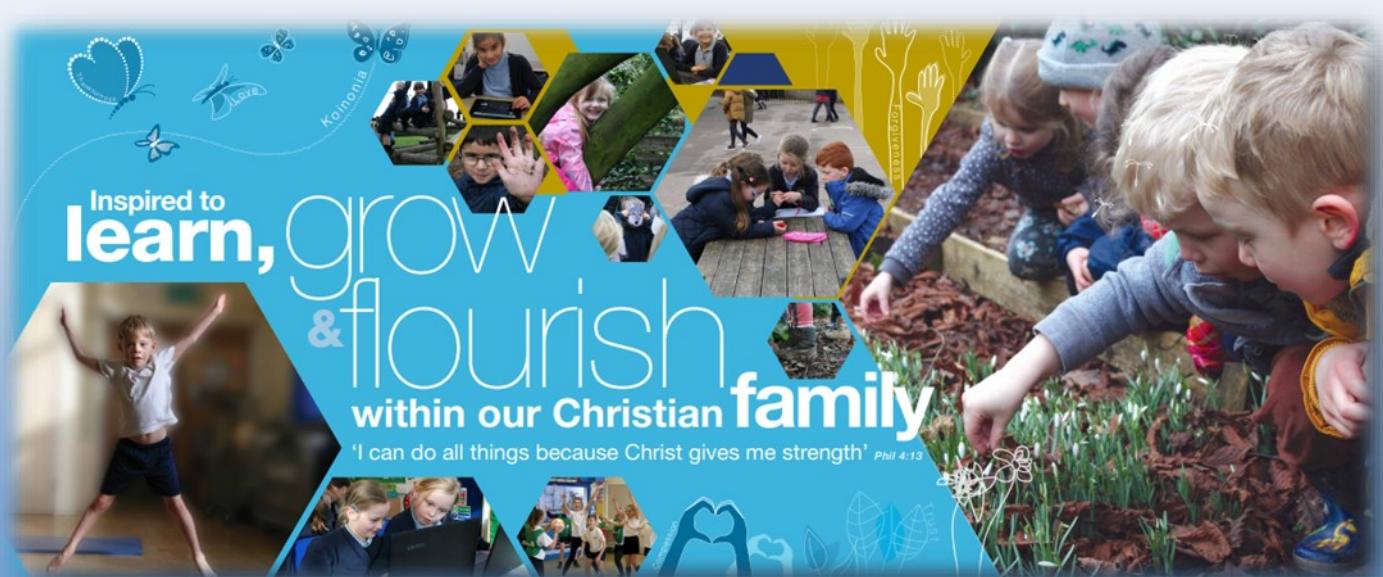


# SCHOOL PROSPECTUS

## WELCOME TO CHRIST CHURCH CHARNOCK RICHARD CHURCH OF ENGLAND PRIMARY SCHOOL





## At Christ Church Charnock Richard Church of England Primary School we have developed a shared mission statement with our children, staff, parents and governors.

*'Learning and growing within a Christian community'*

In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential in the school setting, as part of the Christian family and as members of the wider community.

### We work successfully to:

Create an environment that is stimulating, welcoming and purposeful for all members of the school community.

Promote a Christian ethos.

Enhance children's quality of learning through the delivery of a broad, balanced, relevant and creative curriculum, where each child is challenged to achieve his/her full potential.

Provide a range of educational and social experiences, free from discrimination, appropriate to the age, ability & needs of our pupils.

Encourage children to be tolerant, caring and respectful towards others, their community and the world around them.

Value and celebrate the contribution stakeholders make to further improving standards in all areas of school life.

Promote, encourage and sustain the physical & emotional health and well-being of all members of the school community.

Our mission statement aims are underpinned by a set of six core Christian values which were chosen by pupils, parents, staff and governors.

### Our Christian Values are:

Trust  
Koinonia  
Compassion  
Love  
Thankfulness  
Forgiveness  
Service

These values are central to all we do at Christ Church Charnock Richard Church of England Primary School: through our curriculum, behaviour policy, celebrating each other's achievements and uniqueness and discussions of the wider world.

We believe that the Christian ethos and aims support and prepare children on their journey to becoming respected responsible citizens of the future.



## School Organisation

We are currently a one-form entry school comprising of seven classes as follows:

**Reception ~ Foundation Stage**

**Class One ~ Year 1**

**Class Two ~ Year 2**

**Class Three ~ Year 3**

**Class Four ~ Year 4**

**Class Five ~ Year 5**

**Class Six ~ Year 6**



## Arrangements for visiting school

We welcome visitors to school but please telephone to make an appointment to ensure the Headteacher is available to show you around.

