

# **GILBERT SCOTT PRIMARY SCHOOL**

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## **Executive Head Teacher**

Mrs P Farrelly

## **Head of School**

Ms B Wakefield

## **Deputy Head Teacher**

Mrs M Proto

## **Chair of Governors**

Mr James Filus

The information contained in this prospectus was correct at the time of publication and relates to academic year 2017/2018. It should not be assumed that there will be no change in arrangements:

- (a) before the start of, or during, the school year in question, or
- (b) in relation to subsequent school years.

London Borough of Croydon  
Education Department  
Bernard Weatherill House  
8 Mint Walk  
Croydon  
CR0 1EA  
020 8686 4433

## **Term Dates for 2017 – 2018**

### **Autumn 2017**

Monday 4<sup>th</sup> and Tuesday 5<sup>th</sup> September - Training Days

**Wednesday 6<sup>th</sup> September – School opens to children**

**Half-term:** Monday 23<sup>rd</sup> October - Friday 27<sup>th</sup> October

Wednesday 20<sup>th</sup> December **at 2 pm – School closes**

Christmas Holiday - Thursday 21<sup>st</sup> December – Tuesday 2<sup>nd</sup> January 2018

### **Spring 2018**

Wednesday 3<sup>rd</sup> January – School opens to children

**Half-term:** Monday 12<sup>th</sup> February - Friday 16<sup>th</sup> February

Monday 19<sup>th</sup> February – Training Day

**Tuesday 20<sup>th</sup> February - School opens to children**

Thursday 29<sup>th</sup> March **at 2 pm – School closes**

Easter Holiday - Friday 30<sup>th</sup> March – Friday 13<sup>th</sup> April

### **Summer 2018**

Monday 16<sup>th</sup> April – School opens to children

Bank Holiday Monday 7<sup>th</sup> May

**Half-term:** Monday 28<sup>th</sup> May to Friday 1<sup>st</sup> June

Monday 4<sup>th</sup> June - Training Day

Tuesday 5<sup>th</sup> June – School opens to children

Friday 20<sup>th</sup> July **at 2 pm – School closes**

## **THE AIMS OF GILBERT SCOTT PRIMARY SCHOOL**

It is our aim to provide the best education possible and to see that each child learns at his/her own rate and to his/her maximum potential. In all that we aim to achieve at school, it is important to remember that the best preparation for adulthood is to live fully as a child.

We aim to:-

- \* Help the child develop socially, intellectually, emotionally, spiritually and physically.
- \* Help the child become a numerate, literate, articulate well-adjusted person who can face life with confidence.
- \* Help the child live creatively in a society that is multicultural and multiracial.
- \* Help the child develop a sense of self-respect.
- \* Help the child develop respect for others.
- \* Help the child develop concern for others.
- \* Help the child become aware of human achievement and aspirations in the arts and sciences, in religions and in the search for a more just social order.
- \* Help the child towards an understanding of the interdependence of people and nations.
- \* Help the child develop an enquiring mind.
- \* Help the child become an independent learner.
- \* Help the child realise that education is a life-long process.
- \* Help the child become a self-motivated learner.
- \* Help the child communicate clearly and confidently in spoken and written language in ways appropriate for various occasions and purposes.
- \* Help the child develop an appreciation of beauty.

Gilbert Scott Primary School wishes to state that we recognise the existence of sexual and class discrimination as well as racism in society. The school is committed to challenging any talk or behaviour which puts other people down in any way in school, be it by staff, pupils, parents, governors or visitors. We welcome diversity in all its forms and work on the basis of equal opportunities for all. We seek to promote racial and social tolerance.

The school seeks to develop understanding and respect for the many cultures represented by British society in general, and the school population in particular.

We believe that the school has a positive role to play in combating stereotyping in all its forms.

We treat as serious all instances of racist and bullying behaviour. The Head Teacher and staff will deal fairly but firmly with anyone – children, staff, governors and parents – who speak or behave in a discriminatory manner.

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## **Mission Statement**

**Gilbert Scott Primary School  
aims to develop the full  
potential of every pupil in a  
learning environment where  
fairness, understanding,  
success and discipline will be  
pursued, in an atmosphere  
which promotes racial and  
social equality.**

## **THE SCHOOL**

Gilbert Scott Primary School is a community school maintained by the London Borough of Croydon. Both boys and girls enter the main school from the September following their fourth birthday and are able to attend the nursery for the year prior to this. There are approximately 220 pupils on roll. The maximum number of admissions will not exceed 30 pupils per class available.

### **TEACHING ORGANISATION**

Pupils are taught in year groups. We tend to use group and individual work assignments to cater for their academic differences. The number of pupils in our classes ranges from 26 (nursery) to 30.

