

ASHFIELD JUNIOR SCHOOL

Together We Achieve



*"You are always a student, never a master.
You have to keep moving forward".*

Conrad Hall (cinematographer)

HEADTEACHER'S WELCOME

Hello and welcome to our wonderful school!

We are all extremely proud of our school and everyone in it. We all work hard to do our best to support, encourage and help each other. We have a shared goal to develop each other's skills and talents and strive for the best. Our aim is to ensure that we provide the opportunities for everyone to succeed through learning new skills and discovering new talents we never knew we had.

We pride ourselves on our warm and welcoming atmosphere and this is often commented on by visitors to our school. Our school is a happy, safe and busy place to be. Everyone is encouraged to make a positive contribution to the school, local and global community and everyone is valued. We know that our children are the future and it is our job to invest in them now.

The information contained in this pack outlines our school's usual practice. Obviously, at the moment certain restrictions and guidance prevents us from working in this way in some areas. Changes may need to be made to this prospectus if significant changes in the way our school operates are brought in for September. Any changes or updates will be communicated to you appropriately.

Mrs S Frost

Headteacher

GOLDEN RULES

Everything we do at school centres around our core values or our 'Golden Rules'. These are:

We are gentle - We don't hurt others

We are kind and helpful - We don't hurt anybody's feelings

We listen - We don't interrupt

We are honest - We don't cover up the truth

We work hard - We don't waste our own or others' time

We look after property - We don't waste or damage things

OUR VISION

Our vision statement was developed by staff, governors, parents and pupils in January 2015. These are the things that we aspire to:

We will provide an inspirational environment with inspirational staff for aspirational children.

We will provide a safe, nurturing environment in which we will promote the wellbeing and happiness of every child. We will achieve this by encouraging the children to show respect for themselves and others so that they become reliable, tolerant and trustworthy members of our inclusive school and community.

We will ensure that our children are confident, independently motivated and resilient in order to achieve beyond their expectations and play a full part in a diverse society.

We shall encourage reflection, open-mindedness and a sense of curiosity about the world around them and their place within it.

Our school badge was developed with the children and illustrates the 3 values they felt were most important- **teamwork, kindness and respect**. These now form the core values of our school.

THE SCHOOL DAY

- 08:35 Gates open
- 08:45 Doors open
- 08:50-09:00 Registration
- 09:00-09:15 Assembly (Mon, Tues & Thurs)
- 09:15-10:30 Session 1
- 10:30-10:45 Break for Y3 & Y4
- 11:00-11:15 Break for Y5 & Y6
- 11:15-12:30 Session 2
- 12:30-13:30 Lunch
- 13:30-15:15 Session 3 (Fri- assembly at 2:30pm)
- 15:15 School finishes

OTHER WEEKLY EVENTS

- Celebration assembly takes place every Friday at 2:30pm where awards and certificates are presented.
- Staff meeting takes place every Monday at 15:30-17:00.
- Senior Leadership Team meetings on Thursdays at 14:00-16:00.

After-school clubs run on various days throughout the year. Letters are sent out with further information at the time. These include rugby, football, archery, orienteering, dance, art, gymnastics plus many more.

We also offer childcare before and after school through our Ashfield Fun Club (Wrap Around Care). Sessions for September are: 7:45am-8:45am and 3:15pm-5:15pm. At the moment we are not sure if this will be able to continue in September.

We ask that children are not on the school premises before 8:35am unless they are attending our out-of-hours club.

SECURITY

All visitors are asked to sign the signing in book on entry to school and to wear a visitor badge. All external doors are closed during the school day and the gates to the rear yard are also locked.

HOW THE SCHOOL IS ORGANISED

In September 2020 we will have 248 children on roll. Our teacher groups contain both boys and girls of mixed abilities. All of the year groups have two classes, many of which are adjoining and are organised around the central hall. Each year group has its own cloakroom and toilets.

There are also several quiet areas around school which are enclosed and suitable for both quiet and busy activities (for example music sessions) or for use as withdrawal areas for small groups. Our 'Learning Hub' is a space for children to work in small groups, using books and ICT facilities to enhance their learning through collaborative research and critical thinking. We also have specific English and Maths spaces as well as 'The Kingdom' where pupils can access nurture support or a quiet space for reflection. Our Treetops facility and Unicorn Room provide support to pupils with a range of additional needs.