Parents wishing to consult with members of the teaching staff on any issues should arrange a mutually convenient time. Please do not hesitate to contact us if you have any concerns regarding the education and/or welfare of your child.

Regular newsletters will inform you of events and other important matters going on in school

## The school day

A typical school day is set out below

8.45 Class doors open

8.55 Registration

9.05 Worship

9.25 Lessons

10.45 Break

11.00 Lessons

12.05 Lunch (Infants 12.00)

1.05 Registration and lessons (Infants 1.15pm)

Individual class breaks

3.25 School Closes

Teaching time in Infant classes is 21 hours 40 minutes per week.

Teaching time in Junior classes is 23 hours 30 minutes per week

## Out of school clubs

Our high-quality childcare provision offers a range of stimulating activities organised by our experienced staff to give children a variety of things to enjoy in a relaxed and happy atmosphere.

**Breakfast club runs 7.30am - 8.45am**

**Afterschool club runs from 3.25pm - 6.00pm**



## Admission of Reception children

Our overall aim is to ensure that your child's transition from the home, nursery or playgroup situation, to full-time schooling is made as smooth as possible.

- Once places have been allocated, an evening meeting with parents is organised to discuss intake arrangements for September. This meeting takes place during the second half of the summer term.
- Arrangements are also made for children to attend sessions during the second half of the summer term prior to admission.
- ■ Usually during the first full week of September all children are admitted on a full-time basis unless it is considered by teacher and parent to be more appropriate for a child to attend mornings or afternoons only. The policy is, therefore, flexible to allow for individual needs.



*"There is a good relationship with parents. We are kept well informed and are regularly invited into school."*

Parental Comments sheet

**Children may start school at the beginning of the school year in which they turn five years old.**

For more information about school admissions please visit our website

Pupils 'learn, grow and flourish' throughout their time at this school.

Ofsted 2021





## Attendance

At Christ Church Charnock Richard we know that good attendance is the key to successful schooling and we believe our pupils can be amongst the best.

Although we aim for 100% attendance, each year we set a target for attendance & this is used to compare us to other schools nationally. Our current **target is 96%** attendance.

Attending school every day will help give your child the best possible start in life.

Going to school every day means:

- learning new skills
- making friends
- having lots of fun
- building lasting relationships
- taking part in exciting activities

You can help us to help your child by encouraging regular school attendance.

Regular attendance helps children to develop their confidence and to make and keep **lasting friendships**.

Your child's education is very important; attendance habits established in the foundation years of education can affect their entire school life.

Our school has been in the top 10% of schools for attendance since 2014



## Holidays

In law you **must** ask for permission for your children to miss school.

Leave of absence in term time will not be granted unless:

A request for leave has been made in advance by a parent with whom the pupil normally resides (**using the form available from the school office**), and the head teacher considers that leave of absence should be granted due to the exceptional circumstances relating to the request.

Parents who take a child of compulsory school age on holiday without permission from the school may be issued with a **penalty notice**.

On 19 August 2024 new penalty notice arrangements came into force, with changes to the cost of a penalty notice and to the thresholds at which **penalty notices may be requested by school**.

For further information, please see our website.



## Code of conduct

I will try my best to:

- ◆ behave well, think about and respect the needs of others around me.
- ◆ wear school uniform and respect my own as well as other people's belongings.
- ◆ be sensible and helpful in the classroom following school and class rules.
- ◆ play sensibly at breaktime, respect all members of staff who are there to help and look after me and stay inside the school grounds at all times during school hours.
- ◆ act sensibly when on or near the road.

**By following this code of conduct, I hope to be seen as a credit, not only to myself, but also to my school and parents.**

We enjoy a good relationship between staff, children and parents. However, it is conceivable that a situation may arise when a pupil may have to be excluded from the school. This is a decision that can only be exercised by the Headteacher (or Deputy Head in his/her absence). Ultimately, the best form of discipline is that which comes from within a person and is born of a real understanding of the term 'care' for others.



## Anti bullying policy

**'Bullying is defined as "Behaviour by an individual or group,**

***usually repeated over time, that intentionally hurts another***

***individual or group either physically or emotionally".***

Bullying can be physical, verbal or psychological. It is not confined to physical threats and assault. Name-calling, teasing, racial harassment, sending nasty notes and exclusion from peer groups, are other common forms of bullying.

