

Wroughton Junior School - May 2009
AN INTRODUCTION TO

WROUGHTON JUNIOR SCHOOL



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SWINDON BOROUGH COUNCIL EDUCATION DEPARTMENT

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Welcome from the Chair of Governors.

As Chair of Governors I would like to join with Mr. Menham in extending a warm welcome to all new parents and children who will be joining the school. Close co-operation between parents and children, staff and governors lays a firm foundation for a good school and that is what we offer and hope to achieve. The governors would endorse all the aims laid out by Mr Menham.

The governing body is made up of people from all walks of life, there are a majority of parent governors elected by the children's parents and carers, three local authority governors, appointed by borough councillors, three staff governors, including the headteacher and four community governors co-opted by the other governors. Collectively, we bring a wide range of views, experience and expertise to our deliberations and we trust that our conclusions will be of benefit to your children and the school community generally. Minutes of our meetings, unless confidential, are available when they have been approved for you to read should you wish to. Mrs Little, in the school office is also the Clerk to the Governors and is responsible for the minutes, she is also a point of contact with the governing body.

Our job is to work with the headteacher and staff to set a strategic direction for the school; to authorise the spending of the school's budget; to ensure that the children are provided with a broad and balanced curriculum with plenty of opportunities for them to discover and develop their talents, gifts and abilities; and to monitor progress towards our goals. We want to keep classes as small as possible and to employ and develop the best staff we can find. We also need to find the money to improve the buildings and the facilities for the benefit of all who work here, adults and children alike, within the constraints of the budget.

Being a governor is an interesting and satisfying responsibility and if you can spare some of your valuable time to support the school in this way, please think about putting yourself forward the next time there is a vacancy on the governing body.

I hope that you and your children will enjoy your association with Wroughton Junior School and I look forward to meeting many of you over the next few years.

Valerie Johnstone
Chair of Governors
May 2009

A WELCOME FROM THE HEADTEACHER

I would like to welcome you and your child to Wroughton Junior School. This booklet tells you a little about the school, the school routines and organisation.

We will do our best to ensure that during the part of each day spent in school your child will feel happy and secure with us. We want to help your child to learn.

Being at Wroughton Junior School is very much about being part of an exciting community. We encourage the very best from our pupils and aim to help them realise their fullest potential and to recognise their many talents. We also believe in fostering positive and constructive attitudes, which encourage our pupils to understand their role, contribution and responsibility both as part of our school and the wider community. We pride ourselves on our positive relationships with everyone connected directly to the school and intend to continue to develop our links with the wider community.

We view children's learning and achievement as central to all that we do. Our primary aim is to ensure that your son/daughter has the knowledge skills and confidence to embrace all the challenges of their future lives.

At Wroughton Junior School we believe that a strong partnership between school, parents and the child is essential to the best interest of the child. When your child starts at the school we will make clear what you can expect from the school and what we expect from parents and children. These expectations are drawn together in our Learning Agreement and we ask all parents to sign this when a child joins the school.

The School is really developing the use of ICT to improve both teaching and learning. We are very keen to further develop the new technologies to motivate both the children and teachers.

In September 2008 the school was inspected by an Ofsted team. We received a very positive report. This can be accessed through our school website.

We pride ourselves on being an open school, so if there is anything you would like information about then please come and talk to us. We hope that you will work with us and help us to continue and extend your child's learning.

To keep up to date with everything at Wroughton Junior School keep a regular watch on our website www.wroughtonjuniors.org

We look forward to seeing you at school often in the future.

Steve Menham
Headteacher

FOOD FOR THOUGHT

If a child lives with criticism,
He learns to condemn,

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to be guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

OUR AIMS STATEMENT

During the four years that your child is with us at Wroughton Junior School we intend to help each individual develop the skills with which to participate actively in a future world that may be very different to the present one.

The team here is active in making sure that pupils know they are valued as individuals. Their talents, achievements and efforts are recognised, rewarded and praised. We are committed to creating a school where children feel safe and secure in the knowledge that they are both trusted and respected.

Teachers use a range of structured methods so that children can learn effectively whilst allowing for individuality and creativity. We aim to make learning enjoyable and exciting resulting in pupils who look forward to the next challenge with confidence and anticipation. We believe that by promoting a positive and vibrant atmosphere children's learning and progress is maximised.

We channel our efforts into creating a setting where children can flourish and be confident about expressing themselves. We encourage children to be active participants in their education by ensuring that we promote lines of communication that are open and positive. We listen to opinions and are attentive to individual needs and believe that we give our pupils honest and regular feedback on their efforts and achievements. We encourage all children to be active in contributing to the decision making process by representing their peers on a School Council.

Our view is that ultimately we should enable our pupils to be responsible, organised and independent in all aspects of school and community life. We recognise that this can only be achieved through an active partnership with parents.

At Wroughton Junior School we aim to:

- Encourage children to develop attitudes, values and beliefs and encompass honesty, endeavour, tolerance and equality.
- Encourage children to develop a sense of responsibility for themselves and their actions.
- Enable children to appreciate human achievement and excellence in our own and other cultures.
- Teach children the skills to acquire knowledge and understanding associated with the whole curriculum, empowering them to be independent and able to learn effectively.
- Inspire children to realise and value their potential and to use their gifts, talents and abilities in order to encourage a desire for lifelong learning.