For the academic year 2017 / 2018 the school will be organised as follows:-

Nursery (Rabbits) with Mrs N Beirne  
Reception (Hedgehogs) with Miss A O'Leary

Year 1 (Badgers) with Miss S Dance  
Year 2 (Foxes) with Mrs E Seaman

Year 3 (Wolves) with Mr K Mace  
Year 4 (Woodpeckers) with Miss N Street

Year 5 (Falcons) with Mr D Bradford  
Year 6 (Eagles) with Mr A Awadalla

ELP 1 (Little Owls) with Mrs D Adams and Mrs L Sumsion  
ELP 2 (Robins) with Miss G Peel-Boyce

These are some of the other people who work at our school:

<b>Willow Tree (SEN) Nursery</b>	Miss J Rome - (teacher in charge) Mrs H McIlroy - teaching assistant Ms T Mejdoubi – teaching assistant Mrs K Russell – teaching assistant
<b>Pupil and Family Support Workers</b>	Mrs E Jackson & Mrs A Robinson
<b>Administrative Team</b>	Mrs H Coppard, Mrs T Simpson, Mrs S Wilson and Mrs I Barretta
<b>School Cook</b>	Mrs S Hodder
<b>School Keeper</b>	Mr S Gicquel

### **Learning Support Assistants**

Mrs D Anderson	Mrs J Billingham	Miss J Billingham HLTA
Mrs L Coker	Ms T Daws	Ms D Denne
Miss R Fryer	Mrs M Henderson	Mrs G Irwin
Mrs E Jacques	Mrs J Lee	Mrs T Marriott
Mrs D McKavanagh	Mrs A Moody	Mrs R Mussett
Mrs H Patel	Mrs S Sabine	Mr T Simpson HLTA
Ms H Stevenson	Mrs J Thompson	Mrs J Williams

### **Lunchtime Supervisors**

Mrs L Chipping	Mrs J Colvert	Ms T Daws
Ms D Denne	Mrs M Henderson	Ms G Irwin
Mrs L Jacques	Mrs J Lee	Mrs A Moody
Mrs M Mussett	Mrs S Sabine	Ms H Stevenson
Mrs J Thompson	Mrs J Williams	Mrs I Zwick

### **Early Years Educator**

Ms M Faassen

### **Cleaning Staff**

Mrs L Ableman	Ms L Beasley	Mrs J Billingham
Mrs G Ibrahim	Ms G Irwin	Mrs I Zwick

**In this document the term "Parents" and "Guardian" are used. It should be noted that the 1989 Children Act extends the range of individuals who may exercise responsibility.**

### **PUPILS WITH DISABILITIES**

The school welcomes pupils with disabilities. A Special Educational Needs Group for 14 pupils is established within the key stages at the school, therefore 2 groups, one of 6 pupils and one of 8. Equal opportunities policies have been developed and their implementation is monitored and regularly reviewed.

Gilbert Scott Primary is also the location of the Local Authority's Special Educational Needs nursery provision – Willow Tree Nursery. This has 6 morning and 6 afternoon places for children with severe, long term and complex special needs.

### **ATTENDANCE INFORMATION FOR 2016/17 SCHOOL YEAR**

From 1<sup>st</sup> September 2016 to 31<sup>st</sup> May 2017 attendance was 94.2%. The school's target was 96%.

Next year the school has again been set the target of 96% by the governors.

The government's trigger figure for persistent absenteeism is attendance below 90%.

## **SCHOOL ROUTINES**

### **SCHOOL HOURS**

Nursery provision starts at 8:45 am and finishes at 11:45am

Morning Session starts for **all** pupils in years R to 6 at 8:45am

Afternoon Session finishes at 3:10pm for reception, years 1 and 2  
and at 3:15pm for years 3, 4, 5 and 6

The school day is divided into various teaching sessions. These are as follows:-

8:45 until 10:35	work period including assembly
10:35 until 10:55	playtime
10:55 until 11:55	work period key stage one (years 1 & 2)
10:55 until 12:10	work period key stage two (years 3, 4, 5 & 6)
11:45 until 12:55	lunchtime – Reception
11:55 until 12:55	lunchtime – Year 1 & 2
12:10 until 1:10	lunchtime – years 3, 4, 5 & 6
12:55 until 3:10	work period – year R, 1 & 2 including a 10 minute break
1:10 until 3:15	work period – years 3, 4, 5 & 6

The school doors will open at 8:30 when supervision on the playground will be provided.

The total weekly teaching time for key stage 1 is 22.30 hours and for key stage 2 is 23.45 hours.

A breakfast club is run in the dining hall from 7:45am. Breakfast and activity time costs £2.00.

