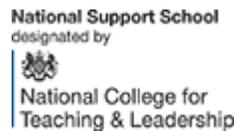




School Prospectus

Littletown J. I. and N. School

Bradford Road,
Littletown
Liversedge
Tel. No. 01274 878136
email office@littletownschool.com
website: littletownschool.org.uk





Mission Statement

**A continuous provision of quality and nurture for
each unique child.**



School Aims

At Littletown Junior, Infant and Nursery School we aim to provide:

- an aesthetically pleasing environment which is welcoming to all where everyone can feel happy and secure.
- the experiences and opportunities which will enable children to become competent, confident and independent members of our society, helping them to grow into young people who are fulfilled and able to make a positive contribution to their world.
- to provide knowledge and skills through a broad and balanced curriculum to enable children to achieve high standards by providing teaching and learning of the highest quality.

To develop:

- an enjoyable and rich curriculum where children go on visits and meet visitors through an extensive use of the environment.
- high standards of behaviour and achievement
- an awareness and appreciation of individual differences, age, culture, sex or disability.
- a caring, responsible attitude towards each other and the school community
- a responsibility for the protection of both the immediate environment and global issues

Welcome to Littletown Junior, Infant and Nursery School

Dear Parents and Carers,

I would like to take this opportunity to welcome you and your child to our school and hope that your child's time with us will be happy and successful. Our school is a 3 - 11 co-educational primary school. Children are organised into an Early Years Unit plus five classes with some mixed age groups.

At Littletown Junior, Infant & Nursery School we aim to provide a secure, happy and stimulating learning environment. We have high expectations of our children in order that they reach their full potential.

The staff take pride in providing a secure framework within which your child can work. We believe that education is a partnership between staff, pupils and parents working together.

There will be many things that you wish to know about the school and in a short prospectus of this nature we cannot hope to cover all of these. If you have any questions please do not hesitate to contact me.

F. Cullivan-Ward, Head Teacher.

Admissions Policy

Admission to Community and Controlled Schools - Priorities for Admission at EYFS, Key Stage 1 and 2

We follow all aspects of Kirklees policy

The School Standards and Framework Act 1998 sets an upper limit on infant class sizes of 30 pupils. It applies to all Early Years and Key Stage 1 children (Reception, Year 1 and Year 2), in infant school, infant departments and first school. This legislation means that the guarantee of all catchment children and out of area siblings being offered a place at school above the admission limit, may no longer apply. Places are only allocated up to the Planned Admission Number. Parents considering applying for a place should contact school with the child's details, so a meeting with the head teacher and a guided tour of school can then be arranged. Place in community and controlled schools will be offered to children in the following order of priority.

1. Children with a Statement of Special Educational Needs or EHCP, or currently or previously been in public care (looked after children)
2. Children living in the school's Priority Admission Area who have an older brother or sister attending from the same address at the date of admission.
3. Children living in the school's priority admission area.
4. Children who live outside the school's priority admission area who have an older brother or sister attending from the same address at the time of admission.
5. Children who live outside the school's priority admission area.

Notes

Community and controlled schools will admit children with Statements of Special Needs where the school is named in the Statement.

- a.) Children in priority 1 above may also be admitted above the Published Admission Number (PAN)
- b.) If we cannot agree to requests for admission in priorities 2 to 5 above without exceeding the PAN, we will give priority up to the PAN to children living nearest the school.
- c.) Distance is measured in a straight line from a child's home address to the school. Measurements are calculated using seven-figure grid references for each address taken from Ordnance Survey ADDRESS-POINT® data. This grid reference relates to a point that falls within the permanent building structure corresponding to the address. The boundary of the building structure for the address is derived from Ordnance Survey Land-Line data. For smaller, residential properties the grid reference denotes a point near the centre of the building. For larger properties, like schools with, for example, multiple buildings and large ground, the grid reference relates to a point inside the main addressable building structure. The distance calculated is accurate to within 0.1 metres.
- d.) 'Live' means the child's permanent home at the date when applications close or, if a significant house move is involved, the latest reasonable date before the final allocation of places.
- e.) A Priority Admission Area means a geographical area determined by Kirklees in consultation with the governing body of the school

Starting school in Kirklees Your child will start school in September when their 5th birthday is between 1 September - 31 August of that year. The Planned Admission Number of children admitted to our school is 25 per year group. **There is no guarantee of a place for any child in any of the priorities at any key stage.**

The School Day

School times

We operate an open door policy from 8.45 am - 9.00am.

