



Victoria Primary School
Prospectus
January 2019

Headteacher: Mrs Jane Dark



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Vision Statement

Victoria Primary school is a safe, caring and aspirational learning environment where everyone respects each other. We work in partnership to ensure each child achieves their full potential, has self-belief and is equipped for life.

'Believing and Achieving Together'



WELCOME BY THE HEADTEACHER

On behalf of the children, staff and Governors, I'd like to welcome you to Victoria Primary School.

We are a school which believes in the value of every child and adult who enters our doors. As such we want all those who become part of our school community, whether a child or an adult, to feel valued, happy, respected and to recognise their role in continuing to make our school the best that it can be.

We believe that all children who become pupils at our school deserve the best and our aim is to help them succeed by reaching their potential in every area of life - academic, social, emotional, mental, personal, physical and spiritual. We do this by ensuring that each child has a personalised curriculum where they understand their educational journey - where it is beginning, where it will take them and how they will get there!

Within our school we work very hard to create a team of teachers, non-teaching and support staff that will support each child in reaching their potential. Many who visit us comment on the strength of our 'staff team' and their shared commitment to help every child in the school achieve their best.

We value the broad and balanced curriculum which our staff offers and all children are able to access not only academic, but creative and physical areas of the National Curriculum fully, so that they can receive the highest standard of education.

We hope as you read our school prospectus you will gain a sense of the value that we place in each child and our desire to ensure standards, in all areas, remain as high as possible within the caring and happy community which is Victoria Primary School.

The school is one of the founding members of the Nurture Academies Trust and converted to academy status in January 2017. The other schools in the Trust are: Parkwood Primary, Denholme Primary, Lapage Primary, Byron Primary and Fearnville Primary schools.

Mrs J Dark - Headteacher

Values and Ethos

Victoria Primary School is a safe, caring and aspirational learning environment where everyone respects each other. We work in partnership to ensure each child achieves their full potential, has self-belief and is equipped for life.

Curriculum Intent

The curriculum will encourage all pupils to understand, be interested in and show respect to others, whilst also developing their own self esteem.

The curriculum will enable pupils to become literate and numerate, having confidence when communicating, working with and responding to others.

The curriculum will enable pupils to develop analytical, problem solving skills.

The curriculum will develop independence in our pupils; enabling them to make healthy, safe life choices for themselves and others and to become positive members of their community.

Victoria Primary School is a place...

- Where every person is valued and every child is known and cared for
- Where cooperation is expected and all successes are shared
- Where difficulties are talked through and compassion and forgiveness are key
- Where equal opportunities are given and lively, enquiring minds are developed
- Where the well-being of our school community is at heart

School Staff: 2018 - 19 (may be subject to change)