Bullying has a damaging effect on the atmosphere of a school as well as causing considerable suffering to individual pupils. The effects on pupils, both short and long term, are distressing for the victim resulting in, for example, low self-esteem and lack of confidence.

It is our aim to provide a happy, safe and secure environment in which our pupils can become caring, self-confident individuals. To this end, our Policy has an Anti- Bullying Code which states that every child has a right to enjoy learning free from intimidation and that the school community will not tolerate unkind actions or remarks.

Children are taught that any concerns or complaints will be taken seriously and that they will be supported and protected by the adults who are responsible for them.



## Homework

All children take home their reading books daily. Parents are encouraged to share these books with their children and to write any relevant comments in the child's reading record book.

Children have homework that supports the whole curriculum. Exciting tasks are set at the beginning of each term with a deadline for them to be completed.

Occasionally, parents may be asked to support their child's learning at school by completing short tasks at home.

There is also hard-play areas that are used for competitive sport.



## Pastoral Care

## Sporting Aims and Achievements

Our school aims to take part in many of the Inter-school sporting competitions held within our own cluster of schools and in the Chorley area. During the school year we compete in the areas of football, cross country, rounders, cricket, gymnastics, golf and many others.

The above sports are taught within the school curriculum but all inter-school competitions and a great deal of training and coaching take place outside formal school hours for all pupil abilities. Pupils are also given the opportunity to sample other sports e.g. Judo and fencing.

The school has a multi use games area (MUGA) which provides space for sports in addition to the playground.

We act in 'loco parentis' on your behalf whilst your child is in school. Any difficulties encountered by the class teacher will be reported to the Headteacher. Parents will be informed as quickly as possible if anything of a serious nature occurs.

We have an extensive personal, social and health education programme which helps children to develop a sense of awareness about themselves and others. If you have any concerns about your child in school please do not hesitate to contact us.

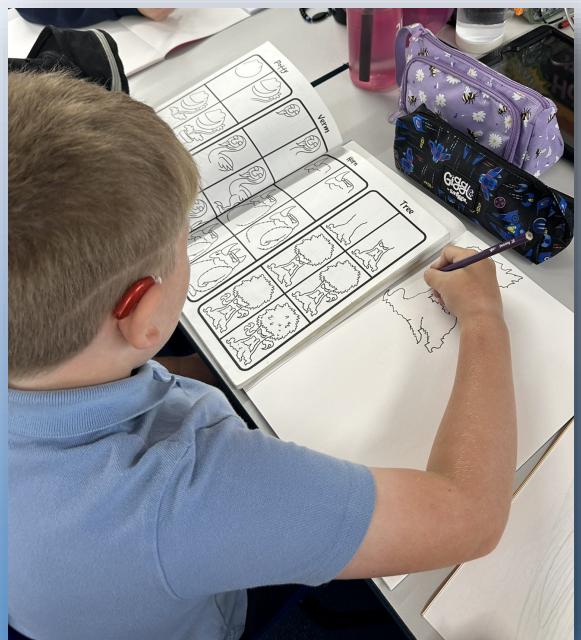




## Extra Curricular Activities

Extra curricular activities offered within the school are:-

- ◊ Tuition in the playing of various musical Instruments.
- ◊ Choir after school
- ◊ Opportunities to take part in a wide variety of sports including football, netball, cricket, athletics, rounders and multi-skills.
- ◊ Inter-school sports competitions, which take place either during school hours or after school hours.
- ◊ Facilities for playing games such as chess and draughts on days when it is unfit to play outside.
- ◊ Residential outdoor activity visits for Year 6 pupils.
- ◊ Lunchtime activity clubs including drawing and TT Rockstar's





## Inspection of Documents

The following documents are on the school website and a paper copy may be obtained on request from the Headteacher:

- The school's Admission Policy
- The school's curricular and non-curricular Policies.
- Statement of Curricular Aims
- Most recent Ofsted and Denominational Inspection reports.
- Curricular schemes of work.
- A full copy of the arrangements for consideration of complaints.

- Failure of the curriculum to meet with sections 1 and 2 of the Act.
- The implementation of the National Curriculum.
- Consideration of parental appeals regarding temporary withdrawals of pupils from part or all of the provisions of the National Curriculum.
- Operation of charging policies in relation to the curriculum.
- Compliance with regulations about the provision of information.
- Compliance with any other enactment relating to the curriculum.
- Provision of Religious Education and Worship as required by the act and other enactments.

