



## Information for Parents

2016 - 2017

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Dear Parents and Carers

On behalf of the governors and staff, I would like to warmly welcome you and your child to Alphington Primary School. I am privileged to be able to lead such a wonderful school, and to be given the opportunity to ensure that your child receives the very best education possible.

This booklet aims to answer the questions you may have about how our school is organised and to help you understand more about Alphington School. It provides routine information for new and existing parents as well as an insight into school's aims and beliefs. It is difficult to capture all of the experiences at Alphington. However it does give you a flavour of what we are about. As a school, we look forward to sharing this period of your child's life with you.

Children are at the heart of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as caring and responsible citizens. Everyone has the capacity to become great if they have the aspiration to challenge themselves. We all have the responsibility to make this happen by nurturing creativity, enjoyment & ambition, enquiry and care.

A high expectation underpins all we do and children continue to improve through understanding the process of learning and ongoing assessment to ensure children know what they are learning and what they need to know next. We try to create a curriculum that is matched to children's next steps in learning and one which children feel they are involved with their learning targets through the Learning Ladders. This is supported by positive reinforcement of our expectations, including Learner of the week and half termly Celebration Assemblies.

School is far more than a place in which to work and learn. Building relationships with people learning to work collaboratively and develop a sense of ourselves are all fundamental skills in discovering how we as individuals fit into our world and society. Our open school ethos promotes co-operation, involvement and understanding between the school, parents and the wider community which further contributes to the education of the whole child.

We try to involve children as much as possible, giving them a range of responsibilities where they can lead initiatives and take a full and active role in school life. We hope you will encourage your child to contribute to the life of the school and participate in and enjoy the wealth of opportunities here.

We are confident that your association with the school will be a long and happy one.

Yours sincerely  
Debbie Buckingham (Headteacher)

### **Achievements and Plans**

Alphington is a warm friendly school with a very welcoming ethos. We try and combine this with an exciting, engaging and challenging curriculum.

Our recent Ofsted inspection (2013) was very good and this year the end of year Key Stage 2 results were above expectation.

The school is committed to ensuring that every child is prepared for the challenges and changes of the 21<sup>st</sup> century. We believe that effective collaboration can have a positive impact on standards. The school is in the process of becoming a Multi Academy Trust with three other schools (Exeter Learning Trust). As a successful Learning Community we have been working together successfully for several years and the partnership affirms our belief that this will have a positive effect on all children in the West-Exe area.

The school recognises the needs of the wider community and is committed to providing opportunities for lifelong learning. We work with an external company to provide wrap around care from 7.45 am - 6.00 pm. We also provide a range of extra curricular activities for the children and adult education opportunities.

The children have access to a wonderful swimming pool from April - October. We are continuing to enhance our 'Learning Landscape' outdoors with the children making good use of the facilities.

### **Accommodation**

Staff and pupils take great pride in our school and the children are also happy. The displays around the school are designed to celebrate children's achievements and support them in their learning. We have a large hall where the children can have assembly, engage in PE and eat their lunches. We have a number of areas where the children can play safely under close supervision. We are also fortunate to have a great variety of trees and a great deal of wildlife use the area as a natural habitat. These areas act as a wonderful learning resource for our children.



### **Organisation**

Children spend seven years in their primary school and each age group is classified as follows:

Age	Year
4-5 years old	Foundation Stage
5-6 years old	Year 1 (YR1)
6-7 years old	Year 2 (YR2)
7-8 years old	Year 3 (YR3)
8-9 years old	Year 4 (YR4)
9-10 years old	Year 5 (YR5)
10-11 years old	Year 6 (YR6)

The number of pupils on the roll and the number of children in each year group govern the arrangement of the classes. It is desirable to keep the Key Stages separate but it is not always possible. Class sizes are kept as balanced as possible. Within each class, pupils are taught individually, as a group, or as a whole class but always according to their needs and abilities.

All children between the ages of 5 and 11 study the National Curriculum as well as the school's own curriculum.

The Foundation Stage children follow the Early Years Curriculum. This underpins all future learning by supporting, fostering and promoting children's development.

### **Parents in Partnership**

We welcome parents and carers into Alphington Primary School believing we are partners in the education of your children. There are many opportunities for parents to become involved in the work of the school and to gain a greater understanding of its work. Parents' time and expertise can be used in many ways in school and is greatly valued. Police checks and DBS checks are carried out on all adults helping in school. If you are ever able to help, especially on a regular basis, please contact your child's teacher.

### **Communication with parents/carers**

The school communicates with parents/carers in various ways e.g. newsletters, questionnaires, School Gateway, interviews and informal evenings. Information is also placed on our website ([www.alphington.devon.sch.uk](http://www.alphington.devon.sch.uk)). Parents/carers are invited to assemblies and Parents' Evenings each term. Every year parents/carers are invited to attend our sports afternoon and open evenings as well as children's performances. There are opportunities throughout the year when parents/carers can meet the staff and governors in an informal setting.