Headteacher: Mrs J Dark

Deputy Headteacher: Miss J Renton

Assistant Headteachers: Mr W Smith & Mrs S Scott

SENDCO: Mrs K Jones

<p><u>Teaching Staff</u></p> <p>Murphy: Nursery - Mrs L Nellist</p> <p>Donaldson: Reception - Mr I Richardson (EYFS Leader) Mrs F Powell / Mrs J Levack</p> <p>Annan: Y1/2 - Miss L Cross</p> <p>Burningham: Y1/2 - Miss A Naz</p> <p>Rosen: Y1/2 - Mrs S Scott - AHT</p> <p>Anne Frank: Y3/4 - Mrs A Majid</p> <p>Malala: Y3/4 - Miss M Bibi</p> <p>Rosa Parks: Y3/4 - Miss V Tokarski</p> <p>Angelou: Y5/6 - Miss S Kousar</p> <p>Mandela: Y5/6 - Mrs C Sanasy</p> <p>Pythagoras: Y5/6 - Mr W Smith - AHT</p> <p>KS1 Teacher: Mrs A Khatoon Mrs C Talbot</p> <p>PPA Teacher: Mrs A Sutton</p>	<p><u>Governors</u></p> <p>Chairperson: Mrs B Potter</p> <p>Vice Chair: Mrs S Firm</p> <p>Staff: Mrs S Mahmood</p> <p>Parent: Mr N Nazam</p> <p>Co-opted: Mr J Rigby</p> <p><u>Non-Teaching Staff</u></p> <p>Administrator: Mrs G Hudson</p> <p>Admin Assistant: Miss C Skillicorn</p> <p>Caretaker: Mr K Maginnis</p> <p>Assistant Caretaker: Mr M Gray</p>
<p><u>HLTA</u></p> <p>KS1 / KS2: Mrs K Brickles</p> <p><u>Cover Supervisors</u></p> <p>Nursery: Mrs R Kauser</p> <p>Reception: Mrs J Tokarski</p> <p>Reception: Miss A Aftab</p> <p>KS1: Miss T Lazenby</p> <p>KS1: Mrs A Martin</p> <p>KS2: Miss R Ali</p> <p>KS2: Miss Z Beck</p> <p>KS2: Mrs J Garnett</p> <p>KS2: Mr Z Iqbal</p>	<p><u>Teaching Assistants</u></p> <p>Nursery: Miss E Colman</p> <p>Nursery: Miss A Parker</p> <p>Reception: Miss N Mahmood</p> <p>KS1: Miss Z Ali</p> <p>KS2: Miss L Hey</p> <p>KS2: Miss Z Hussain</p> <p>KS2: Mrs T Khan</p> <p>KS2: Mrs K Parkes</p> <p>KS2: Mrs A Sisley</p> <p><u>Interventions</u></p> <p>KS1: Mrs Z Hanson</p> <p>KS2: Mrs S Mahmood</p>
<p><u>Lunchtime Supervisors</u></p> <p>Miss L Hey Mrs I Khan Mrs S Kauser</p> <p>Mrs M Bi Mrs A Kousar Mrs S Tufail</p> <p>Miss S Gul Mrs S Mahmood</p> <p>Mr Z Iqbal Mrs K Taj</p>	<p><u>Kitchen Staff</u></p> <p>Miss K Wilson: Unit Manager</p> <p>Miss D Cole Miss C Spencer</p> <p>Mrs G O'Dowd Mrs H Iranmesh</p> <p>Miss N Wigglesworth</p>

The School Day

The school doors open at 8.30am and children can come into the building and go straight to their classrooms to begin the day. There are two staff on the school gate, staff in the classrooms and staff on duty in the corridor and cloakroom area of KS2 upstairs.

Once in school all children are offered a free breakfast in their classrooms to ensure they do not start the day hungry and unable to focus on their work. Breakfast is usually in the form of a bagel with a choice of topping. Children prepare their own bagel from the breakfast area in their classroom and are then able to have a social breakfast with their friends and a calm and nourishing start to the day.

Registration begins at 8.50 and closes at 9.00. The school gates and doors are locked at 9.00. Anyone arriving after this time must come to the main school office.

Parents are welcome to come into the building in the morning if they wish and are encouraged to come and support their children in Reception on Monday, Tuesday and Wednesday mornings from 8.40 - 9.05am. At the end of the day, parents wait on the playgrounds and children are brought out to them and handed over from the school staff. School will not allow children to be collected by anyone who is not a known adult, unless prior arrangements have been made.

Attendance and Holiday Dates

Please ensure children arrive promptly each day. The school day begins at 8.30 and registration ends by 9.00. If a child arrives after registration closes they will be marked as late. We do ask that children arrive for 8.30 as this gives them time to settle into class and begin their morning work ready for a prompt start to the day. Breakfast is offered to all children in classrooms from 8.30.

If your child is going to be absent from school, for example, through illness, please inform the school office straight away. If we have not been contacted we will contact you to ascertain the reason why your child is not in school.

School must differentiate between authorised absence, for example due to illness, and unauthorised absence, for example, unknown reason or absence without the agreement of the school. The Headteacher undertakes regular monitoring of attendance and parents of children whose attendance is a cause for concern will be contacted to discuss ways to improve attendance. Please see the Keighley Schools Together Attendance Policy for more details.

The school holiday schedule that the Governors set for each year is published on the school website.

Medical Information

Parents are requested to inform the school about any medical conditions or dietary requirements when they enrol at school and keep us updated as any changes or further issues arise. Data collection sheets are sent out to parents annually and it is parents' responsibility to keep school informed of any change of contact details as soon as they occur, for example, change of address or telephone number. Up to date contact details are vital, should we need to contact you in an emergency, for example, if your child becomes ill whilst at school.

If a child becomes ill during the day, parents will be informed as soon as possible. In the case of an accident, one of our qualified first aiders will treat the injury and parents will be informed by an accident slip of the injury and treatment which was given. In circumstances where the first-aider feels further medical assistance is required then parents will be contacted and asked to collect their child, so they can decide on the course of action to take or take the child to their GP for further advice. In the case of an extreme emergency the school may contact the emergency services and if the child needs to go to hospital a designated member of staff will accompany them until a parent arrives.