Day to day concerns or queries should be made in the first instance to:

**Pupils are exceptionally well cared for. Their mental health and well-being are prioritised**

**Ofsted 2021**

## Complaints procedures

Arrangements have been established under section 23 of the Education Reform Act regarding complaints with respect to:-

The class teacher with whom there should be full discussion and an attempt to resolve the matter. If this fails, parents should meet with the Key Stage Department Leaders and then, if the matter is still unresolved, the Headteacher.

If this fails to resolve the matter the Chair of the Governing Body should be contacted, in writing, so that he/she may consider the complaint and hopefully attempt a solution.

Finally, if this fails to resolve the matter a formal complaint should be made to the L.E.A. If, however, the complaint relates to religious education or to collective worship the formal complaint should be made to a Complaints Committee established by the Diocese.



## School Uniform

Children are expected to wear the school uniform. Details are as follows:

### General wear for boys and girls

- Either short or long trousers **of traditional style** in navy blue; skirts or pinafore dresses in navy blue.
- Polo-style shirts in pale blue with or without the school badge
- Sweatshirt Pullovers in navy blue **with the** school badge
- Sweatshirt Cardigans in navy blue **with the** school badge
- Navy or white knee high socks
- Appropriate black or navy shoes are preferred and **not training shoes or boots**

### Summer Alternative for boys and girls

- Summer dresses in pale blue and white gingham, worn with white socks
- Black shoes



## Jewellery

For safety reasons, the following guidelines are suggested:

- Watches may be worn
- If a cross or other symbol on a chain is worn it should be under clothing

**It is requested that no other form of jewellery be worn to School; this includes pin-on badges, other than those issued in school.**

**THE SCHOOL GOVERNORS STRONGLY RECOMMEND THAT, FOR SAFETY REASONS, EARRINGS, INCLUDING STUDS, SHOULD NOT BE WORN AT SCHOOL**

## PE

- Boys and girls must have navy blue shorts, plain white T-shirt and trainers for PE
- Children will need football boots and shin pads in the junior school if they wish to participate in football practice and be involved in the school teams
- Year 4 pupils will need swimwear. This should include a swimming hat

PE Kits should be kept in a named, simple drawstring bag or similar so that they may be left at school for the week and therefore be available for use whenever required

**All items of clothing and footwear MUST be labelled with the child's name**

**Earrings should NOT be worn for any PE activity**



## The School Curriculum

All pupils follow the National Curriculum studying the core subjects of Reading, Writing and Mathematics. Other subjects taught include Science, Computing, Design Technology, History, Geography, Music, Art and Physical Education together with Religious Education.

The school has adopted a skills-based approach towards learning helping prepare pupils to become life-long learners. A variety of teaching methods are used including whole class teaching, group work and individual work.

The core subjects play a very important part in the education of children within the school. The overarching aim of our school is to enable each child to achieve his/her best in all areas of school life.

At Christ Church Charnock Richard our core Christian values and ethos define all we do.

Our vision and mission statement underpin our curriculum **intent and purpose**.

*'Inspired to learn, grow and flourish within our Christian family'*

Firmly rooted in Philippians 4:13 'I can do all things because Christ gives me strength' which encompasses all we do at Christ Church to develop happy, resilient and confident children who thrive in body, mind and spirit.

We are extremely proud of our curriculum here at Christ Church and we pride ourselves on providing *high quality learning that offers challenge and fun*. Our enriched curriculum has been developed over three years to ensure a creative approach to learning while considering the needs of our children at our school and ensuring that all children are able to thrive.

We believe that relationships are essential to ensure effective teaching and learning and all members of our community invest time in building meaningful relationships with one another. We have high expectations for all and want everyone to be

***'inspired to learn, grow and flourish'***

We provide a broad and balanced curriculum with

carefully planned additional learning opportunities to support the personal and social development of our children. In particular we focus on developing the characteristics of confidence, persistence, getting along, organisation and resilience.

We believe that these are the characteristics which lead to the development of successful learners and are incorporated into our rewards system and other activities across school.

As a school community we believe that our curriculum ensures all children are fluent and effective readers allowing them to read for pleasure and access the wider curriculum.

All children develop efficient mathematical methods and skills to allow them to use and apply these in the real world.

All children are able to speak articulately and with confidence in a range of situations in and out of school.

All children have a secure knowledge of the requirements of the national curriculum equipping them for their lifelong learning journey.