The school has set in place a Home School Agreement and involves parents in policy decisions. Recently school introduced a School Forum which has created an effective voice between parents and staff.

## **PTFA**

This is made up of all parents, carers, staff and governors of the school. Members of the community who do not have children at the school may be accepted as non-voting members of the association. As a local charity, the PTFA provides invaluable support to the school through organising many events involving parents/carers. The money raised provides extra facilities and equipment for the pupils. The PTFA hold regular meetings in school and if you are interested in attending or becoming a committee member please contact the Chairperson.

PTFA needs the support of parents to ensure it is able to continue to enrich the lives of your children. You can play a part in three ways:

- Become a committee member.
- Support and attend PTFA events.
- Volunteer to help at an event, as a one off or on a regular basis.

Many hands do make light work!

## **Become a Governor**

The Governing Body of the school is made up of people from a variety of backgrounds. Some of the Governors are parents. The School Governors comprise of a group of individuals, who are elected, nominated or co-opted and are representative of parents, teachers, the Local Education Authority and the local community. School Governors work with the Headteacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each term and committees meet in addition to main body meetings. If you would like to be a school governor please contact the Headteacher to find out about any vacancies and ask for a Governor's information Pack.

## **Joining the School**

For the academic year 2016/2017 administration of admission arrangements at Alphington is in line with the Local Authority (LA) and is dealt with centrally. This reflects existing arrangements for admission to secondary schools. A booklet setting out the admissions procedures and criteria for each school together with an application form is available from preschool settings, schools and from the County Council. Parents can also apply online. Forms must now be returned to the relevant Council department and must reach those offices by the closing date each year for applications for places. We do still ask parents/carers who are expressing a first preference for our school to let the school office know. This helps us keep an idea of likely numbers whilst we await final figures from the County Council. For parents/carers of children seeking to join the school in other years, please contact the Headteacher. The School

Admission Policy (developed with guidance from the LA) is available on request and via the school's website.

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. This figure is set by the LA and agreed with the School Governors and Headteacher. If the number of children wanting a place is below the set figure, all will be admitted.

There may, however, come a point when there are too many children of that year group for them all to be given a place. If this should happen priority will be given to children according to a list of carefully agreed criteria, which are published in the Admissions Policy. If a place is not available on application you have the right to put your case to an Admissions Appeal Panel. An independent panel will hear your case. It has the power to override the decisions of the LA in some circumstances.

### **Starting School for the first time**



Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding. In the term prior to their entry, pupils will be invited into school for visits. This will help them become familiar with the surroundings and routines of school.

During this period, there will be several meetings for parents/carers to discuss our partnership with you and talk about any worries you might have. Pupils will be admitted to Alphington Primary School in the September of the year if they are five before the 31 August. Initially, younger pupils will attend for half a day only. All pupils will be offered a full-time place after 1 week. A happy start is important for a successful school career. The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents/carers can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour. Reading, writing and early concepts in maths are introduced at an early stage.



### **Joining the school later on**

Sometimes children join the school when the term has started or later on in their school life. We make every effort to make sure that they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give pupils time to settle in before making an assessment of their academic ability. This assessment, together with records from the previous school will enable your child to have the best start in our school. Parents/carers are asked to contact the school if their child has a problem settling in. We promote the partnership with parents.

### **Moving on - transfer to secondary school**

At the end of their primary school career, children transfer to a local secondary school. The large majority of children go on to West-Exe School, some children choose to attend the local church school - St Peters. Our school has very strong links with both and there is close liaison between the teaching staff of the schools. A small minority of children attend other schools in the Exeter location. Each year, there are opportunities for Year Six to visit the secondary school of their choice.

### **General Information**

#### **School Hours**

##### Morning Session

8.55 am - 12.15 pm (Key Stage 1)

8.55 am - 12.30 pm (Key Stage 2)

##### Afternoon Session

1.15 pm - 3.25 pm (Key Stage 1)

1.30 pm - 3.30 pm (Key Stage 2)

All pupils have a morning break. Key Stage 1 take an optional afternoon break of fifteen minutes.

When children arrive in school there is usually a learning task for them to complete. Therefore we actively encourage your child to arrive at 8.45am. We are not legally responsible for your children before 8.45am or after 3.40pm. All pupils are registered in the morning and afternoon. Please make sure your child arrives at school on time otherwise a late mark will be recorded. It is very important that good habits are formed early. Being punctual is very important and helps the day get off to a good start.

#### **Absences**

If your child is absent through sickness or any unavoidable cause, please could you inform the school by telephone in the first instance. This absence constitutes an authorised absence. A note will be required from you on the child's return.

### Holidays in School Time/ Penalty Notices

Children absent from school miss important learning opportunities. Much of the work within the Curriculum Framework focuses on direct teaching and teacher/pupil interaction. From September 2013 the regulations on term time holidays changed. Only under exceptional circumstances will leave be granted during term time. A form indicating the exceptional reason for a request of leave is available from the school office and other evidence may be required to support any application. This must be completed at least 2 weeks prior to the date of leave required.