Pills and medicines should not be brought to school. School staff will support children with the administration of asthma inhalers. Anti-allergy medication or Epi-pens can only be administered by school staff as part of a child's care plan, a copy of which must be given to school on admission. No other medication can be administered by school staff. If staff feel a child may benefit from pain relief, such as paracetamol, during the day, parents will be contacted and asked to come to school to administer the medication to their child. It is parents' responsibility to ensure that any inhalers, Epi-pens or other allergy medication kept in school is in date and that if care plans are updated or amended that school has a copy of the most up to date plan. The school does have emergency inhalers and epi-pens on site, and in an emergency the school would use those if necessary.

Special dietary requirements and allergies:

We work very closely with our School Meals provider, to provide meals for children with specific dietary needs and ask you to inform us as soon as possible about such requirements. If a child does require a special diet it can only be provided following a letter and care plan from a consultant or dietician confirming the allergy/dietary requirement. Please also include allergy information on our school emergency contact data collection form.

Safeguarding Statement

At Victoria Primary School we are fully committed to safeguarding.

Please find our Safeguarding Statement detailed below.

At Victoria Primary School we are committed to inspiring, challenging and safeguarding our pupils and enabling them to recognise the uniqueness and individual needs of all pupils. At Victoria:

- Each child is considered as a whole person developing skills, concepts and attitudes necessary for the opportunities and experiences of the future.
- We aim to prepare children to reach their full potential as responsible citizens.
- Our school aspires to value everyone associated with it, irrespective of age, position, race, gender, background or ability.
- We endeavour to motivate, support and inspire personal, spiritual, emotional, mental and educational growth in a safe and secure environment.
- We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school.

All concerns are passed through the members of staff who are trained as 'Designated Safeguarding Leads' Miss Renton (Deputy Headteacher), Mrs Dark (Headteacher), Mr Smith (Assistant Headteacher), or Mrs Scott (Assistant Headteacher) in school in compliance with the 'sharing of information' guidance.

The following safeguarding measures are in place:

Cause for Concern

All staff are asked to report any causes for concern to the Designated Safeguarding Leads using our online monitoring system CPOMS. Any concerns will be shared with parents/carers as early as possible as more often than not there are extremely reasonable explanations for the concern. Concerns may range from children being visibly upset to persistent lateness to children 'disclosing' concerns.

Attendance

All lateness and absences are recorded by the class teacher. Reasons will be sought for all absence or lateness. Attendance is monitored through these systems and referrals to the Designated Safeguarding Leads can be made. Parents and carers will always be informed of concerns around attendance at the earliest point. If attendance concerns continue, the school may request a meeting with you. Unauthorised absences on your child's attendance record may mean that you are liable to incur a FIXED PENALTY NOTICE (fine) or could face prosecution for failure in your statutory duty to ensure your child attends school.

Absence During Term Time

We encourage parents and carers **not** to take their children out of school during term time. Every day of your child's education counts. If absence during term time is requested, then this must be put in writing - to the Headteacher (on a Leave of Absence form available from the school office). This should be as early as possible and at least 10 working days in advance. In all cases, parents and carers will be asked to give the reasons for the absence request.

Working Together at Victoria Primary School

The school encourages open communication between home and school and issues weekly newsletters to parents detailing events and particulars concerning school. Curriculum information is sent out half termly to enable parents to know what their children are learning and help them to support their children with their learning at home. Termly parent meetings are held by teachers to explain the learning that will be happening over the term and give parents information as to how to support their children's learning at home. The school has an open door policy in the mornings and parents are welcome to bring their children into school. However, if parents would like a discussion with the teacher about their child; an appointment must be made for a mutually convenient time, as teachers are busy preparing for the day in the mornings.

Parental help in school

We are always grateful to those parents who come in to school and help. Don't be shy! If you have some time to spare or a particular talent or area of expertise then we would love to hear from you.

Currently parent helpers have been involved in supporting children with reading, helping in practical and creative subjects such as cookery, sewing, art, music and design technology. So if you are free, even for an hour a week, come in and speak to Miss Renton (Deputy Head), she would love to hear from you.

Prior to commencing your work in school all helpers will be required to have successfully completed an enhanced DBS disclosure form which helps us ensure pupils are protected from harm.

Children as Leaders

At Victoria Primary School we encourage our children to take responsibility and develop leadership skills. We have a range of roles to develop this:

Junior Leadership Team

Two children from each KS2 class are elected by their peers to serve on the Junior Leadership Team. Their role in school is to support making the school a better place for all pupils. They have worked on projects such as One Britain One Nation (OBON) Day, organised a tea party for the Royal Wedding, took part in the Remembrance Service at

the Cenotaph and they choose the menus for the school meals, taking part in taster sessions on behalf of the pupils. They have also completed learning walks with staff to look at Learning Environments and have led assemblies and meetings with pupils about behaviour and safety.