All children know how to keep themselves healthy in mind body and spirit.

All children have respect for beliefs and cultures of others understand the messages from the Bible. We implement our curriculum aims through careful self-evaluation which informs our development priorities and CPD to ensure that we are effective as a whole school community in meeting these aims. We have curriculum overviews which show both knowledge and skill development across all year groups in every subject. Subject leaders working alongside staff have ensured that purposeful links across subjects are used effectively but also ensure each subject is taught purposefully and to the highest standard.

Teaching and learning is at the heart of all we do and specific team and individual work takes place to review, share good practice and discuss this in school.

## Reading

Reading is perhaps the most important of all the skills learned in school. We aim to foster in children a love of reading through experiencing and sharing the enjoyment books can provide. We have a number of initiatives in school to promote a love of reading including Lets Read and Big October Read.



## Writing

Writing is an ongoing process. Children learn to write by writing. The children take part in shared writing lessons, which will introduce them to the skills they need to write in a range of forms and for different purposes and audiences. They are encouraged to combine these skills to produce pieces of imaginative writing during regular extended writing sessions.

## Handwriting and Spelling

Handwriting and spelling are part of the writing process and the necessary techniques are taught and practised as appropriate for the child. The children are encouraged to check their work and to take a pride in the presentation of it.

## Speaking and Listening

We aim to develop the ability of the children in Speaking and Listening, to enable them to speak clearly and confidently, and to be able to listen attentively and understand.



## Religious Education & Collective Worship

The Religious Education studied at our school follows the syllabus developed by the Blackburn Diocesan Board of Education. The emphasis is on Christianity with Islam and Judaism also being studied. Each class has a weekly Religious Education lesson.

Each day there is provision for collective worship. Collective worship is led by a range of members of the community: Headteacher, teachers, Fr Jordan, Living Waters etc. These times of 'coming together' are an important and enjoyable part of the day. During these services children sing praises to God, they offer examples of their work, skills and thoughts.

They hear stories from the Bible, other literary sources and from other religions and cultures. In prayer they exercise and explore their relationship with God, of his love for them and how it is expressed through the life of Jesus Christ. It is hoped that in these ways they will find the spiritual joy and strength which will enable them to move forward on life's journey both as individuals and as members of the community.

The worship and religious education provided by the school is in accordance with the Church of England Foundation.

This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from worship and/or religious education (as parents are legally entitled to do) cannot isolate pupils from the religious life of the school.

## Mathematics

In teaching Mathematics to children our school aims not only to provide the basis of skills children will need for adult life and work but also to instil in children an enjoyment of the subject and an awareness of the power and excitement it can create.

**Direct teaching** - Whether to the whole class, or a group or an individual.

**Discussion** - This can take place between pupils and teachers and between pupils themselves.

**Appropriate practical work** - As much as mathematics is of a symbolic and conceptual nature, we believe strongly that practical work is vital in the development of mathematical skills.



**Practice** - All children need the opportunity to practice skills and routines, which have been recently acquired, and to consolidate those they already have. This is a particularly important factor as children start school, because we believe it is essential that the child should be given the time and opportunity to build a firm foundation of mathematical skills and knowledge at an early age. We also place paramount emphasis on the development of a ready mental facility with multiplication tables and number bonds, the children being given opportunity and time to both develop these and apply their learning in problem solving situations as a test of understanding.

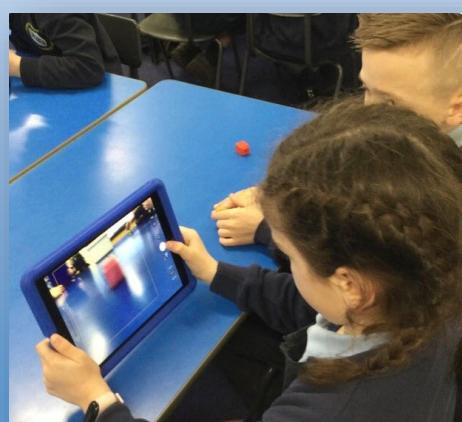
**Investigation and problem solving skills** These skills, we believe, are at the heart of the mathematical process. Problem solving and investigational techniques not only give children an opportunity to apply their existing learning, but also provide the context in which new skills



## Computing

Our Computing curriculum builds upon the experiences the children have, and throughout the two Key Stages children will have experience of programming, digital research and word processing. All classes have access to iPads with Years 5 & 6 having 1-1 use. Children are encouraged to use a range of tools and information sources, such as computer software and the internet to support their work in other subjects. They develop their research and communication skills and learn that information needs to be accurate and relevant

and that information on the internet may sometimes be neither. They are also taught and are aware of the rules of 'safe internet use'.