If you take a leave of absence without prior authorisation by the school, a Penalty Notice may be issued by the authority without further warning. For more information please ask for a copy of our 'Attendance Policy'.

### Attendance 2015/16

Authorised

Unauthorised

95.8%

4.2%



## **School Uniform**

As you know Alphington Primary School has a school uniform. This has been the policy of the School Governors for many years and it has the overwhelming support of parents of children in this school because it is eminently practical and because in the long run it is considerably cheaper for all concerned.

### **Boys Uniform**

#### **Winter**

Grey trousers, white shirt or white polo shirt, green sweatshirt with the school logo, grey socks, and black shoes.

#### **Summer**

Grey trousers or shorts, white polo shirt, green sweatshirt with the school logo, grey or white socks, black shoes/black sandals.

#### **PE Kit**

Plain white T-shirt, plain black shorts, Velcro trainers (PE in the Hall is normally done in bare feet), swimming costume and towel.

#### **Year 3 upwards**

White polo shirt, black shorts, socks, shin pads, boots, trainers, PE shoes.

### **Girls uniform**

#### **Winter**

Grey skirt/pinafore dress/trousers, white blouse, green sweatshirt with school logo or grey/green cardigan, tights or white socks, black shoes.

#### **Summer**

Grey skirt, trousers, white blouse and sweatshirt or green and white check dress, white socks, black shoes or black or white sandals.

#### **PE Kit**

Plain white T-shirt, plain black shorts, Velcro trainers (PE in the Hall is normally done in bare feet), swimming costume and towel.

#### **Year 3 upwards**

White polo shirt, black shorts, socks, shin pads, boots, trainers, PE shoes.

Foundation Stage Pupils are expected to have a pair of Wellington Boots.

School sweatshirts, polo shirts (with logo) can be purchased from Thomas Moore ([see below for more details](#)).

We are advised that wearing trainers over a long period is unhealthy for children's feet and therefore we DO NOT support wearing trainers as part of the school uniform.

View or buy online at [www.thomasmooretomymaster.co.uk](http://www.thomasmooretomymaster.co.uk)

Thomas Moore, Fore Street, Exeter EX4 3JB

Tel.: 01392 255711

E-mail: [info@thomasmooretomymaster.co.uk](mailto:info@thomasmooretomymaster.co.uk)

### **Lost property**

Naming all items of clothing reduces the risk! Please name items of children's clothing. We do keep lost property for a reasonable period of time, but it is often difficult to identify items that are not labelled. If your child has lost something then please check in their classroom first, then check in the lost property box in the disabled toilet. Displays of lost property are made before the end of each school year and if it is not claimed it is then sold or given away to charities.

### **School Meals**

The meals offered are nutritious and fresh local produce is used. The menus are posted in advance. There are always three choices including a vegetarian option and Jacket potatoes. You can purchase tickets on a Monday, Wednesday and Thursday before school. If you think your child is eligible for free school meals, please collect a form from the school office. School meals are becoming increasingly popular. From September 2014 all children in the Foundation Stage and Key Stage 1 have been entitled to a free school meal. Parents will still need to register if they believe they are entitled to free school meals as the schools receives a considerable amount of money for each child on free school meals.

### **Bringing food to school**

Children who do not have a school meal bring a packed lunch. As a healthy school we know that a well balanced healthy lunch is essential to ensure optimum learning and a balanced diet and remember, Alphington is a nut-free school.

Please ensure that packed lunches are brought to school in a secure container labelled with your child's name, and with appropriate food hygiene precautions taken e.g. ice pack.

Water is available, but you may like to supply a drink. We prefer drinks to be supplied in sport topped bottles to avoid spillages. In the interest of health and safety, we would ask that children do not bring cans or glass bottles. They should not bring fizzy drinks or sweets.

If your child forgets his or her packed lunch we will try and contact you. If we are unable to do so we will supply a school lunch and ask you to reimburse us later.

### **Snack time**

You may like your child to have a midmorning snack. We welcome fruit and vegetables, but we ask you not to send your child with sweets, chocolate, crisps or gum. Please respect our policy on healthy eating and dental care! KS1 are provided with fruit every day.

### **Head Lice**

Head Lice can be a real problem in schools. Cases of head Lice should be reported to the class teacher. Advice on treatment is available from the school office if

necessary. Please note that the School is not responsible for treatment. The Health Authority clearly places responsibility with parents. However, we do endeavour to keep parents/carers informed if there is an outbreak.

### **Returning to school after illness**

Children returning to school after illness should clearly be fit to do so and free from infection. Children should be fit to participate in all school activities including outdoor games and playtime. Injury, asthma, respiratory complaints or circulation difficulties are of course exceptions. If in doubt the school is happy to advise.

### **First Aid**

Simple first aid is given at school when necessary. If an accident needs hospital attention we will make every effort to contact you first. Please ensure information from you is up-to-date so that you can be contacted. There are several first aiders in school.