Sports Leaders

There are 18 children who are currently Sports Leaders in School. They organise and lead a range of PE and sports activities, for example, scooters at break times in the playground and inter class sports tournaments in the hall every day at playtime, covering sports such as football, hockey and tennis.

Monitors

There are 6 monitors who support our younger children in moving around the building at lunchtimes. They are on duty in the corridor to support children from Reception and Years 1 and 2 in moving from the hall, collecting coats and going out on the playground.

Breakfast Monitors

There are 6 monitors who support our free breakfast provision by distributing and collecting breakfast to and from every class across school once it has been prepared by our adult volunteers.

Other Community Groups

We are proactive in working with many groups within Keighley and regularly contribute to activities within the community, for example, laying a wreath at the Remembrance Service at the War Memorial in Keighley Town Centre and the choir visiting the elderly in local care homes to sing Christmas Carols.

We work with a group of other local schools to carry out a range of activities across the year to enable pupils to mix with other children from different schools and areas of Keighley. These events include, arts and craft days, cycling, triathlon, and science 'discovery' days.

All our children in Years 3 and 4 have regular links with three schools from North Yorkshire, to enable them to mix with children from very different backgrounds and cultures. These links involve visiting each other's schools and joint visits to Nell Bank Activity Centre to participate in a range of outdoor and adventurous activities.

Curriculum Implementation

We provide a broad, balanced, differentiated and relevant curriculum which is accessible to all our pupils. We believe that school is an important influence on a child's development and our curriculum promotes the academic, physical, cultural, moral, spiritual, social, emotional and mental welfare of each individual pupil. It seeks to develop the potential of every child in order to prepare them for the opportunities, responsibilities and experiences of adult life and provide a sound basis for future secondary school education. Different children require different lengths of time to complete the same task and during the course of the school day a range of tasks can occur simultaneously. There is no absolute relationship between time spent and the quality of work done. The school curriculum is planned in a qualitative way, thinking about the relative priorities of different aspects of the work, as well as about allocations of time.

Throughout the school, pupils have the opportunity to be taught as part of a class, in a collaborative group or one to one as well as in a whole class situation. The school aims to produce happy, emotionally resilient pupils with sound moral values, who are both literate and numerate and who are hard-working, self-disciplined, considerate, responsible and sociable. We have redesigned our Curriculum around themes/topics but ensure the National Curriculum requirements for subject areas are taught fully within these themes/topics.

Language and Communication - Dialogic Teaching

At Victoria Primary School we believe that effectively harnessing the power of talk can stimulate and extend children's thinking and have a very positive impact on the learning and understanding. Every aspect of the children's work is influenced by the extent to which they use language confidently, competently and with imagination and accuracy. At Victoria Primary School, children learn the skills of effective: interaction, questioning, answering, giving feedback, giving contributions, participation in exchanges, discussion and argumentation, professional engagement with the subject matter and learn to develop positive relationships. Good vocabulary is vital to children's learning and comprehension and Victoria Primary School puts a big focus on developing vocabulary across all areas of the curriculum. Competence in the skills involved in speaking and listening, reading and writing is promoted throughout the curriculum in order to enable the children to communicate appropriately and effectively. We teach English daily as a discrete subject from Year 1 to Year 6, with opportunities for Literacy in the Foundation Stage being incorporated within the child's day according to principles of the Early Years Foundation Stage (EYFS).

Reading is taught initially using a synthetic phonics programme which follows closely the guidance of 'Letters and Sounds,' before moving onto our reading scheme. The programme is introduced in the Nursery and consolidated throughout Reception and Key Stage 1. Opportunities are also given during Key Stage 2 for further consolidation of phonics and spelling and some pupils undertake specific intervention programmes if they experience difficulties with reading.

Mathematics

Considerable importance is attached to the children achieving and understanding mathematical processes, concepts and skills. A positive attitude is encouraged by presenting it in an interesting and enjoyable way, allowing the children to actively participate in the learning process, thus creating a sense of achievement and confidence. There is a strong emphasis on the development of mental arithmetic and number facts, and giving opportunities for pupils to use and apply mathematics in real life situations and develop their reasoning skills.