## Science

Through science, people build up a body of key knowledge and concepts and are encouraged to develop their sense of excitement and curiosity about natural phenomena.

Science helps to foster a sense of awe and wonder at the beauty of the world around them. It helps them to develop an informed concern about the quality of the environment, the future of the human habitat and enhance the sense of responsibility for the care of the earth and its people.

Each key stage has a programme of study which details the content to be taught.

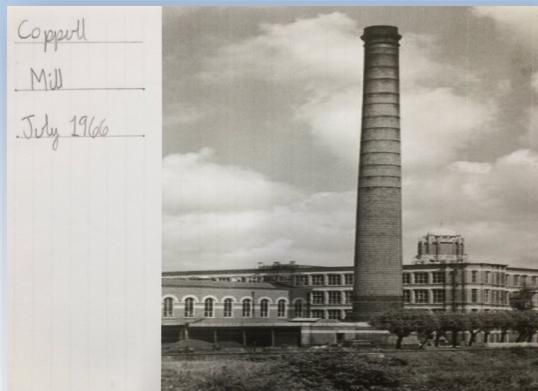


## History

The past, and the study of the past, influences all our lives shaping the customs and beliefs of communities. Learning about the world in which they live, helps pupils make sense of the world in which they live. We study a range of historical topics, including studying British history and wider civilizations from around the world. Children start their history learning, by looking at their own history.

Our scheme of work, includes a variety of sources, including artefacts, photographs, to enable children to deepen their understanding into how things have changed and why they have changed over time. Our history curriculum is embedded with varying concepts. These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the curriculum,

they will create their own historical enquiries to study using sources and the skills they have developed.



## Geography

Geography teaches an understanding of places and environments, it is studied at local, regional and international levels. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other countries in the rest of the world. Children use a wide range of skills to find out about different places, physical and human features in the environment, changing environments and the way people and the affect they have on each other. Children use maps, atlases and plans to study places and learn where important places and environments are in the world. Pupils ask questions, collect and record geographical information, use atlases, aerial photographs and other online mapping programs





## Music

At Christ Church we recognise the importance of enjoyment and participation in the study of music.

Class teachers deliver the National Curriculum requirements through the use of a creative and interactive scheme of work. Music is also delivered through hymn practice, choir and through musical instrument tuition.

Pupils are taught to sing and play musical instruments in an expressive way. They learn to perform music in groups, and see how their own contribution makes a difference to the whole performance. If pupils wish to specialise in the playing of an instrument, then opportunities are available through our links with Lancashire Music Service.



## Art & Design

Art & Design is taught throughout the entire primary range.

Children are taught to explore and develop ideas by recording what they see and imagine, choosing which ideas they want to develop. They are taught to mix different materials, tools and techniques to achieve a variety of effects. They review their own and others' work, saying what they think and feel about it.

Pupils are taught to combine colour, pattern and texture, line and tone, shape, form and space.

Finally they are given opportunities to investigate the roles and purposes of artists, craftspeople and designers in different times and cultures. It is hoped that on completing their primary education, children at Christ Church will have developed into sensitive observers, intelligent and well-informed critics.

## Design Technology

This subject area gives pupils the opportunity to investigate how well familiar products and objects actually work, how they are used and who they are really aimed at. By answering questions they learn how to solve practical problems skilfully, creatively and with imagination. Children are taught to practise practical skills and tasks such as cutting, joining, fixing and connecting. They are taught to design and create their own products, using what they have learned. They learn how to test their work and may use computers to help them. The products made use familiar materials such as card, textiles and food, but also mouldable materials and electrical and mechanical parts.



## Physical Education

Physical Education follows a comprehensive scheme of work developed by school staff, based on Lancashire Education Authority guidelines. It is an area of the curriculum through which, using movement as a medium for expression, children learn about their bodies and discover their potential. All work is based on the natural activities which form children's play e.g. jumping, climbing and running etc. Physical Education and Games are compulsory subjects and parents are requested to ensure that children are provided with the correct clothing, (please see uniform section).

**Swimming** is provided for children at some stage during the Key Stage Two phase at the local leisure centre in Chorley. This is a compulsory part of the curriculum and if a child is to be excused, a letter explaining the reason should be sent to the class teacher. Prolonged absences require a medical certificate.