### **ABSENCE PROCEDURE**

Children are expected to attend school every day. Any absence not authorised by the Head of School will be recorded as unauthorised.

If, for any reason, your child is absent from school, please either telephone, visit or write to let us know why. We are obliged to make enquiries and will try to contact you on the first day of absence.

Should your child be taken ill or injured at school, every effort will be made to get in touch with you. For this reason, all parents are asked to keep the school informed of any changes in contact telephone numbers.

Parents are urged to arrange family holidays so that they are not taken during term time, to avoid being issued with a penalty notice.

**School starts at 8.45 am.** Try to encourage your child to be on time, as persistent lateness has to be formally reported and makes for a poor start to the day. However, we do understand families can occasionally have problems. It is better to arrive late than not at all! If your child is late you will need to access the building through the main entrance and report to the office. All other doors are locked at 8.45 am.

The school's education welfare officer (EWO) checks the registers for children who are frequently late and/or absent and takes action from this information. This includes fines and being taken to court. Those children collected late are also monitored and appropriate action taken.

## SCHOOL UNIFORM

We encourage children to wear school uniform. Uniform helps the child to identify and have pride in the school and provides a suitable form of dress for school activities. We do not permit jeans or brightly patterned T-shirts or sweat shirts as such clothing is associated with leisure activities rather than schoolwork.

All clothing should be clearly marked with the child's name. Name tapes are recommended for this purpose. The following items of uniform can be obtained from a variety of sources including Tesco, Sainsburys, Marks & Spencer and Hewitts of Croydon. Most of the articles listed will also be found in other large department stores. These prices are intended as a guide.

### **Girls**

	From:
Pale blue shirt or polo shirt (Asda, Tesco etc )	£2.50
Navy/grey tunic, skirt or trousers	£3.50
White socks or navy tights	Varied costs
Navy <b>school</b> sweatshirt – available from school office	£9.50
Navy <b>school</b> fleece – available from the school office	£11:00
Summer blue and white striped or checked dress	£4.00
School shoes	Varied costs
Shorts for PE (blue)	£3.00
T-shirt for PE (white)	£2.00
Plimsolls	£3.00
Summer: Swimsuit (one piece) - year 1 upwards	£3.00
Towel	

### **Boys**

Pale blue shirt or polo shirt (Asda, Tesco etc)	£2.50
Grey/black trousers or shorts	£4.00
Socks	Varied costs
Navy <b>school</b> sweatshirt – available from school office	£9:50
Navy <b>school</b> fleece – available from the school office	£11:00
School shoes	Varied costs
Shorts for PE (blue)	£3.00
T-shirt for PE (white)	£2.00
Plimsolls	£3.00
Summer: swimming trunks – year 1 upwards	£3.00
Towel	

Shoes must be low heeled with a rubber sole, covering the whole foot. Children should be able to fasten their own shoes.

Children in the Foundation Stage (Nursery and Year R) are able to wear navy blue track suit bottoms available from the School Office from £7:00 and a pale blue t-shirt. Asda, Tesco etc do make the t-shirts in small sizes. For further details speak to any member of the school office staff.

**Children must bring shorts and T-shirts to change into for PE.** Every child must also have a pair of plimsolls. All PE kit, including plimsolls should be clearly named and in a named kit bag ... available through the school office.

## **ART and CRAFT**

It is a good idea to send your child to school with an old adult shirt to use during art and craft lessons.

## **CHILD PROTECTION (Safeguarding)**

Under the terms of the Children Act and the Local Authority's Child Protection Guidance, the school is required to inform Social Services of any case where we as a school have concerns about a child's safety or well-being.

The Designated Lead for Safeguarding in the school is Ms Wakefield, along with Mrs Jackson, Mrs Robinson and Mrs Proto.

## **CLINIC APPOINTMENTS**

Parents are asked to let the **office staff** know when their child has a clinic appointment. No child is allowed to leave school during school hours unless a letter of explanation has been received and the child is collected by an authorised adult.

## **COLLECTIVE WORSHIP**

The school holds a daily act of worship. This is usually part of the whole school assembly. We ask that all children attend the assembly part of this coming together as this is when messages are given out. If the home religion precludes a child from staying for the collective worship it is after this that they leave the hall. Children not taking part in collective worship are required to work quietly outside the hall until the end of assembly, when they rejoin their class. The work the children do at this time is provided by home and should be of a religious nature.

## **GILBERT SCOTT PARENT, TEACHER & FRIENDS ASSOCIATION**

Parents / Carers of pupils attending the school and staff are automatically members of Gilbert Scott's PTFA. This membership is free.