For safety reasons we ask you not to bring children before 8.45 am as staff are busy with meetings and preparing for the day and there is no one available for supervision. Please collect your youngest child first at home time.

Morning Session

9.00 am - 12.00pm

Early Years Unit

8.30 - 11.30 am Nursery

9.00 - 11.45 am Reception

Afternoon Session

1.00 pm - 3.20 pm

12.30 - 3.30 pm Nursery

12.45 - 3.15 pm Reception

We also offer 30 hour places for eligible Nursery children and parents are able to buy additional sessions too. (See Littletown's Early Years Offer.)

School routines

Classes 2 and 3 have two additional playtimes throughout the day a 15 minute one in the morning and in the afternoon.

Classes 4, 5 and 6 have an additional morning playtime.

The Staff

Mrs Ward	Head teacher and responsible for Child Protection and Safeguarding,
Mrs Wensley	Deputy Head (shared post), Research, Assessment & Pupil Premium, KS2 Co-ordinator
Mrs Lombard	Deputy Head (shared post), Special Educational Needs & Early Years & KS1 Co-ordinator
Miss Moran	Reception Teacher
Mrs Evans	Nursery Teacher
Mrs Lister	Early Years Unit Nursery Nurse
Mrs Johnson	Early Years Unit Nursery Nurse
Miss Sheard	Class 2 (Year One)
Miss Dixon	Class 3 (Year Two and Three)
Miss Jarratt and Mrs Woodside	Class 4 (Year Three and Four)
Miss Howard	Class 5 (Year Four and Five)
Miss Ward	Class 6 (Year Five and Six)
Mrs Keqa & Mrs Hart	Higher Level Teaching Assistants
Mrs Madden	Inclusion Worker
Mr Linsky	Cover Supervisor
Mrs Neal, Mrs Peel, Mrs Cole, Miss Seed, Miss Thomas, Miss Pearson & Miss Holderness	Support Staff - Teaching Assistants
Mrs Melling, Miss Seed, Mrs Cole, Mrs Mahmood, Mrs Gemma Bond & Mrs Zofshan Afran	Lunchtime Supervisors
Lisa & Karen	Cooks
Mrs Shields	Office Staff - Bursar
Miss Riley	Office Staff - Senior Business Support Officer
Mr Scott	Caretaker

The Governing Body

Governor	Name	Responsibility
Head Teacher (Ex-Officio)	Mrs F Cullivan-Ward	
Trust	Mrs L Thomas	
Trust	Mr S Muscroft	
Co-opted	Mrs J Howarth	Safeguarding/Child Protection
Co-opted	Mrs V Speak	Early Years Foundation Stage
Co-opted	Mr I Catherall	Chair: Health and Safety/ Resources Focus
Parent	Mr M Addison	
Parent	Mrs K Waugh	GDPR
Teacher	Mrs S Wensley	
Associate Teacher	Mrs H Lombard	
Associate Bursar	Mrs E Shields	

The Governors meet at least once a half term and are given regular reports of developments, the achievements and needs of the whole school community. The Governors also visit the school regularly. As parents, you will be represented on the Governing Body of the school. We do hope that parents who are interested will be willing to stand for election as Parent Governors. The Governors have adopted the Kirklees policy with regard to charging for school activities and very briefly the policy statement states that schools may charge parents for cost incurred for the board and lodging element of a residential visit also school may charge for travel costs for a residential visit which takes place out of school hours. Support will be available to parents who are eligible for Pupil Premium. However, school may not charge for travel and other expenses where the visit takes place during school hours, but parents may be asked for voluntary contribution. The Chair of Governors is Mr I Catherall who can be contacted through school at any time.