**A variety of sporting activities** are offered to pupils at Christ Church. To this end we offer a range of clubs for a variety of ages including football, netball, rounders, judo, dancing, gymnastics and athletics..



## Personal, Social and Health Education and Citizenship



To lead independent, happy lives, children must develop their self-confidence. This involves taking responsibility for their own health and well-being. Children are taught personal skills such as how to:

- be more independent, confident and mature
- recognise their own achievements and mistakes
- share their views and discuss what's fair and unfair, what's right and wrong
- keep themselves safe and healthy as they grow

### **Children also develop social skills:**

- They think about how the choices they make affect other people and the environment
  - They consider the different groups in society and how to get on with them
  - They think about how and why rules are made
- Of course, there is much more to education in its wider sense than the National Curriculum. Many of the more valuable aspects of growing and learning cannot be catered for by a curriculum that is standardised within a national framework. Our curriculum, whilst fulfilling its statutory obligations, seeks through its delivery to promote such important knowledge, skills and understanding as those acquired through the teaching of: religious education, environmental responsibility, road safety awareness and sex and relationships education. The school curriculum aims to achieve a balance between the various subjects, activities and areas of experience, whilst seeking to ensure progression and continuity between ages and stages of education.



## Early Years Foundation Stage Curriculum:

In Early Years we ensure that children learn and develop well and are kept healthy and safe. It gives children a broad range of knowledge and skills that provide the right foundation for good future progress through school.

Seven areas of learning and development shape our educational programme in the EYFS. All areas are important and interconnected.

Three Prime Areas of Learning are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

**1 Communication and Language Development**

**2 Physical Development**

**3 Personal, Social and Emotional Development**



We also support children in four other specific areas of learning through which the prime areas are strengthened and applied. These specific areas of learning are:

**1 Literacy**

**2 Mathematics**

**3 Understanding the world**

**4 Expressive art and design**





## Reporting on Attainment & Progress

Two parents evenings are arranged during the course of the school year, normally in October and February. Reports are sent out to parents in July, detailing the attainment and progress of their child. An opportunity to discuss the annual report is available to parents should they wish to take it.

In the event of any major difficulty being encountered with any particular child, the respective parents will be contacted immediately.

## Equal Opportunities

The school's Equality Policies provide a framework within which the Governing Body strives to ensure that relevant measures allow all pupils, irrespective of race, sex, disability or background to participate as fully as possible in all the activities the school has to offer.

## Race Equality

The Governors and staff of Christ Church positively recognise the ethnic and cultural diversity present within our society as a whole and oppose any form of racism. Our aim is to provide the best possible education according to the individual needs of every child in a caring and safe atmosphere.

## Assessment

Children are assessed very early on entry to the Reception Class. The results of this give us the necessary information to meet their needs and continue their learning journey.

Teachers assess children in a variety of ways, by observation, discussion and questioning, as well as by drawings and written work. We feel strongly that Teacher Assessment is vital in contributing to the whole picture of a child's attainment, progress and performance.



## Key Stage National Curriculum Tests

Pupils travel through three 'phases' during their primary school education, these are: Foundation Stage, Key Stage One and Key Stage Two. At the end of each stage pupils are formally assessed through statutory tests or assessments.

**Early Years Foundation Stage:** Reception (under 5)

**Key Stage One:** Year 1 to Year 2 (ages 5 to 7)

**Key Stage Two:** Year 3 to Year 6 (ages 7 to 11)

Children in Year 6 take National Curriculum Tests during the Summer term. The tests are set by the DfE and must be completed by all children.

Children in Year 1 complete a Phonics check.  
Children in Year 4 complete a times table check.

The individual results are disclosed only to their parents and other teachers in school.

In the Spring and Summer term pupils in Years 2,3 and 4 are given internal tests in the areas of: reading, writing, spelling and mathematics (mental & written). These, along with other assessment information are very useful in enabling class teachers to plan the next steps for a child's learning



## Sex & Relationships Education

Within our school's Personal, Social and Health Education Policy, there is an element to cover Sex & Relationships Education. This will be appropriate to the child's age and experience and is presented in the context of Christian family life, of loving relationships and of respect for others. At Key Stage One and lower Key Stage Two our Sex and Relationships Education will be covered in a cross-curricular way, with particular links to the science curriculum. In years Five and Six, Sex and Relationships Education will form a more discrete element of the programme. It will include units of work on puberty and human reproduction. Class teachers, along with the school nurse, will be involved in talking to both boys and girls. Parents are given the opportunity to view the materials and resources to be used, prior to their introduction into the classroom.