### **Medicines**

If your child needs medication during the day, you need to complete a form at the office and the medication must be prescribed by your child's doctor. If your child is self-administering medication, authorisation and any necessary details are needed in writing, addressed to the Headteacher.

### **Children with life threatening conditions**

Please also be aware that we have a child within the school who has a severe food allergy. Also we have children who are suffering from life threatening illnesses and it is imperative that we know if your child becomes ill to ensure there is no danger to life. If you are not aware of how you and your child can help make the school a safe place for them, then please contact Mrs Thornhill or Ms Nairn, Deputy Headteachers.

### **Sun Protection**

During warm summer months all children should have a named sunhat in school which they will be encouraged to wear when playing outside. School hats are available from the office or you may provide your own. Wide brimmed hats or those which cover the neck are ideal.

School staff are not permitted to apply sun cream to children but we would ask that you apply a long lasting sunscreen before school in sunny weather. Children may re apply their own sun cream which must be provided in a clearly named tube or bottle.

### **Water Policy**

At Alphington School we understand the need for children to drink water regularly throughout the day. Drinking water is available in every classroom and water fountains are available throughout the day and at break times.

### **Emergency Contact Information**

Please ensure that your contact details are correct, and that the school is told

about any health matters, especially allergies, relating to your child. Information is verified at the initial parents' evening in October.

### Dogs

Please do not bring dogs on to school premises (this includes the car park, turnaround, playgrounds and pedestrian area), do not tie them to school fences or allow them to obstruct the pavement where children walk. No matter how gentle your animal is, children can be easily scared. Please don't allow your dog to foul the pavements on the route to school. Bag it and bin it!

### Smoking

Please do not smoke within the school grounds.

### Road Safety

We actively encourage children to walk or cycle to school. For safety reasons we ask that:

- Cyclists should not ride through school property (this includes the car park, playgrounds and pedestrian area).
- Children and parents should not walk through the car park, but keep to pavements.
- Motorists should respect the road markings and not park in the turn around in front of the school.
- Cycles may be stored in the cycle shed, but please note that this is at your own risk, and you should take appropriate steps to ensure that your bike is adequately secured. Governors are currently looking at areas relating to parking.

### Money

Please ensure that all monies sent to school are in a secure envelope marked with your child's name, amount and the purpose of the money.

### Complaints

Any complaints about school matters should first be brought to the attention of the Headteacher and relevant staff. If the complaint is not resolved, a formal complaint may be made firstly to the Governing Body and secondly to the LA.



## Curriculum Statement

The School's curriculum combines high standards with a broad and rich curriculum. The curriculum of the school is broad and balanced. Great emphasis is placed on planning the curriculum so that there is continuity and progression, challenge and pace. A new curriculum has been introduced.

## Foundation Stage.

The children in the Reception Year are in the Early Years Foundation Stage of Learning. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first.

These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**.

These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.



These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and is designed to be really flexible. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Children's learning is continually assessed and the teachers will plan their lessons to ensure that children progress in each area of learning.

## Key Stage One

In years 1 and 2 the children are in Key Stage One. The curriculum continues to progress in line with these areas of learning. Teachers try to group together subject areas through topics and themes, however, to ensure that we cover all the skills and knowledge in the National Curriculum, focussed subject teaching is also evident. The children still have opportunity to learn through play and activity, however, they will begin to record their work more and the teacher will set specific tasks according to their ability. In the past children have been assessed throughout Key Stage One against National Curriculum levels, this is subject to change with the new curriculum. Pupils also have a phonics screening test at the end of year 1.

## Key Stage Two

Teachers continue to employ a themed approach to the curriculum; however, this is increasingly balanced with subject specific lessons. Some areas of the curriculum for example, modern foreign languages, will be taught as a focussed lesson and then developed across the curriculum.

Mathematics will usually be taught as a focussed subject; however, the children also have opportunity to apply some of their mathematical skills and knowledge within their topic work. This balance enables children to understand the purpose of their learning and helps them to make connections and understand their world. Children are assessed throughout Key Stage Two and the information is used by teachers to plan for individual learning needs. At the end of Key Stage Two children currently take Standard Assessment Tests in Maths and English. The outcomes of these tests are reported to parents. Children then transfer to Secondary School for their next Key Stage in learning.

## Core Subjects

### English

A revised curriculum was introduced in September 2015. English includes Speaking and Listening and Reading and Writing. English is an integral part of the whole school curriculum.

### Speaking and Listening

Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly, confidently and with expression in order to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.

### Reading

One of the greatest gifts we can give a child is the ability to read. We believe that reading should be an enjoyable activity, and our approach to reading is based on this. At Key Stage 1 there is great emphasis on the teaching of phonics and reading.

At Key Stage 2 we extend and develop each child's reading skills. We aim to develop a love of reading and therefore encourage our pupils to take books home and share them with you.

Children need to be able to read with understanding, for pleasure and for information. Pupils' reading is structured in Key Stage 1 and pupils are helped and guided towards suitable reading material. As the pupils go through the school, they are given more responsibility for this choice in reading.