SCHOOL'S PUBLISHED ADMISSIONS NUMBER

Our current published admissions number is 64. A copy of the LA's general admissions policy is available on our website.

FRIENDS OF ASHFIELD JUNIOR SCHOOL

This is a very committed group of parents who host a range of events and committee meetings. Every parent is automatically a member of the association. The Friends organise events during the year to raise funds for school. The money raised has been used to buy games equipment and toys for playtimes as well as an outdoor adventure trail and AV equipment for the hall. It is also used to subsidise educational visits and provide fun days out as well as visiting theatre groups or artists into school.

SCHOOL UNIFORM

We believe that uniform should be worn with pride to show that the pupils belong to Ashfield Junior School. The uniform is available to purchase from our online shop with Coniston Embroidery. There is a link on our website. It consists of a school polo shirt, dark (black, grey or navy) trousers (not leggings), an around-knee-length skirt or dress, school sweatshirt and black school shoes. In the summer trousers can be changed for smart black, grey or navy shorts and red summer dresses can also be worn.

For PE the children need navy blue shorts, plimsolls, trainers (for use when outside) and a school PE t-shirt. Red hoodies are also available for outdoor PE during cold weather.

ALL SCHOOL CLOTHING MUST BE CLEARLY LABELLED WITH YOUR CHILD'S NAME.

The school does not allow children to wear high heels or open toed sandals and we ask that the children bring a coat appropriate to the weather. Shoes should be totally plain black, no stripes, flashes or patterns of colour. Spare shoes are kept in school which children will be asked to change into if their footwear does not meet school requirements.

It is school policy **NOT** to wear jewellery (plain earring studs are allowed but not encouraged). Kit must be worn for all PE lessons and **no** jewellery is permitted in PE. Children should be able to remove studs themselves for P.E. Please take this into account if you are considering having your child's ears pierced. Unless earrings can be removed children may not be able to take part in P.E

lessons. If your child is unable to remove his or her own earrings, please send them to school without them on P.E days. We may also ask you to provide suitable outdoor clothing and wellingtons if your child is taking part in Forest Schools activities.

Lost property is kept in the school office and if not claimed is recycled at the end of every term.

If you need any help with purchasing uniform then please contact Mrs Frost as financial support may be available.

The school does not accept responsibility for any personal property brought to school or left on school premises.

LUNCH

We provide our school meals through Orian and we use the Lunchshop system. School meals cost £2.30 per day. Money must be uploaded to the 'wallet' on the system prior to meals being ordered. Meals must be ordered before 9.30am and can be ordered for the full week or even up to 3 weeks in advance. School meals do not have to be taken every day. If there is something on the menu your child doesn't like, a packed lunch from home can be brought in on those days, however the school kitchen is very accommodating and will try to cater for everyone's needs. Should your child not be in school for any reason, you must cancel their meal for that day before 9.30am, or this will be charged for. If you have any queries, please contact the school office. If your child brings a packed lunch to school our Packed Lunch Policy states that this must be a healthy and balanced meal. **It should not include fizzy drinks, energy drinks or sweets.**

TEACHING AND LEARNING

We constantly review our curriculum provision to ensure that it is relevant, inspirational and meets the needs of our children. Our curriculum has a Global focus to ensure that our children are well equipped to gain the skills necessary to become citizens of the future who make a positive contribution to their community. All of our teaching units link to the United Nations Sustainable Development Goals so that the children make the links between their learning and the world around them. We ensure that our curriculum is broad and balanced giving access to STEM subjects, the arts and humanities. Our strong PSHE curriculum centres around a range of character strengths and runs throughout everything we do.