## Special Educational Needs

The governors have a policy for Special Educational Needs which sets out their philosophy, the criteria for the identification of children with Special Educational Needs, the stages by which these needs will be addressed and the way in which funding, provision and assessment will be monitored.

Whenever possible, children with Special Educational Needs will be taught in the mainstream classes and will have full access to the National Curriculum. Work being differentiated as necessary.

They are also encouraged to take part in extra-curricular activities.

The policy is reviewed annually and amendments have been made to reflect staffing and budget changes. The policy outlines the changes to funding from the LEA with the introduction of Enhanced School Action Plus. We believe that all children have the right to learn and play together. Each child is valued as a unique individual and we will do our best to respond to the varying needs of all individuals and groups, regardless of race, sex, culture, ability, disability or any other characteristics. In response to the Equality Act of 2010, the school possesses a Single Equalities Policy. Where children are identified as needing additional learning or behavioural support, the school adheres to the Special Educational Needs and Disability (SEND) code. If you are entitled to certain benefits then school may be able to receive Pupil Premium to support their needs. Please ask us if you would like further information about this, or help to

## Child Protection/Safeguarding

As a caring, Christian school, we aim to develop the full spiritual potential of our pupils and to foster in them a caring and respectful attitude, as reflected in our Mission Statement. As schools have day-to-day contact with children, they are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to the school that a child may have been abused, the school is required, as part of local Child Protection procedures to report their concern to the Social Services Department. All staff at school receive regular training with regard to Child Protection and Safeguarding procedures.

## School Security

During the course of the day, all doors are inaccessible from the outside. Access to school may only be made by ringing the front doorbell and waiting for the security lock to be released. All visitors to school must report to the school office and if they are to stay in school, they must sign in, and receive a visitors' identification badges. If they are working with children they must demonstrate that they have been DBS cleared either by producing an in-date enhanced certificate or a letter, containing the DBS Disclosure number, stating they have been cleared.

## Home - School Agreement

The Home - School Agreement is a statement explaining the school's aims and values, and the associated responsibilities of the main partners in the provision of education: School, Parent and Child. When your child starts school you will be invited to sign our Home-School Agreement. Pupils are also invited to sign the agreement but should only do so if their parents feel confident that they fully understand the nature of what it is they are signing.

The governors are obliged to review the agreement, "from time to time" and should any significant changes occur, parents will be invited to sign the revised version. It is not anticipated this will happen often and it may be that the current document will see your child through to the end of his/her primary school career.



## Discipline

At Christ Church we are fortunate to have staff and children committed to maintaining an atmosphere of mutual respect for each other. Our school rules are based on: respect, consideration and care for each other. Our golden rule is, 'treat others the way you expect others to treat you.' For the greatest number of children within our school this maxim is followed throughout their time at Christ Church. However, all that we teach in school is only a practice for the way in which we all as members of society relate to one another within the community.

We need the understanding and support of our parents to further our aims in any 'out of school' situation and their backing when it is necessary to respond to any behaviour problems within school.

Any child who acts in a way that is irresponsible, thoughtless, or in any way harmful to themselves or to others in school will, in the vast majority of cases, be dealt with by the teaching staff of the school. On occasions we may involve parents by requesting their support both at home and in school.

Children will be expected and encouraged to follow the school's Code of Conduct, a set of rules designed to help everyone to work and play harmoniously. Class teachers have a set of rules in their classrooms to ensure the smooth running of daily routines.



## Health & Safety

We ask parents to ensure that we are in possession of telephone numbers which will allow us to contact them, their close relatives or friends at any time. In the event of illness or accident you will be contacted at once.

We have qualified First-Aiders in school. If your child should happen to require hospital treatment he or she will be taken to casualty by a member of staff if you cannot be contacted.

We are occasionally asked to administer medicines in school. We can only administer prescription medicines provided you have contacted the Headteacher and completed a 'Medicines in School' form. This makes the situation absolutely clear for everyone.

The medicine should be handed to the school office by the parent so that it can be safely stored.

School staff cannot administer as-needed medicines e.g. cough syrup, Calpol, paracetamol, etc. Although parents are welcome to come into school to administer such medicines by arrangement.

Our Medicines in School Policy is available for your perusal.