The Association contributes greatly to the life of the school by providing discos and entertainment for the children and by purchasing items of equipment for the school. Fund raising events include fetes, sales and sponsored events all of which are good fund raisers for the school.

Although you might not wish to be actively involved in the Association's committees, it is hoped that you will give its functions your support as this will ensure the success of the numerous benefits that the Association provides.

## **HAIR**

If your child's hair is longer than shoulder length it should be tied back at all times. This is a more appropriate style for school and, hopefully, will help to cut down the incidence of nits. For further information please refer to [www.netdoctor.co.uk/diseases/facts/lice.htm](http://www.netdoctor.co.uk/diseases/facts/lice.htm)

## **JEWELLERY**

Items of jewellery are not part of the school uniform. If earrings must be worn then studs are the safest type to wear. These should be covered during PE lessons and taken out for swimming. Any child wearing jewellery to school will be asked to take it to the school office and to collect it at the end of the school day.

## **MEDICINES**

We are not able to give medicine at school except in very special cases, for example children who suffer from asthma may need inhalers. In general, children who are unwell enough to require an antibiotic are best kept at home until the course is finished.

If a child is well enough to attend school but still requires medication, parents are welcome to come to the school and administer the medication at the appropriate time of day. If a child's medicine is left with the office staff (prescribed medication only) it is the child's responsibility to remember to take the medicine at the correct time.

## **ENRICHMENT for pupils in curriculum based areas**

Pupils are identified as more able through academic achievement and teacher assessment in a subject, based on specific criteria. Work is specifically tailored for such children. They attend special events, mostly organised through the Selsdon Education Partnership and are monitored closely as they progress through the school.

## **PARENT INVOLVEMENT**

Parents are welcome to visit the school.

Formal consultations for parents to discuss children's progress with the class teachers are held twice throughout the year.

Appointments can be made to see the Executive Head, Head of School or individual members of staff at other times as required. Class teachers will normally be available to discuss minor matters before school and at the end of the school day. We ask that parents do not consult teachers during lesson time as the teacher's full attention must be given to the class.

All teachers welcome parent-helpers. Parents who are available to help in school should contact the class teachers or the Deputy Head. There are many jobs that can be done to help the class run smoothly so we are always pleased to see as many parents as can spare the time.

## **PERSONAL PROPERTY**

While every care is taken of children's property, we cannot be held responsible if items are lost, so children should only bring to school items requested by the teachers. Children are required to take valuables to the school office to be looked after during the day. Nothing valuable should be left in classrooms or cloakroom areas, this includes mobile phones. Clothing should be named.

## **SCHOOL MEALS**

Gilbert Scott uses the ParentPay cashless system for the payment of school lunches. Mrs Coppard will issue a barcode (PayPoint) and password (ParentPay). **It is expected that the account is always in credit.** School has a robust debt policy and will make contact with you should there be insufficient money available to pay for school meals.

Parents should inform the school if, for religious or medical reasons, their children are unable to eat particular foods.

From September 2017, the cost of a school lunch will be £2.25 for those pupils who are required to pay. Years R, 1 and 2 are paid for under a government scheme called Universal Free School Meals.

Packed lunches may be brought to school, but parents are asked to provide a balanced meal. Sweets and fizzy drinks should not be part of a packed lunch. We do monitor what is in packed lunches.

Children may eat a 'snack' of fresh fruit at playtime. Fruit, raisins and carrots sticks are an excellent idea. Fruit is provided for children in Key Stage 1, paid for by the government. **Sweets, crisps and chewing gum are not allowed.**

### **SCHOOL RULES AND DISCIPLINE**

**All children are expected to co-operate with the staff and to obey instructions.**

**Children are expected to keep their hands and feet to themselves.**

Parents are asked to note the following:-

- children should not bring sweets into school
- children are not to wear jewellery as it can cause serious accidents in schools, particularly in the playground and during P.E. lessons.
- for children with pierced ears, only one pair of ear studs are permitted.

The school's behaviour policy uses a passport system. Those children who keep their passports are rewarded at the end of each half term. A copy of the Behaviour Policy is available via the school's website.

### **SCHOOL SECURITY**

Training in security procedures is included in the in-service training programme for all staff.

There is a system of visitors' passes for visitors. Parents also count as visitors and should NOT be wandering freely around the building. Please report to the school office before proceeding anywhere in the school. The school caretaker has particular responsibility but all staff are trained to be vigilant with regards to security.

### **SELSDON EDUCATION PARTNERSHIP**

Gilbert Scott Primary School is a member of the Selsdon Education Partnership. This is a group of educational establishments that work together for the benefit of all of the pupils. Those involved are Courtwood, Forestdale, Gilbert Scott and Red Gates (original members), plus Woodlands Children's Centre, The Quest Academy and John Ruskin College.