ADMISSIONS AND VISITING THE SCHOOL

Wroughton Junior School is a community junior school for pupils from 7 to 11 years of age. At present there are 343 children on roll, in eleven registration classes. If you are considering sending your child to Wroughton Junior School you are very welcome to visit the school beforehand. It would be particularly valuable if your child came as well. Please call in or telephone to arrange for a time to meet the Headteacher and look around the school. The School has a definite catchment area. All parents need to complete a request form that is available from the school office to register for a place at the school. Parents who live outside the catchment area and seek a place for their child need to apply by collecting the relevant forms from the School. The Local Authority publishes an admissions booklet each year. A copy is available from the school office and on the school website. Please refer to this for more detailed guidance.

THE SCHOOL DAY

Children should not arrive before 8.20am unless they are attending an early morning activity. There is no staff supervision on the playground before school. An automatic bell rings at 8.30am. At this time children enter the school and go to their class. If a child arrives late s/he will need to enter the school through the main entrance as the playground doors are shut for security reasons.

Morning teaching session	8.35 am. - 12.10 pm.
Morning play	9.55 am. - 10.10 am.
Afternoon teaching session	1.00 pm. - 2.45 pm.

Daily average time spent on:	Teaching	4 hrs. 50 mins.
	Assembly	15 mins.

PARENTS AND SCHOOL

We know that children develop to the best of their ability if parents, pupils and all school staff work in a three-way partnership. After consulting with pupils, parents, staff and governors we published our home school agreement. We believe that this sets out clearly the elements and expectations for effective partnership. Please see page 25. At the start of each academic year we review the agreement with pupils and ask you to spend some time with your son or daughter reflecting on the main points together.

One of our main aims is to ensure that our pupils are able to develop with confidence. If you have any queries about school or your child's progress, please feel free to contact your child's teacher. They might not be able to speak to you when you call but will always contact you later the same day. We also have parent consultation evenings on a termly basis where parents and teachers can meet to talk about progress and achievements.

We welcome parents in school, both to support their child's teacher or to offer general help, please let us know or contact your child's class teacher directly. Parental support is always greatly appreciated by both pupils and teachers.

HEALTHY SCHOOL

We have made a real commitment to this being a healthy school and in November 2007 we were awarded with the national "Healthy Schools Status". We ask children to keep a drinking water bottle with them so that they can take regular sips during the day. When children start at the school they are given a water bottle. Replacements can be purchased from the school office.

SCHOOL MEALS

We have a functioning onsite kitchen and we provide a healthy cooked meal service. Orders and payments for these need to be made by the previous Friday lunchtime. If paying by cheque, please make it payable to "Wroughton Junior School".

If you feel your child may be entitled to free school meals, information and application forms are available from the school office, and the school website page "For Parents".

Children may bring a packed lunch. This should be brought in a labelled plastic container. Children may bring a drink in an unbreakable container. Drinking water is available all day. Please do not send your child with cans or bottles of fizzy drinks, sweets or chocolate.

PLAYTIMES

A snack of fruit may be brought for playtimes. Children are expected to be outside for playtime and after eating lunch unless it is wet or extremely cold. We run a healthy tuckshop at morning playtime. Healthy snacks can be purchased daily.

DISCIPLINE

Discipline at Wroughton Juniors reflects that of caring parents. We believe that high standards of behaviour are central to the process of teaching and learning and for children to make good progress. We encourage the children to show respect for staff, for one another, for their belongings and those of others, for the building and the environment and for equipment. We aim to develop a cooperative atmosphere which positively praises appropriate behaviour.

High standards of personal behaviour and responsibility are expected from everyone in the school. Children and adults have worked to develop a list of "Golden Rules" for behaviour which are prominently displayed throughout the school and supported by a clearly understood system of sanctions and rewards.

THE GOLDEN RULES

- *Do be gentle*
- *Do be kind and helpful*
- *Do work hard*
- *Do look after property*
- *Do listen to people*
- *Do be honest*
- Try not to hurt anyone*
- Try not to hurt people's feelings*
- Try not to waste your or other people's time*
- Try not to waste or damage things*
- Try not to interrupt*
- Try not to cover up the truth*

Children earn house points for good behaviour or effort in school work. Each child will join one of our school houses, Avebury, Salisbury, Stonehenge or Savernake. As house points are collected the child is presented with certificates for 25, 50, 100 house points. Weekly, monthly and annual house cups are competed for.

If a child breaks our "Golden Rules" then staff will respond with a suitable reprimand. Any real concern about a child's behaviour will be discussed with parents. No form of corporal punishment is allowed in the school. Staff have been trained to use safe methods of restraint.

We aim to foster an atmosphere of mutual trust and respect in which to work and learn together,

We have a whole school Behaviour Policy, which reflects our positive attitudes to the management of behaviour.

COMPLAINTS PROCEDURE

If at any time you wish to make a complaint, the first person to see is the child's teacher. Most complaints are as a result of a misunderstanding and can usually be sorted out amicably. If your problem has not been resolved in this way you may want to see one of the leadership team, Mr Menham, Headteacher, or Mrs Cox, Deputy Head Teacher. Please be aware that an appointment may not always be available on the same day to see a senior member of staff. If you are not satisfied then you may refer your complaint to the Governors for their consideration. We have published a procedure for complaints. This is available from the school office.