Parents

Parental Involvement

We want parents to be involved in school. You are more than welcome to come and help in school, to hear readers, to bake, to work with groups of children in various curriculum areas. You will be required to complete and volunteer application form with references and an enhanced DBS form.

This is invaluable help for the teachers and aids the children's learning. All parents of children in school are invited to attend all meetings and functions organised by the school. Various social functions are held throughout the school year to raise money, by doing so, the quality of school life has been greatly improved through the purchase of items we would not normally be able to afford. Parents help and support is always valued at these times.

Parents' Evenings

Parents' evenings are arranged around November and March, when parents are invited into school to discuss their child's progress. A full report is sent home at the end of each academic year. Parents are welcome into school any time to talk with staff. In the case of a major worry or concern parents are urged to contact school and every effort will be made for Mrs. Ward to see you, or in the absence of the head teacher another member of the senior leadership team. In the case of an emergency at school, it is important that contact can be made with parents as quickly as possible. We would be grateful if school could be informed of any change of address, telephone number, place and hours of employment so that our records can be always kept up to date.

Important Information



Dress Code

Children are encouraged to wear the school uniform. The uniform is a scarlet red jumper/cardigan displaying the Littletown School logo, black or grey skirt/pinafore dress, black or grey trousers, a white shirt with a stiff collar, red and black tie. The jumpers, cardigans and ties are all available to buy from Sports FX in Cleckheaton or via their website www.sportsfx.co.uk. Black shoes should be sensible and appropriate for the school day.

For P.E. we encourage black shorts with a white t-shirt. P.E. pumps or light trainers should be available in school at all times in a named bag. School clothing, jumpers, P.E. equipment, pumps etc. must be clearly named. Each term we have many items of unclaimed, unmarked clothing which we are unable to return to its owner.

Food

We are a healthy school. Eating sweets and chewing gum is not allowed in school or in lunch boxes. Fruit or vegetables are always available for children at playtime for 20p or children are allowed to bring a piece of fruit for play. In Early Years, children are provided with a healthy snack for a donation of £1.50 a week. In Early Years, Class 2 and 3, children are also provided with an additional piece of free fruit daily.

Medicines

In line with Kirklees recommendations, we are allowed to administer medicines in school. A strict procedure is in place and a member of staff must be spoken to. Regular medicine such as inhalers, epi-pens, eczema cream or allergy medication can be kept in school for emergencies. Occasional medicine such as antibiotics can be given by first aiders in school, providing it is named and prescribed for **FOUR** times a day.



School Meals

All children in Reception, Year One and Year Two are entitled to school meals for free. For children in Year Three to Six, payment for school meals is paid online via the ParentPay website. When your child starts with Littletown, you will be given an activation letter and help if required with setting up your ParentPay account. There is a link at the bottom of the school homepage to the ParentPay website. Meals are prepared on the premises and they are healthy and tasty. The meals are served on a cafeteria system, with a choice of two courses. If you have any problems or concerns about your child's diet, please let us know. Allergies will be catered for where possible. Children are allowed to bring a packed lunch and drink as an alternative to school meals. They should be in a plastic container (no glass bottles or fizzy pop). Any change from school dinners to sandwiches or from sandwiches to dinners is permitted provided two weeks notice is given.

Some children will be entitled to free school meals and free milk. Please check if you are by visiting the website below and fill in a very short form. No one will know you have applied and it will not affect any other benefits you are claiming. If your child is going on a day trip with the school, the school will provide your child with a packed lunch to take with them. For every child receiving free school meals, our school receives more money to support your child in school.

<http://www.kirklees.gov.uk/beta/schools/free-school-meals.aspx>



Milk

All children are entitled to a daily one-third of a pint of milk. The milk is free until the term in which your child turns five, e.g. if their birthday is March, you will only pay from January onwards. If your child has registered for free school meals as discussed above, milk will also be free. Parents are asked each term if their child requires milk and are informed of the amount to be paid via ParentPay.

Jewellery

Children are discouraged from wearing jewellery at school. Studded earrings are permitted, but they must be removed for safety reasons for P.E. Nose studs must not be worn in school as this prevents, in an emergency mouth to mouth resuscitation been administered. The school does not accept any responsibility for the loss of or injuries caused by wearing jewellery.