In this school teaching and learning ensures that all pupils:

- Are **interested and motivated** in their work
- Achieve and recognise **success** and **make progress** in their learning
- Have **confidence** in their ability to work at an appropriate level
- Experience an appropriately **broad and balanced** curriculum
- Have **equality of access** to learning and subjects of the curriculum
- Experience a **range of teaching methods**
- Are involved in **integrated and subject-specific** activities
- Work **individually** and as a member of a **group**
- Have their progress **monitored and recorded**

- Learn in a **purposeful atmosphere** where there is **respect between adults and pupils**

The Learning Environment:

- Enables pupils to develop their ideas through **independent and collaborative enquiry**
- Enables pupils to take appropriate **responsibility for the organisation and care of their learning resources**
- Is **vibrant and organised** so that pupils have suitable **access** to learning resources of **the best quality**
- Contains **high quality, stimulating and interactive visual aids** which celebrate pupils' achievement, helping them with the work in hand so that they can attempt to solve problems for themselves
- Engages and encourages pupils' learning by **promoting a sense of pride** in their own **achievements** and the **achievements of others**
- Enables pupils to **use ICT** to enhance their learning **across all areas of the curriculum**

Teaching:

- **Values all pupils** irrespective of ability, race, belief, gender, age or achievement
- **Promotes effective and positive interaction between teachers and pupils**
- **Promotes high expectations**
- **Uses a range of teaching styles to include:** direct teaching, discussion and debate, question and answer, investigation, role play and drama, story-telling and learning outside the classroom
- **Uses well timed interventions to help pupils make good progress**
- Is planned to enable **pupils to learn** appropriate **skills, knowledge, concepts and attitudes** using the National Curriculum
- Provides opportunities for **pupils to work individually, collaboratively** and as a class
- **Acknowledges** and makes the best use of **the contribution of parents, the community and work carried out at home**
- Recognises and manages effectively the **support of other adults** in the classroom
- Recognises the **importance of health and safety**
- Recognises the **importance of the school self-evaluation process**

Learning:

Pupils should expect to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills; respect the environment in which they work; contribute to the development of their environment appropriately, work collaboratively with other pupils and adults, know what they are doing, why they are doing it and know what they are going to learn next. They are expected to become critical and reflective learners so that they evaluate their own work and know how they can improve. Our woodland area has now been developed to allow us to use outdoor learning principles throughout our provision.

BEHAVIOUR

Here at Ashfield Junior School we have a positive behaviour policy that centres around our Golden Rules. Children earn 'Dojo' points during the day if they demonstrate they are sticking to these Golden Rules. Rewards are linked to the Dojo system and can include activity time, prizes, certificates, vouchers and trips out. Pupils failing to keep to the Golden Rules are tracked and support plans put into place with the class-teacher, child and parents. Further support from the SENDCO or outside agencies will be investigated if appropriate. Children can also earn 'Golden Tokens' for their house. These points are totalled weekly and at the end of the year the winning house is rewarded. Tokens are issued for excellent learning, work, behaviour and contributions to school life.

Children are placed in one of the school houses on entry to the school (if they have an older sibling in school they will join the same house). We have 4 houses- Malala House (reds), Rowling House (blue), Dahl House (yellow) and Backshall House (greens). The houses were chosen by the children in 2017 when they voted for famous people who made a positive contribution to the world through writing, maths, conservation or human rights.

Sanctions for poor behaviour include time out in another class, missed playtimes, internal seclusion and fixed term exclusions. A copy of the school's Behaviour Policy is on our website. This includes our school behaviour ladder which outlines the steps that are taken for persistent or repeat poor behaviour. There is also now an addition in the form of a new Covid-19 home/school agreement that is designed to keep everyone safe.

If you wish to receive email notifications of your child's dojos then please see your child's teacher in September. You will need to provide a valid email address.

SPECIAL EDUCATIONAL NEEDS

We recognise that each child is an individual who has their own particular needs. We aim to identify any special educational need a child may have as soon as possible in their school career. We liaise closely with the Infant schools to ensure that effective provision continues seamlessly. A full copy of the Special Needs Policy is available on the school's website.

In line with the SEN Code of Practice, once a concern has been raised by the class teacher the SENDCO (Mrs Emily Lumb) is notified. A meeting is then arranged with the parents to discuss their child's needs and an individual plan with specific targets is put into action following the Early Help process. If the need for further support is identified by the school and outside agencies then the school will apply for an Education, Health and Care Plan.

Parents are involved at all stages of the process and will be asked to support their child's progress.

SAFEGUARDING

Here at Ashfield our Safeguarding Team consists of Mrs Frost (Headteacher) who is the Deputy Designated Officer, Mrs Thwaites (Principal Learning Mentor) who is the Designated Officer, Mrs

Lumb (SENDSCO) and Mrs Toolley (Senior Teaching Assistant). All four members of the team are trained to L3 Safeguarding. All staff working at our school are trained to L1. Our Safeguarding Governor is Mrs Sarah Layzell.