HEALTH AND SAFETY

COMMON INFECTIOUS DISEASES

If you suspect that your child has an infectious disease, please keep him or her at home and tell your teacher. We can then take the necessary action to limit the spread in school. The following periods of absence are recommended, but they may be longer as your family doctor advises.

- Measles: 7 days after the appearance of the rash
- German Measles (Rubella): 4 days after the appearance of the rash
- Chickenpox: 6 days after the appearance of the rash
- Mumps: 7 days after the swelling appears and until it subsides
- Whooping Cough: 21 days from the beginning of the characteristic cough, or proved to be clear bacteriologically.
- Sickness and Diarrhoea: 24 hours after last attack.
- Veruccas: plimsolls for indoor PE/waterproof cover or sock for swimming.
- Headlice infection is an occasional problem. If your child becomes infected please keep him or her at home until the hair has been treated. Please tell the class teacher so that we can ensure treatment information is available to prevent it spreading.

ROAD SAFETY

Inverary Road can be very hazardous and the school car park area is not to be used for dropping off or picking up children. This ensures safe access for school buses and disabled drivers. If you drive your child to school then please park in the Boness Road area and avoid the front entrance to the school. Please drive slowly and with care near the school and encourage children to look very carefully. Please park carefully away from the school gates.

Children may ride bikes to school. Cyclists must push their bikes in the school grounds and leave them in the bike rack.

Once children are in school, we would not expect them to leave during the school day unless they are collected from the classroom by prior arrangement and signed in / out at the office.

Dogs are not allowed on the school site.

SECURITY

All visitors to the school must report their presence to the school office, entering through the main school entrance.

SICKNESS AND INJURY AT SCHOOL

If your child becomes ill at School and does not feel well enough to continue we will contact you in order for you to come and take them home. If your son or daughter has been ill at home, please think carefully as to whether or not your child is well enough to come to school. As a rule of thumb, if a child has been sick during the night they will not be fit to learn.

We do have several first aiders on our staff and we are happy to administer first aid for minor injuries. If an injury is more serious we always contact parents or seek emergency medical assistance. Please ensure that you keep us up to date with emergency contact numbers. In the event of a 'bump on the head' a medical form is sent home with your child to inform you.

In the event that you need to collect your child from school for a doctor or dentist appointment please make sure that you come into school through the main entrance to collect them and sign them out. This is to make sure that we know at all times who is on the premises.

MEDICINES

Our normal practice is not to administer medicines in school. However, under some circumstances we will administer prescribed medicines. A parent or guardian will need to come into school to inform us and fill in a medical consent form. We keep all prescribed medicines safely in the school office. We do not allow children to have any non-prescribed medicines or cough/throat sweets in school.

ATTENDANCE AND ABSENCE

When a child does not turn up for school we are always anxious for the safety and well being of that child. If you know your child will not be at school, please let us know beforehand. If your child is unexpectedly prevented from attending please let us know immediately, by telephone or other means, of this absence. If your child is not at school we want to be sure that he/she is safe at home or elsewhere in your care.

The school values good attendance. We are required to keep accurate records of attendance and to publish the figures. We will give you regular reports on your child's attendance. Please note: if your child arrives at school after registers have been taken then they are marked as late.

It is not recommended for children to miss school time to take holidays. Request forms for this purpose must be filled in before holidays are booked. If a child's attendance is not good (at least 90%) the school is not able to authorise term time holidays. Research has shown that children's school performance falls if they are absent for more than 5% of school time. Absences due to sickness or other genuine reasons are authorised absences. Other absences are classed as unauthorised and we are required to publish the percentage rates of these.

We will keep you regularly updated on your child's attendance and celebrate children's good attendance.

EDUCATIONAL WELFARE OFFICER

The officer, who can be contacted on Swindon 463093, is primarily responsible for school attendance and liaison with the Social Services. S/he can also provide advice about free school meals and transport arrangements.

TEACHER DEVELOPMENT DAYS

All schools now have 5 Teacher Training Days per school year when they close to allow for staff training. Parents will be given as much notice as we can of a forthcoming closure.

SCHOOL UNIFORM

To encourage our pupils to have a shared identity and be a part of the school community, we require our pupils to wear school uniform. Our school colours are Royal Blue for sweatshirts and Grey/Black for trousers or skirts, and black shoes. We sell school sweatshirts, polo shirts and PE bags all embossed with the school name and logo at a very reasonable price. Please contact the school office directly to place your order.

At the end of each term we often find that we have a lot of lost property. We cannot return it to their owners if it is not named so we advise you to sew in name labels to items of school uniform as pen or biro labels wear off. There are Lost Property boxes in each cloakroom.

Please note: No trainers for daytime wear - sensible shoes only. (Please no high heels or fashion items). Pupils may bring trainers or a change of shoes to wear at break or lunchtime.

SCHOOL UNIFORM LIST

Compulsory:

- White Poloshirt
- Royal Blue Sweatshirt
- Grey/Black Trousers/Skirt or blue gingham dress
- Sensible Black Shoes (no trainers for day time wear)

P.E. Kit

- Black Shorts
- White T Shirt
- Black Daps or trainers for hall / playground
- Football boots / trainers /old shoes for playing field
- Warm tracksuit / sweatshirt & joggers
- One piece swimsuit/swimming trunks (not baggy shorts)

Optional:

Woollen Hats with School badge Baseball Caps with School badge

P E Bag with School badge Book Bag with School badge

Also Available to order:

Swim caps with School logo

Swimming Costume/ trunks

You are now able to buy school uniform using the Internet. You can have uniforms delivered to your home, school or work address for free. Visit www.yourschooluniform.com for more information.