Care and Well Being

Pastoral care is in the hands of the class teacher supported by other staff under the overall responsibility of the Head Teacher.

We aim to teach our children to have a responsible and positive attitude towards themselves, developing their self-confidence whilst being aware of others. We want our children at Littletown to be caring towards other people, animals, surroundings and belongings and to develop a responsibility for the protection of both the immediate environment and global issues.

Rules are kept to a minimum and are related at all times to the safety and welfare of the children and school community. Good discipline is essential for the well being of the school and we always seek the support of parents in maintaining a happy and secure environment for the children.



Children with Special Needs

Many children, at some time in their school career, will have special educational needs (SEN) of some kind. All children with special educational needs have a right to a broad and balanced education. The law says that all state schools must do their best to see that proper education is provided for all such children. Most children's needs will be met by the school, sometimes with the help of outside specialists. In a few cases, the Local Authority, Kirklees, may then draw up an Education Health Care Plan (EHCP). This is a legal document which describes all the child's needs and all the special help that he or she requires.

Parents are involved at every stage of development and together we will decide which stage is best for your child. We regard parents as partners in the education of their children to inform and listen to them and actively involve them at all stages. Our SEN Policy has been put together after many meetings and discussions with all schools within our local area and follows the procedures set down in the most recent Code of Practice and Local Authority guidelines. Mrs Ward and Mrs Lombard are responsible for making arrangements for children with special needs. The Special Educational Needs Policy is available on the website.

Our School Ethos:

At Littletown school, we have an inclusive ethos, we have high aspirations for every child in our school and we aim for them to reach to their full potential. Every teacher teaches pupils with Special Educational Needs or with a disability (SEND). As a tribute to our inclusivity, our school has gained the Kirklees Inclusion Award (KIQS) and the Basic Skills Quality Mark. We believe early identification and intervention is the key to ensuring that our children gain the best possible start to their school journey and beyond.



Training:

Teachers within school can develop their own expertise - this might be in a subject area (all teachers lead on a curriculum area) and receive appropriate and up to date training. All teachers are expected to follow our inclusive classroom checklist and this is monitored during observed lessons. To support this, all teachers complete the IDP (Inclusion Development Programme) modules as a minimum in terms of training for quality, inclusive teaching. We work very closely with outside agencies who also support and deliver training to our school with our specific needs in mind. Teaching Assistants receive support and training and are equipped to deliver quality interventions, eg, Sulp, movement group, CODE reading intervention, Numicon for maths.

Curriculum, Teaching and Learning:

Our curriculum is based upon the motto *'Every Child is Unique'* and believed by all of our staff. We have very clear values and we understand firmly that children need to be happy in order to learn. For this reason, we invest time in building positive relationships and teach social, emotional and personal skills. Our key drivers are Communication, Inclusion, Environment, Aspiration and Community, teachers plan with these in mind. Our curriculum is designed to engage and excite our children and all children are able to access the lessons that they receive. We have effective teaching across school and learning is supported in class with additional teaching assistants where appropriate - these might support the delivery of lessons, work with small groups or on a 1:1 basis, depending on the content of the lesson and the needs of the class. Any additional plans for specific children are regularly reviewed and new targets set - staff are supported with these by the SENCO. We provide appropriate interventions - from social use of language programmes to gross motor skill development and further support with maths. We believe in delivering lessons that rely less on intervention and more upon delivering high quality and inclusive provision. We have good transition arrangements in place from Nursery to Year 6 and strong relationships with the local high schools. Visits are set up at appropriate times in the year and personal arrangements are made where appropriate

Frequently Asked Questions:

What do I do if I think my child may have special educational needs?