Maths is taught through a daily lesson but is also taught linked to other curriculum areas as part of our thematic curriculum, making it more meaningful as it is linked to real life learning.

Science

Science is presented to children in a practical, relevant context and enables the acquisition of a systematic, scientific approach to learning, developing useful knowledge, skills and attitudes about the world in which we live. Systematic inquiry, analysis of problems, formation of ideas, testing and modification are encouraged through whole class, group or individual investigations and project work, designed to arouse the children's natural curiosity.

Computing

Computers and other technology such as flip cams are used throughout the school. ICT skills are taught as a discrete subject and as a means of supporting other areas of the curriculum. The children are encouraged to communicate ideas and information in a variety of forms, where appropriate, using equipment and computer software to enhance their learning. All classes from Y3 - Y6 have a class set of laptops in their classroom, meaning every child has access to a device as needed to support learning. KS1 classes and Reception have 6 laptops in their classrooms and Nursery children have a classroom computer. The school also has an ICT suite that classes use to access learning opportunities. The school subscribes to a number of software packages to support learning that the children can access at home or at school, for example, Education City, Times Tables Rock Stars.

Design and Technology

Through Design and Technology, the children are encouraged to identify, examine and solve practical problems and to make existing situations better. The children are encouraged to be inventive, using a range of materials and tools, try developing, modifying and evaluating their ideas through a series of projects.

Art and Design

The children are encouraged to be spontaneously creative, using a variety of media and techniques in art and craftwork. An awareness of colour, shape, balance, focus and proportion are developed alongside the use of symbols to convey ideas and feelings. The study of a wide range of artists, craftspeople and designers complements this work and the art work links to the theme of the curriculum in different year groups.

Music

Music is taught with the aim that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance and by playing tuned and un-tuned percussion instruments. The learning in music links to the curriculum theme and there are other opportunities to develop musical skills and expertise through the recorder club and choir. Children also participate in visits and events outside school to take part in musical opportunities, such as the School Prom or 'Bamboo Tamboo' World Record attempt in Bradford City Park.

Religious Education

The school believes that religious education should provide a contemporary study of religion, preparing children for life in their community. Respect, tolerance and understanding for the beliefs of others is strongly promoted as part of our programme. The school follows Bradford's Religious Education scheme of work.

History

At Victoria Primary School, we view History not only as simple facts and dates but encourage pupils to become detectives who explore the past in an exciting way. History is taught mainly through a topic based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive.

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to appropriate venues, for example, Danelaw Living History Museum in York, where children get to live the life of a particular group, eg Vikings or Romans for a day.

Geography

In Geography pupils develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. We study local areas/issues and extend these studies into the wider world. The children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment and economics of those countries which they study. They then use the skills they have developed in speaking and listening, literacy, numeracy and ICT to record and report their findings.

Physical Education and Sports

Pupils have two hours of PE timetabled per week through which we develop the six areas of activity as set out in the National Curriculum - Dance; Games; Gymnastics; Athletics; Outdoor and Adventurous activities; Swimming. Children are given the opportunity to swim during Year 5 and we aim for all pupils leaving the school to be able to swim at least 25m. The children in Year 5 spend 3 terms learning to swim.

Sports taught include football; netball; basketball; kwik cricket; benchball; hockey as well as athletics. All pupils take part in a range of tournaments and sports festivals both within school between year groups and with other schools. Our pupil Sports Leaders organise daily sports tournaments between classes and organise the timetabled use of scooters at playtimes. The children all take part in the 'Daily Mile' which involves running in the playground to build stamina and cardio vascular strength. The children also have the opportunity to learn cycling skills and to develop their confidence and proficiency in this, beginning with balance bikes in Nursery and Reception, until they are able to balance effectively and use a pedal bike.

Personal, Social, Health Education

At Victoria Primary School we aim to promote healthy, independent and responsible members of society. We encourage all our pupils to play a positive role in contributing to school life and the wider community through leadership roles such as the Junior Leadership Team, Sports Leaders and Monitors, fundraising events, supporting nominated charities and involvement in community activities. Our pupils are given opportunities in assemblies, PSHE lessons and across the curriculum to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society. Assemblies provide regular opportunities for pupils to discuss challenging and current topics and to present their views. As part of assemblies, pupils learn about democracy and vote weekly on the topic discussed, having had time to consider different opinions and how these may influence their own opinion. Pupils learn how to keep themselves safe and how to keep themselves healthy in a range of situations and this learning often involves a variety of visits and visitors.