JEWELLERY - EARRINGS

The school discourages the wearing of jewellery and can take no responsibility for valuable items worn. Please avoid this problem. For children with pierced ears, stud earrings are the most suitable to wear at school. Sleepers and dangling types cause damage to ears when caught in clothing. **No jewellery is to be worn during PE or swimming lessons.**

CHARGING FOR SCHOOL ACTIVITIES

We believe that the curriculum is enriched and learning is enhanced if children are able to receive educational experiences outside the curriculum or school environment. We organise a variety of visitors, activities and residential trips for pupils. Unfortunately we are unable to meet the costs of all activities from our own funds so we do ask for voluntary contributions from parents. If we do not receive enough voluntary contributions we reserve the right to cancel the activity and will return any monies already received by us.

If your child is unable to attend a visit or activity due to illness or another unexpected event we will refund the cost to you. If you have any difficulty in supporting the voluntary contribution please contact the head teacher. If your child is entitled to free school meals we will be able to significantly reduce or even remove any voluntary contribution.

We are lucky enough to be able to use the swimming pool at our local secondary school which enables the children to have regular swimming lessons in each year of the Junior School. We do ask parents to make a voluntary contribution towards this valuable activity on a termly basis and again we would not be able to ensure our pupils received such good tuition without your support.

Finally we also have tuition available for pupils to learn a musical instrument. The cost of this activity is met by parents.

MONEY AND VALUABLES

Please send any money you wish to pay us in an envelope stating the amount, purpose, child's name and class. We strongly recommend that no other money or valuables are brought to school; we cannot accept responsibility for them. Mobile phones must not be taken into classrooms or used at breaktimes.

SCHOOL ORGANISATION

We do attempt to organise the school with classes containing just one year group. However there are times when we do not have enough pupils in a year group and so we need to create a mixed age class. Where this is necessary we take the oldest children from the younger age group and the youngest children from the older year group.

For most lessons the children are taught by their class teacher. However other staff are used to release teachers and to provide some specialist teaching each week.

During 2008/2009 the school has 12 mixed ability, single age classes.

Class 1	Year 3	Class 4	Year 4	Class 7	Year 5	Class 10	Year 6
Class 2	Year 3	Class 5	Year 4	Class 8	Year 5	Class 11	Year 6
Class 3	Year 3	Class 6	Year 4	Class 9	Year 5	Class 12	Year 6

HOMWORK

We set homework regularly and see this as a very important means of promoting attainment. All pupils receive homework, usually relating to literacy, numeracy and science. Sometimes we ask pupils to complete an ongoing task over an extended period of time.

Early in September your child's class teacher will contact you regarding particular arrangements for that year group. Homework always relates to work taught or introduced during that weeks lesson and your child will have received an explanation of the task. Homework and/or reading records also provide an opportunity for written communication between home and school.

We do sometimes have a "Homework Free" week and we try to let you know in advance of these times. We appreciate that your time is often short but do ask that you support your children with their work. Homework is doubly effective when the pupil has someone to interact with and a quiet table at which to work. Homework for each class is published each week on the website.

TRANSFER AT 7 AND 11 YEARS

Most of our pupils have transferred to us from Wroughton Infants School and at the end of Key Stage 2 most junior school pupils transfer to the Ridgeway Secondary School. Any change can be a difficult one for pupils and we have close links with both these schools to make the transfer as smooth as possible. We have an induction period for pupils to their new school and teachers work together on sharing information during the course of the year.

ASSEMBLIES

A variety of assemblies occur each week, ranging from whole school to team assemblies (years 5/6 and years 3/4) and class assemblies. Assemblies have a broadly Christian theme, but also deal with moral and ethical issues. Assemblies contain an act of collective worship, which could be a short prayer or a time for personal reflection.

Each class takes it in turn to present an assembly to the whole school on Friday mornings. Parents are very welcome to attend these assemblies and stay for a coffee and chat afterwards.

Parents have the right to withdraw their children from assembly and need to notify us in writing of their wish to do so. Any children not attending assembly will be given a quiet activity and supervised by a member of staff.

OUT OF HOURS CLUBS

We offer a range of out of hours clubs, these are dependent on the expertise and interests of the staff. The number, variety and timing of clubs varies from term to term. There is a charge made for some after school clubs that are not run by volunteers. Clubs that have run recently include:

- | | |
|-------------------------------------|--------------------------|
| ○ Hockey | Samba drumming |
| ○ Dance | ICT |
| ○ Football clubs for boys and girls | RM Maths |
| ○ Choir | ICT Homework |
| ○ Library Club | Gymnastics |
| ○ Netball | Kids Zone Christian Club |
| ○ Cricket | Gardening |

KEEPING YOU INFORMED

Regular letters are sent out from school to keep you updated, including a monthly newsletter. All letters are also available on our website.

In September, January and April class teachers send out an overview of the work that the class will be covering over the next three months.