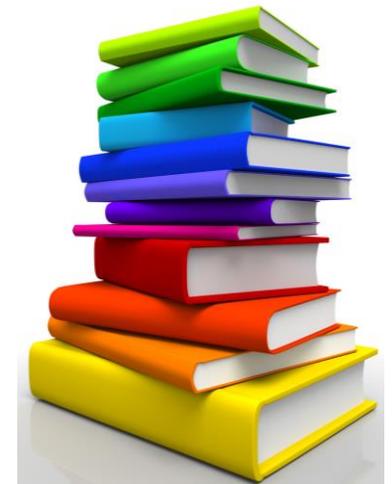
We have an open door policy at Littleton and we would welcome your thoughts. You would initially speak to your child's Class Teacher or the SENCO. After careful assessment and monitoring, if we felt further support would be needed; we may consider a referral to an appropriate outside agency eg: Speech and Language

How will school support my child?

School will support your child in a number of ways. We have a highly skilled team of Teachers and Teaching Assistants, who have all received training in the area they specialise in. There are a number of people who could work with your child, depending on their needs. It could be an Inclusion Worker to support with social, emotional and behavioural needs; it could be a Teaching Assistant to deliver a speech and language programme or some additional support with their Maths and English. The SENCO would oversee the education programme, which would be planned with the Class Teacher and any other adults involved with the child. This would be shared with the parents by either the Class Teacher, SENCO, or both. Children with SEN in our school do well - they make progress in line with their peers - we know this, because we track our children with SEND.

How will the curriculum be matched to my child's needs?

The curriculum would be matched to your child's needs through, in the first instance, quality, inclusive teaching and appropriate differentiation. Certain resources might be allocated to support and make learning easier, eg, a Visual Timetable. Additional interventions might also be appropriate - this might be 1:1 or small group.



How will I know how well my child is doing and how will you help me support my child's learning?

In addition to normal reporting arrangements, there would be opportunities to discuss your child's progress - how often this would take place would depend on the needs of your child - a plan would be drawn up, in order to keep you fully informed. We offer a number of parenting activities within school throughout the academic year.

What support will there be for my child's overall well-being?

As in line with our school motto 'Every Child is Unique', we place your child's well-being at the centre of our school. This is reflected in the fact that we have invested a considerable amount of money into employing an Inclusion Worker and a Phoenix Room nurture facility in school. Our curriculum is underpinned with a priority to develop your child's social, emotional and personal skills. Our school grounds are also designed to enhance your child's learning and we endeavour to plan for outdoor learning. We have appropriate policies in place and if we feel your child needs further support, we may make a referral to an appropriate outside agency.

What specialist services and expertise are available or accessed by the school?

Our staff can offer a variety of support, through specialist training some have. Our Inclusion Worker is fully trained to deliver a variety of social, emotional and behavioural support. We have teaching assistants fully trained to deliver speech and language interventions, physical interventions and other basic skills provision. We are able to access a wide variety of services in order to provide additional support for a child who might need it.

What training are the staff supporting children with SEN having/had?

Training is on-going and revisited on a regular basis. Staff are trained to support children with dyslexia, autism, ADHD, etc. Staff who support children with SEN are also trained in the interventions that they deliver. Recent training for staff was in Dyslexia delivered by educational psychology and also the use of Numicon by the local authority - this is a maths resource that supports children if there are gaps in their maths knowledge. If we feel we need further support and training in order to meet your child's needs, we may contact or make a referral to another service.

How will my child be included in activities outside the classroom?

All children take part in activities and school trips. Planning and consultation with parents/carers would ensure all the appropriate support and resources are in place so that any child can access what the school has to offer.

How will the school help my child on transfer to the next phase of education?

Transition arrangements and plans would be in place - this might be at an annual review or a meeting, the parents/carers and child would be fully involved in this.

How are the school's resources/funding allocated and matched to children's needs?

If your child needs additional support and resources, then the SENCO, Head Teacher, Parent/Carer and, if necessary, advice from outside agencies and Special Educational Needs, Assessment and Commissioning Team (SENACT) would be sought in order to make sure that the correct amount of support will be in place. This would depend on the need of each child.

Disability Access

We have access into school for children with physical disabilities to the rear of school and into the school yard via a ramp. We have only one classroom not on ground floor level. If a physically disabled child was admitted into that class we would swap that class to a ground level. All classes are carpeted to help children with hearing difficulties. At Littletown School, we would always take any steps possible to include any child with a disability.