### **TELEPHONES and other valuables**

School accepts NO responsibility for any valuable left in coats and bags. Telephones should be handed into the office at the beginning of the day and collected at the end of the afternoon. Ipods etc should not be brought to school.

### **WILLOW TREE NURSERY**

This is a nursery sited within Gilbert Scott that provides early education for children with severe, long term and complex special needs. Most of the children will move on to either Red Gates or St Nicholas special schools for the next phase of their education.

## **EARLY YEARS FOUNDATION STAGE**

The **Early Years Foundation Stage** covers the children between the ages of three and five at Gilbert Scott Primary School. We have a Nursery class with 26 part time places available that operates during a morning session. Parents are also able to pay for additional hours through our Lunch Club and Afternoon provision. The children then progress to a reception class, although not automatically the one at Gilbert Scott. The Nursery and Reception classes run as a unit with the benefits of shared learning environments, equipment and staffing.

If you have a child starting in the Nursery or Reception, you will be given a guide to the EYFS Unit. Nursery and Reception teachers do home visits to all new children to the school. This enables the teacher to meet the child within their own familiar environment.

### **The Early Year Foundation Stage Curriculum**

The curriculum offered to the children is a broad and balanced curriculum in which each child is encouraged to achieve his / her full potential, and is stimulated to learn. There are three prime areas and then four specific areas. These are:

- Personal, social and emotional development
- Communication and Language
- Physical development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### **Teaching and Learning**

A consistent daily routine takes place which provides a range of learning opportunities for the children. The routine slightly varies between the Nursery class and the Reception class. This involves opportunities for child and adult initiated activities and different groupings, such as individual, small and large group time. The daily routine also provides time for learning to take place inside and outside. Our approach to learning is 'active' and 'hands-on.' Although this does not work for everything, we try to keep learning fun and play orientated whenever possible. Through play, children try out new ideas, practise and consolidate new skills and knowledge in a safe context. This approach to learning ensures children are actively involved, engaged and motivated.

### **Parental Involvement**

Parents are invited and welcomed into the Early Years classes on a regular basis. We encourage parents to be an active part of their child's learning. We communicate by talking to parents, through the Parents' Notice Board, text messages and newsletters sent home. We value the knowledge that parents can share with us about their child and family and encourage this sharing of information as the child moves through the primary school.

### **Uniform**

Children in the Nursery and Reception classes wear:

School sweat shirt, pale blue t-shirt, navy blue jogging bottoms & black trainers or shoes

# THE CURRICULUM

All children follow the National Curriculum. Your child may well be at different stages in different subjects, which is what we would expect. We deliver the curriculum through topic based lessons, which seek to make links across the learning so that pupils practise and acquire concepts and skills in a variety of ways. In addition, we give pupils the chance to direct and develop their own learning through creative homework. This allows pupils to explore their interests and lines of enquiry to learn more about the topic they are focussing on in class.

Most teaching takes place in unstreamed class units with children of approximately the same age group.

A high priority is placed upon children having a good grasp of basic skills in literacy and numeracy, whatever their ability. We also feel that a child's learning is most effective when both home and school work together.

The children are taught the 11 subjects of the National Curriculum, plus Religious Education and Personal, Social, Emotional & Economic Education. Religious Education is not part of the National Curriculum but a compulsory part of our teaching.

The core subjects consist of English (reading, writing, grammar, spelling & punctuation), Mathematics and Science. The other subjects of computing, history, geography, design & technology, music, art & design, foreign language, P.E./games are the foundation subjects. The areas of health, personal & social education and citizenship are topics to be studied within the curriculum, as well as Religious Education.

## ENGLISH

The National Curriculum divides English into three parts:- reading, writing, and speaking and listening, including drama. Grammar, punctuation and spelling are parts of this.

We encourage children to take books home to read and welcome any support parents can give with their children's reading.

When your child joins the school they will be provided with a purpose made book bag and reading record book. If the book bag is lost it will cost £3.50 to replace.

### **Reading**

Children are taught to read fluently, with expression and understanding. They are encouraged to read and respond to all types of writing and are taught how to gather information from non-fiction texts.

### **Writing**

Children are taught to communicate effectively, with creativity and accuracy, through a variety of types of writing, with an awareness of who they are writing for and why they are writing in a particular style.

### **Speaking and listening**

Children are taught to express themselves effectively in a variety of activities, including drama, and to respond thoughtfully.

## Spelling

Children are taught to spell accurately through ensuring a sound understanding of letter patterns and commonly used words. They are taught a variety of strategies to attempt the spelling of unknown words.