There are three meetings arranged through the year for you to meet up with class teachers to discuss your child's progress. Annual school reports are sent out in July. Comments are made on each area of the National Curriculum and the progress that your child has made. There will be an opportunity for you to discuss this report with your child's teacher if you wish.

OUR CURRICULUM STATEMENT

We believe that pupils flourish and progress when they are able to access the curriculum. Every pupil has this entitlement and should be able to feel successful in their learning experiences. The National Curriculum supports this view and outlines three principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment

We structure learning experiences carefully so that pupils always feel encouraged and motivated. The teachers' objectives are made explicit so pupils know clearly what the expected outcomes are. When planning work teachers can structure challenges appropriately by differentiating outcomes. In this way we are able to support individuals who may be experiencing difficulty, as well as being able to extend the depth and breadth of study for individuals or groups who exceed the expected level of attainment.

Teachers use a variety of methods to promote learning and the development of key skills. Some lessons might be very teacher led, others are highly interactive. Alternatively we might ask pupils to work independently or as part of a group on a specific project. Some lessons contain a 'plenary' session at the end so that pupils gain experience of sharing their knowledge and understanding verbally with both their peers and teachers. At the moment we are seeking to draw out links between subject areas as this helps to consolidate understanding, as well as

encouraging the transfer and application of knowledge from one area to another. Each class will base the majority of its work around one theme for two terms.

Our pupils are encouraged to use key skills and thinking skills by being active in evaluating work themselves. We create a supportive environment in which to do this by recognising and praising all efforts and achievements. Constructive feedback is a feature of our teaching at Wroughton. To build on progress made, pupils are set appropriate targets to achieve within an agreed time-scale. In reviewing these, pupils are given frequent opportunities to evaluate their work alongside their teacher and recognise what needs to be done to improve further.

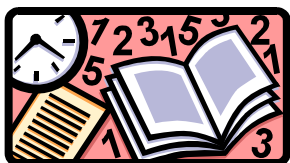
Pupils at Wroughton also have a number of opportunities to employ their skills in order to work with others towards a finished product. These include class assemblies, school performances and specific school projects. In this way we believe that children will have the chance to apply their skills, enjoy working collaboratively and become responsible, enthusiastic and lively students.

At Wroughton Junior
We build success together, making a difference now

THE CURRICULUM

Maths

In common with most schools we use the National Primary Framework as the basis of our scheme of work for Mathematics.



All children will be taught a daily maths lesson by their class teacher. Over the period of a term children study number work, and other elements of mathematics such as shape, space, measures and data handling.

A typical maths lesson is structured around a main teaching activity and a plenary section to review progress and possibly set homework.

English

Our English teaching is based on the National Primary Framework. The children are taught about a range of reading and writing styles in their time with us. We aim to ensure that children are confident readers and can write fluently in a variety of writing styles. Pupils are taught within mixed ability classes through a daily Literacy lesson. This style of delivery incorporates focused whole class teaching of reading with ability grouped guided sessions, which enables the teacher to work with smaller groups on the development of specific skills.



Handwriting is taught as a specifically joined cursive style and daily practice is encouraged. Curriculum time is also devoted to guided reading, spelling activities and independent reading records. Reading at home is encouraged both with parental guidance and independently.

Speaking and Listening is integral to all curriculum activities, including drama, and children are encouraged to work in groups to talk, discuss, debate and listen to ideas of others.

Science

Children look at and explore:

- Life processes and living things, including facts about their own bodies (such as the importance of a varied diet and exercise for good health), the purpose of roots and flowers in plants, how animals and plants are classified, and the habitats animals and plants need to live in.
- Materials and their properties, including how they can be used, how they change (for example, through burning, freezing, boiling), and how some materials can be mixed and separated.
- Physical processes, including electric circuits, magnets, the forces of gravity and friction and how light and sound travel. They also learn some basic facts about the Sun, Earth and Moon.



Through work in these three areas children are taught about scientific enquiry. The teacher or children ask questions, then the children work together to try to answer the questions, by finding things out and recording data (for example, measurements). They look for patterns in

the data. They think about their tests and comparisons and whether or not these are a fair way to help answer the questions.

Information and Communications Technology

We aim to make all children fully capable in the arena of Information & Communication Technology (ICT) so that by the time they leave us they are confident users of ICT, applying their skills to communicate and handle information, control and record external events and to model real or imaginary situations. The children experience a broad programme of ICT developing their skills in all these areas and building on them each year.

We have a fully equipped ICT suite for whole class teaching; a computer in each classroom and the library; a smaller suite for group work; a web cam; a digital video camera and a scanner. We also have two class sets of wireless laptop computers. Each class is also equipped with an interactive whiteboard and a class digital camera. Classes are timetabled to use the suite at least once a week when the children have the opportunity to apply their skills to various areas of the curriculum.



All the computers have access to email and the internet which the children are taught to use in a responsible and discerning manner. Children are always supervised when accessing the internet or using e-mail. We have Rules for Responsible Internet Use posted in the ICT suite and children must sign to show they understand these prior to accessing the internet.

Please visit our website www.wroughtonjuniors.org

Design and Technology



Design and Technology helps to prepare and enable pupils to participate in our ever-changing world. Children are given a 'design and make' tasks. This is where they learn to assess needs, prepare a design, to construct items and evaluate results. Pupils also have the opportunity to work as individuals or as members of a team to become creative problem solvers.