The school has a library where pupils benefit from good quality reading materials both fiction and non-fiction. The library is open for several sessions before and after school and the school employs a librarian for these sessions. All class rooms have their own reading corners.

## **Writing**

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of basic English which includes punctuation, spelling, grammar and correct letter formation. We believe it is important that children see their work as having purpose and that they regard themselves as authors of their work. Opportunities are provided for pupils to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.

## **Mathematics**

A revised framework for mathematics was published in 2011. All pupils receive a daily Maths lesson of between 45 - 60 minutes. The framework provides continuity and progression throughout the school. Maths at Alphington Primary School is taught in a number of ways but much of the work is related to and supported by practical activities in order to develop a sound basic knowledge and understanding in calculation, measurement, shape and data handling. We hope to develop pupil's confidence and enthusiasm and their ability to apply mathematical skills and knowledge to the world around them. Setting is sometimes used to group children by ability in KS2.

## **Science**

We aim to develop the pupils' scientific skills through first-hand experiences. Pupils are encouraged to solve problems by making close observations, planning, predicting, fair testing and recording their findings in a systematic way. We hope also to foster responsible attitudes towards the environment and all living things.

## **Information and Communication Technology (ICT)**

The emphasis within the new curriculum is centred around developing the skills of computing. The School has continuing hardware development in order to enable children to access the latest developments in technology. We have a dedicated ICT suite of 32 PC's for use by all pupils.

In addition, all class bases have interactive whiteboards; PC's and supervised filtered access to the internet. We have a 'safety on the internet' policy. Children and teachers are also using IPADS.

## **Religious Education and Collective Worship**

The aim of religious education is to enable pupils:

- To acquire knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- To develop the ability to explore, to reflect on and to respond to human experience, drawing on their study of religion

Through Religious Education, pupils are given opportunities to reflect on the nature and role of beliefs, the attitudes and values underpinning these, and the practices and behaviours that arise because of them. Skills developed through the teaching

of RE include developing self-awareness, respect for all, open-mindedness, appreciation and wonder.

RE is taught in all classes and follows the procedures and guidelines laid down in the Devon LA Agreed Syllabus. Parents have the right to withdraw their child from RE lessons and religious assemblies if they wish. You will need to talk to the Headteacher before doing so. Alternative provision will be made for your child.

Our Collective Worship is Christian based but not exclusively so. A daily religious assembly is held either as a whole school or in Key Stages. It is an important part of our school day. Class and celebration assemblies are special because we celebrate achievement and share good work. Parents are invited to join us in assemblies.

The school has no affiliations to any specific religious order but does have regular contact with the local church and the village and pupils visit these as part of the RE programme.

## **Foundation Subjects**

### **History**

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. Pupils will develop skills, through researching, sifting through evidence and engaging in active discussion - skills that will prepare them for adult life.

### **Geography**

Geography provokes and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of problem-solving and investigative skills both inside and outside the classroom. Geography is an important link between the natural and social sciences and is a focus within the curriculum for understanding and resolving issues about the environment.

### **Music**

Music is essentially a practical subject. Pupils are encouraged to sing, compose and use percussion instruments in order to develop their creative skills. Through active listening, pupils' awareness and understanding of different periods, styles and genres are developed. The school makes every effort to provide pupils with the opportunity to learn to play a recorder, sing in a choir, play with the band and have individual instrumental lessons.

The school enjoys regular concerts given by professional musicians visiting the school.

## **Art**

Art is for most pupils a natural form of expression and a source of great pleasure. We encourage pupils to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils also learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts. It is hoped that every child at Alphington School will experience working with a practising artist.

## **Design and Technology**

We provide our pupils with opportunities to work with a variety of materials such as wood, clay, textiles and food. They are helped to develop skills that enable them to plan, design and make and evaluate. Food Technology provides opportunities to learn about diet, nutrition, food safety and hygiene, food preparation and cooking as well as where food comes from.

## **Physical Education**

We aim to develop agility, coordination and confidence through physical activity. All pupils have two sessions of PE a week. Dance, gymnastics, swimming, games and athletics are taught. At Key Stage One, children follow 'The Leap for Life' Programme. We encourage a competitive spirit while recognising the value of cooperation, fair play and team work.

We have netball and football teams and both competitive and friendly matches are played throughout the year. We are also involved in the Exeter Sports Partnership, a nationwide programme providing the opportunities and access to specialist instructors and equipment to promote the highest quality PE possible.

We have a fantastic indoor swimming pool which is open from April to October. Children receive high quality access through the summer. It is available for hire after school and there is tuition available.

## **The Wider Curriculum**

### **Personal, Social, Health, Education and Citizenship (PSHE)**

PSHE and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, including circle time, contributing fully to the life of their school and communities. In doing so they recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues. They find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At Alphington Primary School we also follow the Social and Emotional Aspects of Learning. Our School Council helps pupils to understand about local democracy.