## Grammar and Punctuation

The new National Curriculum has a greater emphasis on Grammar and Punctuation with each year group having a programme of study as an explicit section. At Gilbert Scott we try to embed grammar and punctuation in lessons on reading or writing to make it meaningful. We encourage discussion, experimentation, choice and decision making. When necessary an explicit grammar lesson may be planned.

## Handwriting

Children are taught to join up letters accurately to develop a legible, fluent and speedy writing style.

## English as an Additional Language (EAL)

An adult is available to support those children who come from families whose 'home language' is not English. Children are either withdrawn for small group tuition or are occasionally taught in their normal class with the additional support of the extra adult.

# MATHEMATICS

## Purpose of the study:

Mathematics is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment.

Mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

The teaching of Mathematics follows the programmes of study set out in the National Curriculum.

Work is differentiated in all areas of Mathematics to allow pupils to progress with understanding, at their own level.

Each strand of Mathematics, Number, Algebra, Measurement, Geometry, Statistics from year 2 (Handling Data), Calculation and ratio & proportion for year 6 is re-visited during the academic year to encourage retention of essential mathematical facts and to develop methods of working.

In addition there is an emphasis on practical tasks and problem solving; embedding mathematics in real life situations to enhance the quality of understanding.

Ongoing teacher assessment and optional SAT materials are used throughout the school to enable pupil progress to be tracked and future targets to be set.

Pupils will:

- Become **fluent** in the fundamentals of mathematics, including through varies and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.
- **Solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking problems.

## SCIENCE

### **Purpose of the study:**

Science education provides the foundations for understanding the world. Science has changed our lives and is vital to the world's future prosperity.

All pupils will be taught essential aspects of the knowledge, methods, processes and uses of science. Pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes.

**Reception** ~ to begin to gain a scientific knowledge of the world e.g. minibeasts, floating and sinking

Year 1 ~ working scientifically; plants, animals including humans, everyday materials, seasonal changes

Year 2 ~ working scientifically; living things and their habitats, plants, animals including humans, uses of everyday materials

Year 3 ~ working scientifically; plants, animals including humans, rocks, light, forces and magnets

Year 4 ~ working scientifically; living things and their habitats, animals including humans, states of matter(heating, cooling, gases, liquids, solids), sound, electricity

Year 5 ~ working scientifically; living things and their habitats, animals including humans, properties and changes of materials, earth & space, forces

Year 6 ~ working scientifically; living things and their habitats, animals including humans, evolution and inheritance, light, electricity

## RELIGIOUS EDUCATION

The school follows Croydon's Agreed Syllabus for R.E.

At Key Stage 1 the children learn about Religions (Attainment Target 1), eg places, festivals and beliefs and Learn from Religions and Human Experiences (Attainment Target 2). Croydon's Syllabus requires children in KS 1 to learn about Christianity, Islam, Judaism and Hinduism.

During Key Stage 2 children will learn about Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. They will also have the opportunity to reflect on some of the other faith traditions, especially those represented within the school and the local community.

Each of the religions to be studied has been divided into four themes, which are as follows:

- Authority and Worship
- Sacred and Inspirational Writings
- Lifestyles and Celebrations
- Challenge Units, such as 'Why is each person special?', 'Is it soft to be sorry?' and 'Why should we care?'

## ART & DESIGN

### **Purpose of the study:**

Art, craft and design embody some of the highest forms of human creativity.

Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Pupils will be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of the nation.

## COMPUTING

### **Purpose of the study:**

Computing has deep links with mathematics, science and design & technology and provides insights into both natural and artificial systems. Computing will allow pupils to become digitally literate – able to use and express themselves and develop their ideas through information and communication technology –at a level suitable for the future workplace and as active participants in a digital world.

Pupils will be taught the knowledge, skills and understanding of computing through:-

1. Understanding and applying the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
2. Analysing problems in computational terms and having repeated practical experience of writing computer programs in order to solve such problems.
3. Evaluating and applying information technology, including new or familiar technologies, analytically to solve problems.
4. Being responsible, competent, confident and creative users of information and communication technology.

## DESIGN & TECHNOLOGY

### **Purpose of the study:**

Design & technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## GEOGRAPHY

### **Purpose of the study:**

Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching aims to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## HISTORY

### **Purpose of the study:**

Pupils will gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.

Teaching aims to equip pupils to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## LANGUAGES

### **Purpose of the study:**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. Language education should foster pupils' curiosity and deepen their understanding of the world.

Teaching aims to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

At Gilbert Scott Primary School the foreign language taught is Spanish.

## **MUSIC**

### **Purpose of the study:**

Music is a universal language that embodies one of the highest forms of creativity.