Geography



Geography is about the present day world we live in and we aim to encourage children to understand both the natural and human world. We teach pupils a range of investigative and problem solving skills such as fieldwork techniques and map reading so that they can develop their understanding of places, the physical geography of areas and environmental issues. We view the study of geography as an important link between the natural and social sciences and through the study of this area children can gain an understanding of their own place in the world and their responsibilities. We are developing links with Clarens Intermediate School in Freestate, South Africa.

History

We believe that the study of history is a wonderful way of harnessing children's natural curiosity. Through our main studies in history, from ancient civilisations, such as the Greeks and Egyptians, Roman Britain to Tudors and Stuarts, the Victorians and Britain since 1930, we aim to encourage children to consider how the past influences our every day lives now. We aim to expand children's knowledge by teaching pupils about historical events and by using primary and secondary sources of information to develop research skills. We want to ensure that children can collect evidence, weigh it up and reach their own conclusions.



Religious Education

We recognise the importance and value of the teaching of R.E. to help promote the spiritual, moral and cultural development of our children. We aim to encourage children to learn about the

many-faithed society in which they live and to encourage a sense of empathy and value for other people.

In the classroom children are given the opportunity to discuss and think about a variety of issues and themes, but during the year pupils will also learn about festivals and their meaning, places of worship, selected stories from the Bible and other religions. The children will have opportunities to explore these issues from their perspective and how they impact upon their lives and be encouraged to deepen their understanding and knowledge of Christianity and other major world faiths.

Music



Our pupils are given opportunities to learn a wide range of songs and hymns and to play a range of tuned and untuned instruments. We aim to develop children's abilities to perform and compose as well as the key skills in this area, those of listening and appraising. We also seek to ensure that pupils experience a number of musical styles as well as music from a range of cultures.

We have a number of visiting music teachers who teach individual and small groups to play a range of woodwind, brass and stringed instruments.

Physical Education

We aim to promote physical activity and healthy lifestyles amongst all our children. By developing a positive attitude towards their own performances and those of others, pupils will become more skilful, self-motivated and fitter. They will also develop an awareness of how to work safely. For any children with special needs we can adapt activities accordingly for the individual. A broad balance of physical activities is provided within the P.E. Curriculum for all pupils. For example: Games, gymnastics and dance, swimming and water safety, athletics and outdoor and adventurous activities



Due to the vigorous nature of P.E. children need to change out of their everyday clothing into appropriate garments that provide freedom of movement and when necessary, some protection from the weather. When working inside, the children will need a plain T-shirt and shorts; and lightweight, canvas topped, rubber soled, slip on daps or trainers are recommended. During outdoor lessons, children will require warmer garments such as a tracksuit or sweatshirt and jog pants, as well as trainers.

For safety and hygiene reasons, hair that is long enough to be tied back should be; this applies to both sexes. Each pupil will be expected to change into the appropriate clothing/footwear and remove any watches or cover earrings with sticking plasters.

Art and Design

The National Curriculum for Art encompasses three main strands:- exploring and developing ideas; investigating and making and evaluating and developing work.

We aim to develop the children's perceptions and skills in art, craft and design through a range of two and three dimensional work in which the children are encouraged to explore a variety of media and techniques including ICT.



We also encourage children to work imaginatively and with creativity, expressing personal ideas and feelings through their own design as well as by responding to a variety of resources, which reflect the diversity of art and craft across culture and through time.

Personal, social and health education and citizenship (PSHE & C)

To lead independent, happy lives, children must develop their self - confidence. This involves taking responsibility for their own health and well-being. In this subject, children learn about these important life skills. They learn not only about their own rights, duties and responsibilities, but also about the rights and responsibilities of others. Teaching aims to help them respect and value the richness and diversity of our society. PSHE & C is taught as a separate subject and through other subjects.



Sex Education

Our sex education programme is rooted in work within science. We have a close liaison with the local health service for the delivery of some aspects of the programme. Sex education is not taught in isolation but is delivered in a context where family life, loving relationships and high moral and personal values are reinforced.

Summary of aspects covered in each year group

Year 3

- Looking after ourselves -
Personal hygiene
Looking after our teeth, hands, eyes etc.
- Exercise and relaxation for fun and fitness
- Needs of younger and smaller children

Year 4

- Our bodies - eyes, ears, feet, the senses, personal hygiene
- Caring for people - developing a moral sense - our families and friends

Year 5

- How the body works - circulation, skin, major organs
- Main stages of the human life cycle
- 'How our bodies change', a guide to puberty

Year 6

- Relationships
- The differences between the sexes
- Human Reproduction

Modern Foreign language - Spanish

All pupils are taught Spanish. The other primary schools in the area also learn Spanish. We use a specialist teacher and ICT resources to support this work.

SPECIAL EDUCATIONAL NEEDS (SEN)

From time to time children may encounter difficulties that need special help. Children may have special needs which make learning difficult or have physical, sensory or emotional problems which might affect their learning. We aim to enable all these children to follow our full school curriculum by making any adaptations necessary to help them.

If a teacher identifies that a pupil has a learning difficulty or is making slow progress our Special Needs Co-ordinator (SENCO) is involved. The SENCO works with staff to further define learning needs and then develop plans and programmes to help support the child. Teaching Assistants (TAs) work under the direction of the SENCO supporting pupils in the class. TAs also work with small groups and individuals outside the classroom when this is more appropriate.