### **Health Education**

Many aspects of looking after ourselves are covered in the school's curriculum as well as the programmes of study in the Science National Curriculum Framework.

We aim to give pupils a greater understanding of themselves by covering aspects of diet, hygiene and exercise.

### **School Council**

Alphington Primary School recognises the importance of the pupil voice and making them part of the decision making process. The school has an elected School Council. All of the pupils at the school are given a chance to vote for a boy and girl from their year group after hearing their Manifesto. The Council represents the pupils and puts forward new ideas, suggestions and ways of solving problems. Any profit from the shop will go towards projects the School Council are working towards.

### **Sex Education**

Sex education forms part of the Health Education in school and the Science curriculum. Year 5 & 6 pupils will study Sex Education and Relationships within a moral, family orientated framework. Parents have the right to withdraw their children from Sex Education and should contact the Headteacher if they wish to do so. The Policy is available from the school office.

### **Extra Curricular Activities**

The school offers a wide range of extra curricular activities both during and after school. The activities cover sport, music, ICT, art, drama and dance. We review the clubs regularly so that the needs of our current pupils are met. An external company provide a Breakfast Club and After School Care Club available on site. This allows children to be cared for from 7.45 am until 6.00 pm.

### **Homework**

Throughout their time at Alphington Primary School pupils will be encouraged to spend some time at home following up work or completing tasks set by the teacher. Most of the time pupils will be able to complete the work on their own, but there will be times when they will need your help. Some tasks will require you to work with your child. The school has a Homework Policy which was formulated by Parents, Staff and Governors. Reading at home is fundamental to success at school.

### **Visits and Visitors**

An essential part of our pupils' learning at school is the day visits, residential visits and visitors to school. Alphington Primary School is committed to offering this rich source of learning. However, there are times when the cost cannot be borne solely by the school. Voluntary contributions will be required to ensure that the activity takes place.

### **Charging for school activities**

On the 1st April 1989 it became illegal to charge for school activities which largely take place in school time. Sometimes however, funds are such that some worthwhile activities cannot take place without financial assistance from parents/carers.

Section 118 of the Education Reform Act does not restrict schools from seeking voluntary contributions for the benefit of the school or any school activity. Our Governing body has drawn up the following general charging policy:

1. Where the school wishes to participate in activities where charging is not permitted and there are insufficient funds to meet the cost of such activities, the school will seek voluntary contributions from parents/carers.
2. The Headteacher will decide what proportion of the cost of an activity can properly be charged to public and non-public funds.
3. Where parental financial support is needed, a letter will be sent to parents setting out the nature of the activity and the individual contribution sought.
4. There is no obligation to contribute. Children of non-contributing parents/carers will be treated no differently from children of contributing parents.
5. Should insufficient funds be raised, relevant activities will not take place and parents/carers will be advised accordingly.

### **Assessment and Record Keeping**

Assessment is a continuous process that takes place in all areas of school life. Through on-going assessment we hope to build a complete picture of a pupil's development, not only intellectually, but emotionally, socially and physically.

Assessment can take on many forms. We assess through discussion and observation as well as using more formal procedures such as testing. Formal assessment is carried out once a year in May. This allows us to track the progress of individual pupils or year groups and also helps us to identify strengths and weaknesses across the school. Parents will receive information about the results of these tests as part of the pupil's annual school report.

### **Early Years Profile**

This is an on-going assessment but it is collated during the final term. The aim of the assessment is to give us an indication of each child's development in specific areas. The purpose of the profile and the results are discussed with parents early in the school year and again at the end of the reception year.

### **National Curriculum Tests**

(SATS)

At the end of Key stage 1 (age 7) tests are used to substantiate Teacher Assessments. At the end of Key stage 2 (age 11) pupils are required to undertake Statutory Standardized Assessment Tests (SATs). These are summative assessment tests in English and Maths for Key Stage 1 and English, Maths and Science for Key Stage 2. The results of these tests are published to parents and Key Stage 2 results are published nationally in the form of league tables.



## **Pupil Support and Pastoral Care**

### **Inclusion - Pupils with Special Educational Needs**

Pupils with Special Educational Needs are helped within the normal class room environment or by being withdrawn to work where there is less distraction, with school funded Teaching Assistants. Advice and support are provided from the appropriate outside agencies and Educational Psychologists. We have Teaching Assistants who work in the school mainly with our School Action Plus pupils.

The Policy for Special Needs is available to look at if you would like more information. Our Special Needs Co-ordinator (Ms Goodwin) is happy to speak to you about general issues related to special needs if the class teacher cannot answer your questions.

### **More Able Pupils and Gifted Pupils**

It is important to understand what we mean by more able and gifted pupils.

More able pupils can be defined as pupils who demonstrate a significantly higher level of ability than most pupils of the same age in one or more of the curriculum areas or in any of the following:

- general intellectual ability
- specific academic aptitude
- creative thinking
- leadership qualities/social skills
- artistic abilities
- ability in the expressive arts
- physical ability

Gifted children can be identified as pupils who achieve two years beyond their age group in a certain subject. This would be about 1-2 % of the school population. More able and gifted children are identified through teacher assessment and judgements based on a variety of assessments.