Child protection is an essential task of all our staff. Our school fully recognises the contribution it can make to protect children and support pupils in school. On our website you can see our Safeguarding and Child Protection policies. Staff are obliged to follow strict lines of communication regarding child protection issues and are required by law to make confident referrals to Social Care should evidence of possible abuse become apparent.

In order to keep all children safe at home time we insist that pupils in Y3 and Y4 are collected by a named adult that has been agreed by school and parent/carer. This person must be 18 or over. In Y5 & Y6 children may walk home on their own if they are capable of keeping themselves safe.

ATTENDANCE

Good attendance at school is vitally important to ensure that your child makes progress in learning. Research tells us that regular absences from school can have a dramatic effect on a child's academic performance. Holidays should not be taken during term time as this is detrimental to children's learning.

Please see the separate Attendance document for further specific guidance on the school's attendance policy.

ARRANGEMENTS FOR MEETING STAFF

Of course, at the moment things are slightly different and we are having to limit parental visits and contact in school. These restrictions will stay in place as long as government guidelines recommend it. If restrictions are lifted then the following outlines our school's usual practice:

As a Junior School we are fortunate that we see many parents daily. We would like parents to regard the school as a welcoming and supportive place, where they can come and talk to teachers about their children's progress.

Obviously some times are better than others, preferably after school. Mornings are busier times to see your child's teacher as they will be preparing for lessons but support staff are usually on hand. The school is open from 8:35am. In an emergency parents can contact the school at any time.

Twice during the school year parents are invited to have a formal discussion with the teachers at a parents' evening. In the summer term a report is provided for parents and you are also able to make an appointment to come into school to discuss your child's work at any time.

Various workshops may run throughout the year that you will be invited to. These will give you the opportunity to work with your child in the classroom and talk to staff.

Our school office is run by Mrs Sibbald and Mrs Fletcher.

HEALTH (including INHALERS AND MEDICINES)

It is standard practice for children to have their inhalers with them at all times or kept in their school bag or tray. Sometimes it may be necessary to ask the child's doctor for a spare one to be kept in school. We also have a spare inhaler and spacer to use in emergencies.

We would prefer it if you would administer medicine at home but there are times when we will perform this role if absolutely necessary. We will always ask you to complete a consent form to give us permission to administer medicine and ask you for written details of instructions and the required dosage. School staff will not administer 'over the counter' medication. Full details can be seen in the school's Administering Medication Policy.

EDUCATIONAL VISITS

Under current restrictions off-site visits are all cancelled but this is our school's usual provision:

The school likes to make full use of the environment and regards it as a valuable learning resource. It is a policy of the school that children are given the opportunity to go on residential visits twice during their time here.

Children will be taken on visits to explore the local area and, occasionally, further afield. When such visits occur, parents will be advised beforehand and we ask parents to complete permission slips to cover visits out of the local area. We try to give as much notice as possible, particularly for visits that incur a greater cost.

Parents are asked to make a voluntary contribution towards the costs of visits. The Governors have a 'Charging Policy' which you can view on the website.

OUR GOVERNORS

The School's Governing Body is made up of 9 governors with a variety of links to the School. Mr Paul Rafferty is our Chair of Governors & Disadvantaged Governor and Mrs Sarah Layzell is our Vice Chair & Safeguarding Governor. Mr Andrew Wallam is our SEN Governor and Mrs Margaret Heyes is our Health & Safety Governor. Mrs Tanya Peers is our Data & Performance Governor.

FORMAL COMPLAINTS PROCEDURE

If you become concerned in any way about your child's education, it is important that you tell us about this. As a first step you should discuss your concern with your child's teacher. If you are still concerned after talking with the teacher, you should arrange to meet with the Head. Obviously, we will do whatever we can to resolve your concerns and to ensure that you are happy with your child's education. If having spoken to the Head a matter is still not resolved to your satisfaction, you should contact the Chair of Governors: Mr Paul Rafferty.

***We hope you and your child enjoy your time with us here at Ashfield Junior School.
The path to success lies in effective partnership. Together we can ensure that your
child achieves, is happy and is well prepared for life, long after they have left us.***

*"Education is the most powerful weapon which you can use to
change the world"* Nelson Mandela