We are able to call on specialist outside advice in all areas and to involve an Educational Psychologist when necessary. We aim to keep parents fully informed and to enlist their help in working with the child. We do have a very detailed SEN policy that is available to parents.

ASSESSMENT AND TESTING

We believe that it is important to chart the progress of pupils throughout their junior school career and so teachers assess pupils on a regular basis in all National Curriculum subjects.

These assessments mean that we can check that pupils are making good or very good progress and adapt our teaching programmes or teaching organisation to encourage the best possible levels of achievement.

In addition to the detailed ongoing continual assessment and record keeping practiced by all teachers, children's progress is monitored by the use of various half- yearly assessment tests. Most of these are based on Optional SATs. The results of such tests complement all those records kept by teachers and can do much to confirm observation of progress (or lack of it) in children's day to day work.

We are required by law to carry out certain specific tests, notably the National Curriculum assessments of 11 year olds at the end of Key stage 2 (SATs). Such testing is approached sensitively to cause minimum class disruption and avoid individual anxiety. The results of these tests will be reported to parents. The latest school results can be found at the end of this booklet. These show that our pupils achieve good standards and make very good progress.

It is important that year 6 pupils are in school for the whole of the SATs week. This is usually the second week in May.

HOW YOU CAN HELP YOUR CHILD

- If your child appears to be unhappy or insecure, find out why. If your child is worried about anything at school, or you are, come and see us.
- Find time to talk to your child and listen with tolerance to the child's point of view and answer his/her questions.
- Find time to read to your child until he/she would prefer to read for him/herself. Encourage him/her to read to you. Encourage and support your child with homework.
- Take him/her to stimulating places of interest as often as you can.
- If he/she is taking part in a school concert or a play, or anything to which parents are invited, make sure that you attend and tell him/her how proud you felt of his/her contribution.
- Allow him/her a fair amount of safe freedom from adult attention and above all, allow him/her to enjoy being a child.
- Encourage your child to enter fully into all aspects of school life and to support the many activities inside and outside school hours.



CHILD PROTECTION

Every child has a right to be protected from harm and to feel safe and secure in school. Children cannot learn if they are concerned or frightened about being abused or being the victims of violence, therefore we have procedures in place for child welfare and for protecting children from abuse. This also includes procedures to be followed if a teacher or other member of staff is accused of abuse.

A senior member of staff (Mrs Sayers) is our designated responsible person for child protection issues. She is trained in recognising and acting upon child welfare concerns. In all cases where abuse is suspected or an allegation is made, teachers and other members of staff report the information to the designated member of staff. This staff member then refer concerns to the local Social Services Department and the police, according to the procedures established by the [Local Safeguarding Children Board](#) and by the local authority (LA).

Parents can find out more about child protection, including help & support, at the Safeguarding Swindon Children website; www.swindonlscb.org.uk

HOW YOU CAN HELP THE SCHOOL COMMUNITY

A great asset to this school has been the voluntary efforts of parents who help in a variety of ways during the school day. We are very grateful for any time parents can offer either on a casual or regular basis. Please let class teachers know if you are able to spare a little time.

Help can involve working with the children in the classroom, going on visits, working on maintenance tasks - e.g. book repairs or taking something home. Our needs are varied, so please approach us if you are interested.

**PLEASE
HELP**

FRIENDS OF THE SCHOOL

We have an active Friends of the School association which has helped to provide extra resources for the school and helped build a close relationship with the whole school community. All parents are automatically members. A committee is formed each year and parents are always welcome to attend meetings and help with events.

STAFF LIST 2008-2009

	<u>Year Group</u>	<u>Responsibilities</u>
Leadership Team		
Mr Menham		Headteacher
Mrs Cox		Deputy Headteacher
Class Teachers		
Mrs Hodges	Year 3	
Miss Morley	Year 3	
Miss Taylor	Year 3	Yr3 Team Leader
Miss Reeves	Year 4	
Miss Double	Year 4	
Mr Beadnell	Year 4	Yr 4 Team Leader
Miss Amor	Year 5	Yr 5 Team Leader
Mrs Canosa	Year 5	
Miss Love	Year 5	
Miss Craven	Year 6	
Miss Hazzard	Year 6	
Miss Smith	Year 6	ICT & Yr 6 Team Leader
Mrs Sayers		SENCO
Mrs Wilson	Part time	

Support Staff - Admin and Clerical

Mrs Gibbon	Bursar
Mrs Little	Administrative Officer
Support Staff	
Teaching Assistants	Playleaders
Mrs Brown - ICT Technical Manager	Mrs Chokdar
Mrs Murcutt	Mrs Taylor
Mrs Garraway - Senior T/A	Mrs Nixon
Mrs Jeeves - Senior T/A	Mrs Midwinter
Mrs Dyson	Mrs Hillier
Mrs Rushton	Mrs Cowley
Mrs Dearing	Mrs Dearing
Mrs Longmore	Mrs Taylor
Mrs Liddell	Mrs Hutcheson
Mrs Cowley	Mrs Pring
Mrs Hutcheson	
Mrs Taylor	
Breakfast Club	
Mrs Taylor	Breakfast Club Leader

Caretaking and Cleaning

Mr Frisby	Site Manager
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THE SCHOOL GOVERNORS

