating to school, in the first instance they should consult the school either through their child's teacher or directly with the Headteacher. We would always encourage you to come and speak to us about any problems you may have as we are always happy to work together to find a resolution. If required these issues may then be referred to the Governing Body.

If there is still dissatisfaction there are arrangements established by the Local Authority for formal complaints. Full details of these are available in school.

And Finally

We pride ourselves on the relationships we have with our whole school community and the high expectations we adhere to. We hope the information contained in this booklet is of help to you. Please do not hesitate to contact us if we can be of help in anyway.

We look forward to working in partnership with you and enjoying magical moments in your child's journey along the way.



Updated September 2022