We teach PSHE in a variety of ways: as a discrete subject, through assemblies and through other curriculum subjects as well as through outdoor educational visits, community work and activities. The ethos and day to day interactions between staff and pupils models the expectations the school has about being positive, productive members of the community.

Sex and Relationships Education (SRE)

Pupils are given opportunities to consider and reflect upon the wide variety of different relationships they have with others and their rights and responsibilities in these. Across the school, children build on their relationships and social skills through the delivery and teaching of the Jigsaw Scheme for PSHE. Children learn in an age appropriate way about the physical and emotional challenges of growing up - preparing for Puberty, human reproduction which is detailed in the Science curriculum of the National Curriculum. Staff answer pupils' questions sensitively having regard to particular religious or cultural factors and the wishes of parents.

The Children and Social Work Act 2017 provides for SRE to be taught in all schools in England. Parents have the right to withdraw their child from any or all parts of the school's programme for sex education, other than those which are detailed in the Science curriculum. If you wish to see the materials taught in SRE lessons or discuss the matter confidentially then please contact the Deputy Headteacher who would be happy to address any concerns or questions you may have.

Children with Special Educational Needs and Disabilities (SEND)

All children are valued, respected and welcomed to our school whatever the level of their educational or physical ability. We seek to support all children in their learning and ensure they have equal access to all areas of school life. The SEND code of practice (updated 2015) recognises that there are 4 broad areas of SEND:

1. Communication and interaction (language and autism spectrum disorder)
2. Cognition and learning (general learning and specific learning difficulties).
3. Physical and sensory
4. Behavioural, emotional and social

We seek to identify and assess the special needs of individual pupils using a variety of assessment techniques and working in co-operation with the pupils, parents, teaching staff and external agencies.

We are able to provide an environment which enables access for all pupils regardless of their need. Our accessibility plan enables optimum participation in the school community for pupils, and prospective pupils, with a disability.

Pupils with SEND are placed on our SEND register at an appropriate level and teachers differentiate for their needs in each lesson, and in some cases pupils have Education,

Health and Care Plans. This provision and register is regularly reviewed by the SEND co-ordinator, Mrs Jones and the Headteacher. Parents of pupils on the SEND register are invited to school termly to an Action Review meeting to discuss their child's current attainment and progress and plan next steps for support.

Educational Visits

At Victoria Primary School we believe strongly in the value of first hand experiences and all classes take part in at least one visit each half term linked to their curriculum theme. These visits are to a wide range of different venues and help to bring learning to life for our pupils.

All visits are planned carefully and a risk assessment completed by the class teacher so that they meet the requirements of our Educational Visit Policy. Visits only take place once approved by the Headteacher or Deputy Headteacher.

We also believe strongly in the value of residential experiences as a way of developing children socially and educationally. Each year pupils in upper KS2 are offered the opportunity to take part in a residential visit to Robinwood Activity Centre, Todmorden to take part in a range of outdoor and adventurous activities.

Charging Policy

As a school we seek to meet the costs of all Educational activities undertaken by pupils from our delegated school budget, for example, we cover all transport costs of our school minibuses. However, we will ask parents to offer a voluntary contribution towards the costs of visits. These costs are communicated to parents well before the event and parents have the option to set up a payment plan with the school if necessary. Helping with the costs enables us to offer a much wider range of visits and activities. No child will be excluded if they have not paid. However the school wishes to make clear that should insufficient funds be raised to cover the costs then visits may need to be cancelled.

Uniform, Equipment and Jewellery

Uniform



Grey trousers, skirts, pinafore dresses or shalwar kameez
White polo shirts
Blue sweatshirt (available through Firths Uniform shop Keighley)
Navy and white summer dresses
White leggings
Sensible, black flat shoes/sandals
Headscarves black in winter white in summer (if worn)
Trainers or 'flip flop' style sandals should not be worn.
Long hair should be tied back at all times for health and safety reasons.



Items of clothing must be clearly labelled with your child's name.

P.E.Kit

- Navy blue shorts / leggings
- White t-shirt

In addition Year 1 - Year 6 will need:

- Tracksuit or jogging bottoms - Black or Blue - with no logos
- Training shoes
- School sweatshirt

Water Bottles

Water bottles can be purchased from the School Office at 30p.

Book Bags

School book bags are available from the school office at a cost of £6.50.

Jewellery

No jewellery of any description should be worn in school, except small studs in the lobe of the ear.

School cannot accept responsibility for any injuries caused by the wearing of jewellery. It is expected that children will remove earrings for PE or will bring surgical tape and tape over them, if for some reason they cannot be removed, for example, they have only just been pierced. Watches may be worn but are the responsibility of the wearer and must be removed for all PE and games activities.