Complaints Procedure.

The Governors of Littletown agreed to follow the Kirklees Curriculum Statement for 5-16 year olds, a copy of this is available in school. Complaints about the curriculum should in the first instance be made to the Head Teacher. All 'Complaints Procedure Documents' are available for parents to see in school, by making an appointment with the head teacher. During the year the Department of Education and Employment send us many circulars, these along with statutory instruments are available in school for inspection.

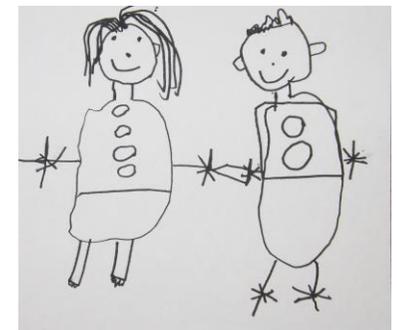
Early Years Unit

Early Years Unit

Children can start Nursery the term after they turn three. Nursery children can be offered places to start in September, January or April, providing there are places. Nursery places will be allocated half-a-term before the child is due to start and the places will be allocated in accordance with the school's admission policy. We can offer 15 hours (either morning or afternoon sessions) or 30 hours where eligible. It will be at the discretion of the school which session each child attends depending on availability and in order of the applications, although we try to offer your preference where possible. The timings for the sessions are:

8.30 am - 11.30 am or 12.30pm - 3.30pm

Prior to starting school, parents and children are invited to visit for a series of sessions called *Getting Ready for School*. The staff from the Early Years unit then visit the children at home at the beginning of the school year. A staggered intake lasting approximately two weeks aids transition from home to the Early Years Unit environment. The Early Years Unit has children from 3 to 5 years of age.



Attendance

Attendance

All parents should aim to support 100% attendance across a school year and should be aware that attendance is very closely monitored by school staff. Parents are requested to inform school by 9:30am if their child is unable to attend school for any reason. If school has not heard from parents by this time, we will try to make contact to ensure that the child is safe. If a child is absent without explanation there is always the concern that they have been dropped off outside school or walked to school on their own, but not actually arrived in school. Attendance is monitored daily by school. Absence is either **authorised or not authorised** and it is the school that makes this decision not parents. The expectation is that all children attend school regularly but any child's whose attendance drops below 90% will come under greater scrutiny with attendance support from the Spenborough Co-operative Trust.

Lateness

If a child is late, please contact school before 9.30am and on arrival, you will be asked to sign the late book. Lateness is monitored and may affect attendance.

Leave of Absence

The Government states schools are no longer allowed to refer to a holiday in term time and it must be known as a **leave of absence**. The law clearly states that parents **do not** have the right to take their child out of school for holidays/leave of absence during term-time. Parents have a legal duty to make sure their child, if registered at a school attends regularly.

Parents/ Carers are reminded that Government guidance clearly states that School may only agree to a "Leave of absence" in "Exceptional" circumstances.

Parents / Carers are requested to put in writing any request clearly stating the exceptional reasons for the request and the expected return date. We do not operate a blank ban on leave of absence in term time, each case is looked at individually for 'exceptional circumstances'. Evidence in the form of tickets for any holiday may be requested at the Head's discretion. If the Head teacher feels the leave of absence request is not valid then the leave of absence will be refused.

If parents choose to take the holiday without consent being authorised, a warning notice will be issued. Parents will be warned that any further incidents may result in a formal Penalty notice and fine. **From September 2013, payment of a Penalty Notice within 21 days is £60 per parent per child and payment within 28 days £120 per parent per child. If penalty notices are not paid, formal prosecution through the court will be sought by the Local Authority.**

Rewards:

- Each half term Certificates are issued to children with 100% attendance and the class with best attendance get individual prizes

The National Curriculum

English

It is our policy to expand and develop the ability to think logically, listen attentively, read fluently, accurately and with pleasure. Children are expected to write for a variety of purposes and for different audiences. Literacy is often taught throughout a range of topics and subjects.