LOCAL EDUCATION AUTHORITY APPOINTMENTS

Mrs Valerie Johnstone (Chair)
Mrs Lisa Double
Vacancy

HEADTEACHER

Mr Steve Menham

TEACHER GOVERNOR

Mrs Jan Sayers

STAFF GOVERNOR

Mrs Jayne Brown

PARENT GOVERNORS

Mr Dean Connaghan
Mr Grant Abbott
Mr Martin Baker (Vice Chair)

COMMUNITY GOVERNORS

Ms Sandra Parsons
Mrs Debbie Peirce
Mr Paul Ashman

CLERK TO THE GOVERNORS

Mrs Jayne Little

The responsibility for the management of schools is shared between the Headteacher and the Governors. Governing bodies have a range of duties and powers including:

- Helping establish (with the Head) the aims and policies of the school
- Setting the School's budget
- Ensuring that the National Curriculum and Religious Education are provided
- Selecting the Headteacher
- Appointing, promoting, supporting and disciplining other staff
- Providing outside advice and acting as a link between the local community and the school.

Although the Governing Body has a general responsibility for managing the school effectively, it is not expected to take detailed decisions about the day-to-day running of the school - that is the function of the Headteacher. The Governing Body is a group. Individual Governors have no power except where the whole Governing Body has delegated a specific power to that individual. The Governing Body meets at least once a term.

HOME SCHOOL AGREEMENT

OUR SCHOOL COMMITMENT

To help you at school, we will do our best to:

- Make sure we plan and deliver a broad range of curriculum and learning experiences so that our pupils can realise their full potential;
- Make sure we have high expectations for pupil's achievements but always to try to make school life fun and learning an enjoyable experience and something to look forward to;
- Create a working environment where pupils feel secure knowing their successes are recognised and opinions are valued;
- Ensure our pupils use a range of skills that enables them to solve problems either independently or by working with others;
- Encourage our pupils to become independent, confident and responsible members of our school community;
- Work in partnership with parents through:
 - The sharing of information and seeking parent's viewpoints;
 - Providing and monitoring homework which is appropriate to the child's needs and in line with our homework policy;
 - Informing parents of the educational and social progress of their child.

THE PARENT'S / GUARDIAN COMMITMENT

To help my child at school, I will do my best to:

- Encourage them to work hard and take pride in what they and other's achieve;
- Support our aims and values;
- Ensure that my child attends school regularly, punctually and with the correct equipment (for example, PE kit, reading book);

- Ensure that my child comes to school appropriately dressed in named school uniform;
- Notify the school of the reason why my child is absent as soon as I can;
- Tell the school about any circumstances that may affect my child
(for example medical problems)
- Support our behaviour policy;
- Support my child with homework by encouraging him/her and by providing a quiet time and place to do homework;
- Attend parents' evenings and contribute to discussions about my child's progress;
- Read newsletters and support out of hours events as much as I can.

THE CHILDREN'S COMMITMENT

To help me do well at school, I will do my best to:

- Talk politely and listen carefully to adults and other children;
- Learn to work together and to be friendly towards all other children;
- Accept rewards when I work and behave well and the responsibilities and consequences of my own actions when things go wrong;
- Bring the equipment I need for school (for example, PE kit, swimming kit, reading book);
- Wear the correct school uniform and look smart;
- Look after the school's equipment and buildings;
- Take care of my property and property belonging to other people;
- Work to the best of my ability at all times and to meet homework deadlines;
- Keep my parents or guardians informed about school by giving them all letters;
- Do my best to uphold the School's Golden Rules.

HOMework POLICY

At Wroughton Junior School, homework is regarded as an integral part of the children's education. We recognise that homework has a variety of different purposes and benefits:-

- Ensures progression towards independence and individual responsibility;
- Consolidates and reinforces skills and understanding;
- Allows for activities to extend objectives taught in lessons at School;
- To broaden learning, enabling the children to share in learning experiences beyond the classroom;
- Provides opportunities for parents, children and School to work in partnership;
- Provides opportunities for parents and children to work together to enjoy learning opportunities;
- Enable parents to be involved in the learning process and to have a better understanding of the work taking place at School;
- At year six, to prepare children for secondary transfer.

The Type and Amount of Homework

DFES recommended time allocation for homework

Years 3 and 4 1.5 hours per week (15 minutes per day).

Years 5 and 6 Building up to 30 minutes per day.

We continue to recognise the importance of reading throughout the junior years. In line with Government guidance, regular reading of between 10 and 20 minutes per evening should remain an important part of each child's homework routine.

Responsibilities

For homework to be at its most effective, it is important that the child, the parent and the teacher is clear about their roles and responsibilities in the homework process. At Wroughton Junior School this is how we regard each party's responsibility.

Children

The children are responsible for:

- Returning homework at the appropriate time:
- Writing homework tasks into their homework diaries;
- Completing all activities to the best of their ability - keeping to the standard expected at School.

Teacher

The teacher is responsible for:

- Setting tasks which match the ability of the child;
- Ensuring the homework is marked;
- Explaining tasks clearly - giving the children the opportunity to write the task into their homework diaries.

Parents

The parent is responsible for:

- Providing a conducive environment for children to work in
- Spending time talking to children about homework to support them
- Signing the homework activity to encourage children to complete work on time