Music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Pupils should develop a critical engagement with music, allowing them to compose and to listen with discrimination to the best musical styles.

The school has a very well-resourced music room. Our aim is to develop, in children, an appreciation of music that will set them in good stead for life.

## **PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION**

The school will aim to:

Provide the knowledge and skills necessary to enable children to develop healthy life styles.

Provide opportunities for children to make informed choices about what is right and wrong.

Promote positive attitudes towards others and have respect for individual beliefs and values.

Provide an environment that will promote the physical, intellectual, social, spiritual and moral education of the child and in doing so endeavour to produce a healthy independent child with a high level of self-esteem.

Pupils are taught personal and social skills and are encouraged to develop in self-confidence and responsibility.

They are taught about the wider world and the interdependence of communities within it. Pupils are also taught about making choices and how the choices they make affect other people and the environment.

Gilbert Scott's School Council is an important part of the children having a 'voice' in the decision making within school.

## **RELATIONSHIPS and SEX EDUCATION**

The school will aim to:

- Answer children's questions about the physical differences between the sexes and about human reproduction factually and honestly as they arise.
- Adopt a cross-curricular approach to the teaching of the subject.
- Show particular sensitivity to the views of people from a wide range of backgrounds, either ethnic, religious or other beliefs.
- Present sex education in a context of family life, of loving relationships and respect for others.
- Ensure that any outside speakers follow the guidelines contained in this policy statement.

- Encourage any parent who requires more information about the programme of sex education in the school to contact the Head Teacher.
- Respect the right of parents to withdraw their children from the relevant parts of these lessons.

The following are statutory parts of the National Curriculum: reception – body awareness, year 1 – body parts, year 2 – body development, year 3 – differences and similarities, year 4 – change, year 5 – puberty & hygiene, reproduction & pregnancy.

## PHYSICAL EDUCATION

Sport is undertaken by all children, twice weekly, outdoors when possible.

### **Purpose of the study:**

The PE curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.

It should provide opportunities for pupils to become physically confident in a way that supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **SPORTING PROVISION**

The school aims to provide a wide range of sporting experiences.

During the seven years at the school pupils have a games period per week during formal curriculum time in addition to their other physical education lessons. These periods include skill development for a range of sports - Athletics, Cricket, Football, Basketball, Swimming, Hockey, Netball, Rugby, Volleyball and Rounders. Extra curricular clubs in some of these games are also provided and these include inter-school matches.

The school has excellent facilities with large playing fields and hard surface playgrounds, sufficient to include a 300 metre running track, football fields and three netball/basketball courts. There is an open air heated swimming pool for swimming instruction and a spacious hall for indoor games. Teachers have participated in regular in-service courses to develop their professional practice in games teaching and physical education.

## **NATIONAL TEST RESULTS July 2017**

### **KEY STAGE ONE - (the end of year 2)**

Percentage of pupils working at expected expectations and above

<b>Subject</b>	<b>Achieved expected</b>	<b>Greater depth</b>
<b>Reading</b>	63%	26%
<b>Writing</b>	63%	11%
<b>Maths</b>	63%	15%

## KEY STAGE TWO - (the end of year 6)

Percentage of pupils

<b>Subject</b>	<b>Achieved expected</b>	<b>Greater depth</b>
<b>Reading</b>	69%	17%
<b>Writing</b>	72%	0
<b>Grammar</b>	83%	34%
<b>Maths</b>	76%	7%

The Standard Assessment Tests are taken in the May when a child is in Year 6. Reading, Grammar, punctuation and spelling and maths are tested, with writing being teacher assessed and moderated by outside agencies.

Validated results are available online through 'googling' KS 2 SATs results.

Please always remember that Gilbert Scott Primary School has a higher than average number of special needs children. The results and progress of these children are always included in the general data.

### **SPECIAL EDUCATIONAL NEEDS**

All children are special and individuals in their own right. The school is fully accessible for most special needs.

We look at all children as individuals, praising them for the things that they do well, helping with things that are harder for children to do and providing extra for the children who find work easy.

Special Needs is a phrase which denotes a child achieving outside the average range of ability. Every year group is different, every class is different. Our standards each year are judged by the average expectation of attainment covered by the National Curriculum levels. This is the information on each class tracking sheet.

Children who come outside the average range of achievement might find reading and writing difficult, they might find maths hard to understand, they might find putting things into words more difficult, or they may have some physical or mental problem which makes learning in the usual way inappropriate.

At the other end of the scale, some children find reading and writing easy, find it easy to express themselves verbally and can easily understand the other subjects. Such children are identified as being more able and taught accordingly.

Whichever end of the learning scale, children may be identified as having special educational needs before coming to school or at any time throughout their time at school.