Reading

We want all children to experience success and enjoyment when learning to read. On entrance to the Early Years Unit the children take part in a variety of activities to prepare them for reading. They are encouraged to use "real" books to foster a love of literature. The Oxford Reading Tree family and books are introduced, this scheme is supported by a variety of other schemes as the children progress through school. Children are encouraged to bring books from home to read in classes 4, 5 and 6 to read for pleasure. All children are heard to read in small groups and individually. We use Letters and Sounds as our tool for teaching phonics. Parents' workshops are held to help you understand how to support your child with phonics.

Writing

Children are encouraged, from any early stage, to develop their own writing. Children begin by mark making before writing recognisable letters, and then linking them to sounds and words that can be read. Pre-school children can be helped by using only lower case letters when writing and by calling letters by their sound, not their name. The development of a legible handwriting style and letter formation is taught throughout the school, please ask for our handwriting policy.

Maths

We aim to develop a positive attitude towards an enjoyment of maths. Maths is often taught in small skills based group, targeting your child's ability and building confidence. Maths is not just a subject at school but goes on all the time in many different ways. You can help your child by counting steps, cars, trees, by involving children when weighing for baking, looking at the clock together, measuring using mathematical language such as taller, shorter, bigger, smaller, higher, lower so that maths is seen as part of everyday life.

Science

Through our science curriculum we aim to stimulate and excite curiosity about the changing world in which they live, whilst understanding the basic concepts introduced in the various scientific topics covered throughout the school. We endeavour to offer our children creative and practical teaching and learning experiences that will include ICT and outdoor learning, using our Forest School Garden, wherever possible. Investigations will play a major role in the delivery of science where children will gain opportunities to plan observe, predict, interpret and explain their ideas and findings. We encourage children to question and discuss science-based issues that may affect their own lives, the direction of society and the future world within their role as positive citizens.

Computing

Computing is a crucial part of everyday life and now has a growing significance in the curriculum. Through our computing we aim to prepare our children to participate in a rapidly changing technological world and increase their ICT capability for their future lives. We value the importance of our children's online safety and teach them about the safe use of the internet. We use computing as a teaching tool in any subject area and also offer our children opportunities to apply their ICT skills across the curriculum.

Humanities

Humanities is taught through topics to combine History and Geography and relevant areas of R.E. The subject is concerned with human experiences and the interaction between people and their relationships with the environment. The children are taught about local and global places, past, present and future. This area of the curriculum is often supported by educational visits and field work.

Art

Children learn to express themselves through various forms and to appreciate the work of artists from past and present times and other cultures. Skills are taught through a structured approach so that ideas can be planned and developed through Key Stages. Where possible artists will come into school and support children with learning new skills.



Design and Technology

Design and technology is about generating ideas, investigating and inventing. We aim to develop skills of planning and construction by using a variety of tools and materials. The children are encouraged to evaluate models and solve problems during the process of construction.

French

We provide French language learning for all children in Key Stage 2. Alongside teaching words and phrases which are relevant to the children, we ensure that our children learn about the culture, geography and the style in France. Lessons are made fun through use of rhymes, music, songs, stories and interactive activities.

Music

Music is taught as part of a topic in Class 2 and 3 and usually as a separate subject in Class 4,5 and 6, often supported by external music teachers. We aim to develop a love of music and involve children in a wide range of musical activities such as pantomimes, shows entertaining in the community.



Religious Education

Littleton Junior and Infant School is not affiliated to a particular religious denomination. The religious education taught is broadly of the Christian faith but other cultures are explored particularly Islam at Key Stage 1 and Buddhism is added at Key Stage 2, based on the recommendations of the Kirklees Agreed Syllabus (SACRE). All religions and festivals are celebrated where possible to enhance our variety of cultures and religions in school. All children participate in a daily act of Collective Worship either in the classroom or in whole school assemblies. Parents may exercise their right under section 25 of the 1944 Education Act to withdraw their child from religious worship on application to the Head Teacher. Any children who are withdrawn will work in a classroom with a support assistant.