At all times the needs of the children, whatever their ability, are catered for through careful differentiation and task. Setting sometimes is used higher up the school for Maths and English. This allows for the more able pupils to work with other pupils of similar ability.

### **Inclusion - Accessibility**

The school has carried out an Accessibility audit and is confident about meeting the needs of all pupils here. We provide parking spaces, toilet facilities, a shower, wide corridors and easy access to all school rooms.

### **Child Protection Procedures**

Under the Education Act 2002 (section 175), schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children. The designated Child Protection person in school is the Deputy Headteacher (Ms Goodwin). The school Safeguarding Policy and Child Protection Policy are available on the website or on request from the school office.

### **Positive Handling/Physical Intervention**

Alphington Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal with all incidents involving aggressive behaviour, and only use physical intervention as a last resort in line with Department for Education and Skills (DfES) and LA advice. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will aim to ensure minimal risk of injury to pupils and staff. Several members of staff have been trained in 'Positive Handling'.

### **Discipline**

Matters of discipline are very rare and are dealt with initially by the class teacher or the 'on duty' member of staff. When a situation demands it, the Headteacher takes responsibility for disciplinary measures. At all times pupils are encouraged to consider and be responsible for their own actions. Our aim is to make the pupil more aware of the necessity for self-discipline, self-awareness and self control.

In case of a serious breakdown of conduct, the Headteacher always seeks to assess the situation with parents/carers. The school has a Positive Behaviour Policy, which is reviewed annually. As parents/carers, and in line with our Parents in Partnership principle, you will be asked to contribute to this policy and comment on its content. All members of the school team, Governors, parents/carers, staff and pupils are expected to implement and abide by the Code of Conduct in the Behaviour Policy. We believe that adults are role models for behaviour in our school. If your child has a problem at school.

From time to time, in the children's lives, events may take place that are upsetting for them. If you are able to share information about your child's personal life with us it can be extremely useful in helping us to offer understanding and support.

This will always be dealt with in the strictest confidence. If you think your child is experiencing any kind of difficulty at school, or if you have any concerns about aspects of school life, then you should talk to your child's teacher or the Headteacher first. There is a no tolerance approach to bullying and it is dealt with immediately.



## **Support Systems and useful contacts**

### **Class teacher**

If you have concerns about or for your child, the first port of call should be their class teacher. The class teacher might suggest - or you might feel you would rather - talk in detail to someone else, but it's important that they are 'in the loop'. If it's hard for you to drop in at the start or end of the school day you can always ask them (via a phone call to the office if need be) to give you a ring and chat on the phone or make an appointment at a time to suit you both.

### **Gifted and Talented, Intervention and Special Educational Needs Co-ordinator**

Ms Elspeth Goodwin co-ordinates provision for children throughout the school with additional or different needs. She works with teachers, teaching assistants, children and professionals from 'external agencies' to ensure the school is providing what is needed for each child to fulfil their potential. She has a good overview of what is available.

### **Deputy Head, Key Stage 1 Leader/Key Stage 2 Leader/Head of Curriculum and Learning**

Ms Elspeth Goodwin is the Deputy Head, Key Stage 1 Leader is Mrs Sara Thornhill, Upper Key Stage 2 Leader is Mrs Alison Strang-Faulds, Lower Key Stage Leader is Mr Martin Marriott and Head of Curriculum and Learning is Dr Bridget Strugnell. If you have talked to class teachers and feel you need to talk to someone else as well, or if there is an urgent problem, they will be happy to help.

### **Headteacher**

Mrs Debbie Buckingham is a very 'hands on' head and is always happy to discuss concerns with you. Of course it isn't practical for her to deal with every concern in the school first hand, and it usually makes sense to go through the class teacher/pastoral care worker/key stage leader first.

### **Deputy Headteachers**

Mrs Sara Thornhill is responsible for Key Stage 1

Ms Kirsty Nairn is responsible for Key Stage 2

### **Headteacher's School Forum**

Twice a term Mrs Buckingham meets informally with parents to discuss their views, ideas, concerns and celebrations. See newsletter for dates.

### **Parent Governors**

Parent Governors are your representatives on the Governing Body of the school. They are often around school dropping off or collecting their children at the start and end of the day. If you would like to contact them please ask at the office for contact detail

### **PTFA**

The Parent, Teacher, Friend Association meet regularly to organise fund raising events for the benefit of the school. They are a very active, friendly and well organised group who welcome new members. Fund raising is fun, and a great way to make friends and become involved in the life of the school.

### **External Agencies'**

The school works closely with many professionals who visit the school regularly to work with staff, children and parents and give advice, support and training. To find out more about what they do and whether they may be of help for your child, do speak to Ms Goodwin (SENCo).