Encouraging Keeping Healthy

We encourage pupils to adopt a healthy lifestyle both within and outside curriculum time. As well as the 2 hours per week time-tabled PE lessons, we encourage physical activity during playtimes on our football pitch, trim trail, using our scooters, team building equipment and running sports tournaments in the hall. Our Sports Leaders lead the scooter and the team games in the hall every break time. We currently hold the Silver School Games Award.

We encourage all pupils to have a water bottle in school and believe that it is important for children to have access to fresh water throughout the day (educational research shows that pupils who are hydrated are better able to concentrate). Please ensure your child takes home their water bottle every day and that it is washed and returned the next day with fresh water in it. Children can refresh their water bottles throughout the day as all taps in school are drinking water.

We encourage pupils to bring only healthy snacks to school for break-times and also in their lunch boxes - fruit or low sugar cereal bars - no sweets, chocolate bars or fizzy, high sugar or energy drinks. All pupils in Key Stage 1 and Foundation Stage are provided with a piece of fruit each morning.

All pupils also have the opportunity to purchase milk (termly) via the Milk in School scheme and application forms are available from the school office if you wish to participate in this scheme. This is free whilst children are in Reception.

School Lunches

Each day pupils are offered a choice of 3 meals which all meet the latest Government standards for quality and nutritional content. Children choose the meal option they would like in the morning at register and then are issued with a coloured band representing their choice. The children then hand in the band when they collect their lunch. This system means children get a choice for their lunch every day and choose something they like or would like to try. The meals include a Vegetarian and Halal option and, with consultation, we can also provide meals for pupils with other specific dietary requirements. Meals are free for all Reception and KS1 pupils as part of the Universal Infant Free school meal scheme.

Some parents may still wish for their children to have a packed lunch. If so, we ask that you follow the school policy and ensure that no chocolate bars or juice or fizzy drinks are sent as children are all offered water to drink at lunchtimes. All packed lunches should give children a balanced, healthy lunch. Our school hall becomes our dining room where our Reception (11:45) and Y1/2 pupils are served lunch from 11.55 - 12.10 and Key Stage 2 pupils from 12.10 - 13.00. We believe that lunch time is a social occasion and encourage pupils to speak politely to staff and each other, to sit sensibly with their friends and eat all of their lunch. Our lunchtime supervisors encourage all pupils to try new foods and ensure lunchtimes are safe and enjoyable for all pupils.

Free School Meals

The following criteria must be met to qualify for free school meals in KS2 (all free in KS1):

If your family is getting Income Support or Income Based Jobseekers Allowance or Guarantee element of State Pension Credit or income-related employment and support allowance, or if you are in receipt of Child Tax Credit (without Working Tax Credit except for the 4 week 'run on' period after a parent has become unemployed or reduced their hours to less than 16 per week) and your annual family income does not exceed £16,190, your children under 19 and in full-time education may get a free school meal. The name of the person who gets the Income Support, Income Based Jobseekers Allowance, Guarantee element of State Pension Credit, income-related employment and support allowance or Child Tax Credit is the name that should be used on this form. If you think your child is entitled to receive a free school meal then collect and complete a form from the school office.

Sport and Extra-curricular Activities

We seek to ensure that all pupils have the opportunity to take part in Sport and/or Extra-curricular activities. School staff, volunteers and coaches from various sporting bodies assist us in providing these activities. These include after school clubs, inter-school sports tournaments and competitions. Other after school clubs include Thursday Club, Recorder Club and Art / DT Club.

Behaviour and Discipline - Promoting a Safe and Happy Community

To maintain a safe and happy school, we seek to create an orderly atmosphere where everyone recognises their responsibilities and shows tolerance and respect for each other. The rules we have in school are very simple and if adhered to help to ensure mutual respect, tolerance for each other and prevent injury or accident:

- Always be ready to learn and achieve our best
- Listen carefully to each other
- Respect each other and all belongings
- Keep our hands, feet and objects to ourselves
- Only use kind words
- Walk sensibly and quietly around school

Good behaviour is actively encouraged and positive reinforcement or assertive discipline used by all staff. To encourage pupils to follow the rules we operate a system of rewards and sanctions, including children earning 'Dojos', stickers, postcards home for positive work and behaviour, or losing time from playtimes or lunchtimes for making a wrong choice. Class teachers nominate children every week for our Achievement Assembly, which is held on Friday mornings and parents are invited to share the celebration of their good work or behaviour. Photographs of all children who are awarded in Achievement Assembly are displayed on an Achievement board in the school hall and their achievements shared on the school newsletter which is issued every week. Rewards

are also given for good attendance and we keep a league table of attendance of classes every week. Children are awarded 'starfish' for 'making a difference' to other children and being kind or helpful and class starfish totals are kept displayed in the school hall.