If a child is noticed as having needs that are different to that of the majority of their class, then the teaching and learning is adapted to suit their needs. See the school's Information Report for SEN, available on the website.

The first stage is dealt with in school; it includes involving other teachers in helping with ideas, or giving extra sessions of help where possible within the school's budget.

If a child does not respond to this modified work then the school will request that the Educational Psychologist see the child and make further recommendations that the school can then work on.

If the need is greater than the school can provide then a process called statutory assessment is set in motion. This is where the child's needs are assessed by several people; doctors, teachers and parents, as well as speech therapists or other medical agencies. All paperwork is submitted to the Statutory Assessment panel who can then recommend that the child is put forward for an Education and Healthcare Plan (EHC) When an EHC is issued it details the child's needs, is a legal document and its recommended provision is backed up in law. An EHC plan can be issued for under achieving or overachieving children, or children with a specific need.

At Gilbert Scott we have two 'Special Needs' groups in our Enhanced Learning Provisions (ELP). These cater for children with moderate learning difficulties. These children are incorporated into mainstream classes in some afternoons with adult support. Such children have a specialised teaching programme delivered by the school's special needs teachers, as well as help with other aspects of the curriculum and playtimes.

The school benefits from having these groups as we are all more understanding of each other, more appreciative of each other's personal qualities and learn to respect each other as individuals.

## **LOCAL EDUCATION AUTHORITY INFORMATION**

### **CHARGING POLICY**

The school endeavours to provide as much of their activities free as resources permit. If a charge is made for additional activities, no child will be excluded because of inability to pay. Parents are asked to discuss such difficulties confidentially with the Head Teacher. However, educational visits (including visitors to school) can only take place if funded through parental contribution. Payments can be made in instalments.

### **FREE SCHOOL MEALS and UNIVERSAL FREE SCHOOL MEALS**

Free school meals (FSM) will only be awarded to children whose parents are in receipt of Income Support. The award of free school meals is subject to periodic review. If your child is already receiving free school meals at his/her primary school, this provision will be continued on transfer to secondary school, subject to the usual periodic review.

Universal Free School Meals (UFSM) are the lunches for pupils in years R, 1 and 2 that are funded by the government.

### **SECURITY OF PRIVATE PROPERTY IN SCHOOLS**

Property, including money, is not insured by the Authority. Parents are advised, in their own interest, to obtain insurance cover against loss of or damage to their property while on school premises or elsewhere.

### **DATA PROTECTION REGISTER**

The school has registered its computer data bases with the Data Protection Registrar.

Personal information about individuals is only used for the purposes declared in the registration, a copy of which is available at the school.

Information on individual pupils is kept secure and will be provided to parents on request.

### **COMPLAINTS PROCEDURE**

A parent has a statutory right to complain if he/she is dissatisfied with the school's delivery of the National Curriculum. Any complaint should be addressed to the Head Teacher in the first instance. If a parent is not satisfied, as a last resort, there is recourse to a formal procedure, details of which are held at school and are available to parents.

### **ACCESS TO DOCUMENTS**

The documents listed below are available for public inspection. Please make your specific request to the school office.

1. All DfE documents relating to the curriculum which are sent by the DfE to Head Teachers or Governing Bodies
2. Reports on the school (after an OFSTED inspection has been carried out)
3. All syllabi followed by pupils at the school
4. Complaints procedure

## 5. Charging and remission policy

### **RELIGIOUS EDUCATION - WITHDRAWAL OF PUPILS**

Although religious education must be given in all maintained schools, any parent has the right to withdraw his/her child, wholly or partly, from such religious education, or to withdraw his/her child from school in order to receive religious education elsewhere of a denominational character not provided in the school.

If a pupil is withdrawn from school by his/her parents in order to receive religious education of a kind which is not provided in the school, the Authority must be satisfied that the pupil cannot reasonably attend a school at which the desired religious education is given and that arrangements have, in fact, been made for the pupil to receive the desired religious education elsewhere.

The withdrawal of the pupil may only be made at the beginning or end of a school session, and only for such periods as are reasonably necessary.

This right of withdrawal applies to all County and Voluntary Schools. Requests must be granted and be assumed to remain in force until cancelled by the parent. It is desirable, but not essential, that such requests should be in writing.

### **SPECIAL CURRICULAR ARRANGEMENTS**

Provision is made for extra help in language if required for children for whom English is not their first language.

Provision is also made within the school for children with learning difficulties to receive support in the classroom and on some occasions in small withdrawal groups. If learning problems persist, there is the possibility of referral to the Local Education Authority's advisory services, in which case the child's parents are first consulted. See special needs information on pages 19 and 20.

## NOTES