Education Welfare Officer  
School Nurse  
CAMHs (Child and Adolescent Mental Health)  
Behaviour Support Teacher  
Educational Psychologist  
County Autism Team  
Speech and Language Therapy Service  
Support and Advisory Teacher Service  
Communication and Interaction Team  
Hearing Impairment Team  
Visual Impairment Team

### **Essential Information**

#### **Contacts**

**Address:**        **Alphington Primary School**  
                         **Wheatsheaf Way**  
                         **Alphington**  
                         **Devon**  
                         **EX2 8RQ**

**Tel:**                **01392 254291**  
**Fax:**                **01392 421296**  
**E mail:**            **admin@alphington.devon.sch.uk**

**Headteacher:**    **Mrs D Buckingham**

**Alphington Primary School**  
**Teaching Staff and Responsibilities 2016/17**

<b>Name</b>	<b>Class</b>	<b>TAs</b>	<b>Management</b>	<b>Responsibilities &amp; Accountability</b>
<b>Debbie Buckingham</b>			Headteacher	Outcomes for children Benchmarking and best value Staffing structure & responsibilities
<b>Sara Thornhill</b>	1CT		Deputy Head	Management & leadership of Pre-School Head of Foundation & KS1 Teaching Assistants Accountable for: SEN Standards at Key Stage 1 Interventions and Pupil Premium Foundation Stage
<b>Kirsty Nairn</b>			Deputy Head	Head of KS2 Behaviour School Council MTAs Curriculum Accountable for: Standards at Key Stage 2 Data and Analysis Assessment
<b>Elsbeth Goodwin 0.8</b>			SEND	Safeguarding
<b>Ellie Reed</b>	FR	Tracey Murfin 1.0		ICT KS1 (ST)
<b>Phil Clark</b>	FFC	Jo Chown 1.0		Grounds (ST)
<b>Annie Fletcher</b>	FFC	Emily Blackwell-Coombe 1:1		Early Years Lead (ST)
<b>Dawn Chapman / Sara Thornhill</b>	1C	Sheila Gibbard 0.4		Key Stage 1 – Maths Mastery
<b>Aoife Lambe</b>	1L	Colin Alexander 0.4 Louise Turner 0.6 Laura Holmes 0.6 Tory Sinclair 1:1		NQT (KN)
<b>Georgina Bedford</b>	2B	Sally Young 0.6		Key Stage 1 Learning (ST)
<b>Rachel Powell / Susie Reeve</b>	2P	Julia Watton 1.0 Colin Alexander 0.6		Growth Mindset, NQT Mentor (KN)
<b>Frankie Roderick</b>	3R	Alison Long		Interventions, PP, Scitt Mentor (ST)
<b>Hollie Morgan</b>	3M	Debbie Cram Penny Smith 1:1		NQT (KN)
<b>Dominic Middleton</b>	4M			ICT Keystage 2
<b>Charlotte Cole</b>	4PP	Carol Bentley 0.6		NQT (KN)
<b>Gemma Pattison</b>		Liza Page 1.0		Mathematics (ST, KN)
<b>Vanessa Pestridge</b>				Health & Wellbeing, Maths (KN)
<b>Mike Mabin</b>	5M	Sharon Lewis 0.6		PE, Outdoor Education (KN)
<b>Gemma Trainor</b>	5T	Carol James 1:1 Lou Lambell 1:1		Science (KN)
<b>Alison Strang-Faulds</b>	6SF	Cher Bradbury 0.6	TLR	Data & Analysis (KN)
<b>Chris Powe</b>	6P	Jess Rosier 1:1		Philosophy (KN)
<b>Linda Hale 0.4</b>				RE (KN)
<b>Sarah Newell 0.5</b>				RE (KN)
<b>Jane Fidler 0.4</b>				French (KN)
<b>Jeannette Bradford 0.6</b>				SLCN
<b>Sue Quick 1.0</b>				Thrive/Assistant SENCO
<b>Tracey Horrill 1.0</b>				Library/Wave 3 reading
<b>Jan Coombes</b>				Display / Resources
<b>Lorna Hood</b>				Business Manager
<b>Mandy Johnson</b>				Office Manager / Clerk to Governors
<b>Natasha Field</b>				Administrator
<b>Myra Hingston</b>				ICT Tech support
<b>Lou Lambell</b>				Playleader (lunchtime)
<b>Allison Pells</b>				Playleader (lunchtime)



## **Alphington Primary School Governors**

### **Chair**

Mr Liam Montgomery

### **Vice-Chairs**

Mr Darryl Thomas

Vacancy

### **LA Governor**

Vacancy

### **Parent Governor**

Mrs Zoe Bicheno

Mr Liam Montgomery

Mrs Sarah O'Meara

Mr Andrew Latham

### **Co-opted Governor**

Mr Ian Guy

Mr Darryl Thomas

Vacancy

Vacancy

### **Staff Governor**

Mrs Debbie Buckingham

Mrs Annie Fletcher

### **Foundation Governor**

Mrs Jeannette Bradford

Vacancy

### **Clerk to Governors**

Mrs Mandy Johnson