Assessment and SATs

Assessment is an integral part of the teaching and learning process and is the tool which aids the planning of work for the children. Half termly pupils' progress is reported by the class teacher to the Headteacher and Senior Leadership Team who discuss the progress made by each individual pupil with the teacher to ensure that every pupil is being sufficiently challenged and making good progress against age expected attainment. Alongside the continuous teacher assessments the children have more formal assessments regularly to allow them to practice sitting a formal 'test' and help them to learn techniques. In Year 1 (phonics test), in Year 2 (end of Key Stage 1) and Year 6 (end of Key Stage 2) pupils have to undertake assessments against National Standards - SATs (Standard Assessment Tests). In Year 2 these are marked internally by the class teachers and support the final teacher assessment which is reported to parents. In Year 6 these take the form of tests which are externally set and externally marked and these are also reported to parents.

Our assessment system and high quality teaching ensure that all pupils make good or better progress from their starting points during their time at Victoria Primary School, in terms of academic progress but also in terms of their social, emotional and personal progress, learning key life skills such as persistence and resilience.

Parent Consultations and Reporting to Parents

We hold termly parent/teacher consultations where we will discuss your child's progress and development. At this meeting, we will also discuss strengths and the next steps needed for each child to move forward in their learning. Termly meetings are held with parents to give information about the learning overview for the term and support parents in ways in which they can help their children's learning at home. A written report is sent home at the end of the summer term and an opportunity given to discuss the report, which summarises your child's achievements and attainment across the year. However, we encourage good communication between School and Home so if during the year you were to have any concerns about your child then please make an appointment to speak to their class teacher or the Headteacher.

Admission and Transfer

Our school educates children from 3 to 11. Applications for school places at Victoria should be made through the online application process at Bradford Children's Services at https://oneonline.bradford.gov.uk/CitizenPortal_LIVE/Account/Login or complete an in year transfer application at <https://www.bradford.gov.uk/education-and-skills/school-admissions/in-year-applications/>

Children are admitted to full time school in the academic year of their 5th birthday. (Refer to, The Guide For Parents About Admission Arrangements). The admission limit for Victoria Primary is 45 children per year. The school is happy to discuss alternative arrangements with parents who feel that their child is not quite ready to enter full time education.

At the end of Key Stage 2 children transfer to secondary school, usually University Academy Keighley, Holy Family, South Craven Secondary School and Beckfoot Oakbank, although a small number of children transfer to other schools. We have links with our local schools to ensure transition is a positive experience for children. Children's Services organise arrangements for transfer.

Joining our Nursery

To join Victoria Primary School Nursery you need to contact the school office and place your child on the waiting list. School will contact you directly at the beginning of February to invite you to our open day, during which you can complete any admissions paperwork. Children are usually admitted in the September after they have had their third birthday.

Joining our Reception Class

When a child has been allocated a place at Victoria, we will contact you to let you know about our open afternoons. These are usually held on two afternoons in June; and give children and parents a chance to come and spend the afternoon in the classroom. Some of our Reception children stay with them to make friends and help them find their way around. Parents and Carers have chance to find out about the curriculum, meet important people that they are likely to come into contact with, for example, the school nurse. They also have a chance to buy book bags etc.

Home School Agreement

In order to maintain a successful relationship between home and school, we ask that you read and sign the home school agreement which is issued every year in your child's school diary. This clarifies the expectations and responsibilities of you as a parent, your child as a pupil and the school.

Concerns

Should you have a concern or an issue to raise there are three steps to follow:

1. Talk to the class teacher. Class teachers are available to speak with you at the end of the school day. Alternatively, if you need a longer discussion, please make an appointment.
2. Talk to the Headteacher. Most matters can be resolved in this way. Please make an appointment with the Headteacher.
3. Complaint to the Governing Body. If attempts to resolve the matter fail, please put your complaint in writing to the Chair of the Governing Body. The letter should be addressed to the Chair of the Governors at Victoria Primary School.
4. Complaint to the Chief Executive Officer of Nurture Academies Trust. If your complaint remains unresolved you may complain to the Chief Executive Officer of Nurture Academies Trust in writing at Victoria Primary School.