Health Education

Health education is taught from the study of living things. During these topics many discussions take place where questions regarding sex and relationships may arise. Such questions are answered sympathetically and sensitively by staff. Puberty and sexual awareness are approached sensitively through guidance in Year 5 and 6. Parents have the right to withdraw their child from sex education on application to the Head Teacher.

Sporting Aims and Provision of Sport

Our school follows the National Curriculum for P.E. Each child is involved in a range of activities both indoors and outside. We include dance and gymnastic activities and add outside sports including football, netball, rugby, tennis and cricket. In Class 4 & 5 children go swimming once a week at the swimming baths opposite school. Every child has at least 2 hours of PE per week as recommended by DfE. We are committed to meeting the Childhood Obesity Plan ambition for every primary school to deliver 30 active minutes to every child throughout the school day, including active break-times. The formal P.E. curriculum is further enhanced by extra-curricular activities, which include a range of sporting clubs over the year run by school staff and Legacy Sports coaching. We do have our own small playing field to the rear of school and we can use the facilities across the road at the Princess Mary playing fields.



We also take part in various interschool games for a variety of sports or Athletics and our school achieves very well. Many of our children take part in local football teams, gym clubs and dance and drama schools. We have strong links with Spen Valley High School where we compete regularly.

Homework

Homework is given to provide back up and reinforcement to work done in school. Throughout the school children are encouraged to take home their reading books and spellings then please find time to listen attentively, encourage and praise loudly. Homework may be interviewing a family member, making something like a dinosaur home or Aztec pyramid, going on a 3D shape hunt, or writing a diary, as well as maths activities. Homework should never be arduous or worrying for the child. On occasion if parents and staff feel a child is not producing sufficient work in school, it may be agreed that for a set period unfinished work goes home. Everyone needs encouragement and praise, particularly young children.

Extra Curricular Activities

A range of after school clubs are organised. Over the past year we have run clubs for dance, table tennis, athletics, multi-sport skills, gardening and CODE Computing club. Educational visits are an important part of the curriculum and residential visits take place in Classes 4, 5 and 6. The school endeavours to promote social awareness and has a fine record of raising money for charities. We encourage the children to become involved in the life of the community by entertaining at various homes for the elderly in the area and carol singing around the neighbourhood. We also distribute harvest gifts both in the local community and to other countries through local relief agencies.



Breakfast Club and After School Club

The school operates a Breakfast Club and After School Club. The Breakfast Club runs from 7.30-8.45am and the After School Club runs from 3.20-6.00pm. A booking system is in place for the After School Club.

School Council

We have an elected school council with two members from each class. They work to help make decisions in school and are also our Eco-Monitors to check we are being environmentally friendly too.

School Address

We hope you have found this information useful. If you require further details about our school please do not hesitate to contact us. We are a small, friendly school where parents are always welcome.

This information is published in compliance with Education Law. The details given were correct at September 2014. Any subsequent changes may be published in a supplement. Any documents to be made available under the Regulations may be seen at school.

Littleton Junior, Infant and Nursery School
Bradford Road,
Liversedge
WF15 6LP

Telephone 01274 878136

email: office@littletownschool.com

or visit our website at www.littletownschool.org.uk where you will find lots of information, including our results, attendance figures and holiday dates. Our website also has links to other websites including **our blog** where you will be able to see what each class has been doing.

What have our parents said about us?

"Littletown is an exceptional school that is very well led. My daughter has excelled and achieved her potential because of the wonderful teaching staff and the happy & safe environment in school."

"Brilliant, supportive school. My child has thrived!"

"Littletown is a high quality welcoming school which encourages their children's excitement around learning."

"Fantastic school. My children love Littletown which makes us happy and content, they achieve fantastic results and make us so proud."

"The staff are friendly and helpful. They often go 'above and beyond' in order to support their families."

"The best primary school I could have hoped for. I would recommend the school to other families."

"The school is a very happy environment. School life is packed full of activities where children can develop their creative art and drama skills. Very well run school with a lovely, caring, passionate Head Teacher. Lots of support for parents and children."

We see your child's journey as a true partnership and really value parental contributions. Thank you to those parents who have said such wonderful things