

COMPASSION, ACCEPTANCE, RESPONSIBILITY, FORGIVENESS, TRUST

## Our Christian Values

God teaches us to forgive and always accept **forgiveness**

We receive the Christian way of life as a gift from God (**responsibility**)

Each of us will give an account of himself to God (**responsibility**)

We believe and **trust** in God who loves each one of us

We are all unique children of God (**acceptance**)

Whatever you wish that men would do to you do to them (**compassion**)

We are all equally precious and loved by God (**acceptance**)

# Student Handbook

# 2020

### **Our core Christian values:**

*Compassion, responsibility, trust, acceptance, forgiveness*

***Whether you are in your first year of your training or undertaking your final placement I believe that you have committed to entering into a profession and as such have expectations to meet. Just as we place high expectations on the pupils we teach we must place the same standards on ourselves. Here at Burham Church of England Primary School we are proud of our hardworking team; no matter the role everyone is equally important. Therefore, we make a commitment to you that we will support you to the best of our collective abilities; a school experience that will enable, enthuse and challenge you towards your next steps.***

Michelle Grima  
Headteacher

**Welcome to Burham Church of England Primary School from the Headteacher, Governors, staff and pupils.**

We have put together this information pack especially for you. We hope it helps!

#### Our Mission Statement

We aim to work as an encouraging and effective team within a Christian, caring environment founded on the love of God and the love of our fellow human beings.

We aim to achieve a standard of excellence appropriate to each individual: enriching, encouraging and equipping each child for their future education.

**Our school vision is** to ensure that all children achieve their potential, with good progress for all and to create a Church ethos where all children have high morals and values whatever their faith and beliefs.

Burham CE School has a long history in the village as it was established in 1858 by the then curate of Burham, Reverend W Keith. It was originally sited on Rochester Road and held as many as 400 pupils. A new school was built on the corner of Bell Lane in 1890 and the boys moved there leaving the girls and infants in the original school. In 1958 both schools were reorganised and became separate infant and junior schools. In 1985 the juniors moved to the current site and in 1991 the schools became one and the infants finally moved to the current site in 1993.

#### The importance of being a Church School

Burham CE Primary School has a strong Christian commitment. We believe through Christian teaching and example children will benefit and be enriched.

We aim to educate children with a firm foundation of Christian knowledge and experience in order to encourage their spiritual development. This means respecting the beliefs and values of all people whether they have a religious background or not. Church services are held on appropriate occasions.

## THE SCHOOL DAY

At 8.35 a.m. the Headteacher and 2 TAs who will be on duty at the gate will tell the children that it is time to come into school.

## SCHOOL SESSIONS

- 8.40 – 12.10
- 1.10 – 3.10 (Year R and KS1)
- 1.10 – 3.20 (KS2)

Each week Reception and Key Stage 1 children spend approximately 22 hours at their lessons and activities and Key Stage 2 spend approximately 23.5 hours.

## PROFESSIONAL EXPECTATIONS

Pupils are expected to show respect to adults and in turn you must always be professional in your manner towards them. If any pupils are disrespectful then you should discuss this with the class teacher.

You should be smart in your appearance in order to project professionalism and denim is not permitted. Tongue, lip and nose piercings need to be removed.

All students should aim to be in school by 8am in the morning as class teachers are due at a morning briefing at 8.30am. However time for organisation and preparation must be taken into account with regard to arrival at school and leaving at the end of the day. Lessons to be taught first thing **must** be prepared for by 8.30am. Students **should not** rely on Worship time for additional preparation and/or planning.

Final year students must be fully prepared to teach any agreed lessons by the start of the school day/afternoon session.

Students need to have outline planning for the week ready to share with the class teacher by Monday morning at the latest. Class teachers will be prepared to provide informal, quality feedback.

Please check with your class teacher about behaviour systems within the class (rewards and sanctions).

Students need to familiarise themselves with school cursive handwriting style and use it when modelling any writing.

## Non-Contact Time

When students are not teaching they need to be using the time effectively for additional school-based experience (eg. Lesson observations of other class teachers; group work). They should only take the recommended college 20% PPA time (refer to college guidance). Class teachers and mentors will help with organisation of this, but there is an expectation that students will take a proactive role in this.

## Mentor Meetings

These will be on a weekly basis and by pre-arrangement with the designated school-based mentor. Files should be kept up to date, including any assessment and in school for every Mentor meeting.

Weekly reflections and evaluations need to be completed by the start of the following week.

During the first mentor meeting students should be prepared to discuss the information in this pack and any policies provided and show evidence of understanding of the information or seek clarification.

## COLLECTIVE WORSHIP

There is a daily Act of Worship for all children. Students are expected to attend Worship unless they are taking a provision group.

These are taken by the Headteacher, other members of staff or visitors from the community. The children also regularly have opportunities to take part. Visits are made by the Rector, to lead collective worship as well as special occasions eg. Easter. The Family Trust is also invited to take part in our school worship. Parents and Governors are invited to attend various Services during the year including Harvest Festival, the Advent, Lent and end of year Eucharist. Parents are also invited to regular Family Time services where the children's achievements are celebrated.

Our Act of Worship is an important part of the school day in which space and time is set aside for quiet reflection as well as stories, prayers, music and presentations.

Parents have the right to withdraw their child from collective worship on religious grounds.

## **CURRICULUM**

Our curriculum, which is broadly based, has the National Curriculum as its foundation.

We believe that the ethos of the school, through which the children learn attitudes and values, is also vitally important.

Single subjects will be taught and there are also many occasions where subjects are linked through the Creative Curriculum.

The emphasis is on active learning and as children get older the aim is that they will become more independent.

Sometimes children are grouped by the attainment and ability they have shown in a subject, or for other educational reasons, so that teaching can be designed to match their learning needs.

Whilst children are with us they are working in the Foundation Stage (Reception Year); National Curriculum Key Stage 1 (Year 1 and Year 2) and Key Stage 2 (Year 3 to Year 6) though the level at which they are working will vary according to their attainment and ability in a particular subject area.

## **CREATIVE CURRICULUM**

We aim to deliver a broad, exciting, creative and challenging curriculum to all pupils across the full range of national expectations. We do this by offering a curriculum enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that could enhance pupils learning and an extensive range of extra-curricular activities.

Teachers have adopted a more flexible approach to time-tabling. They plan and link subjects together into a topic theme to bring learning to life through problem solving and practical work. The curriculum involves first hand experiences and is taught in ways that will make sense for the pupils.

## **MATHEMATICS**

A formal maths lesson is introduced in Year 1 and is followed then throughout the school. The emphasis is on the teaching of strategies for mental and formal calculation and problem solving and reasoning. Written work is introduced gradually during Key Stage 1 and more conventional recording. A wide variety of resources are used. Other important areas are multiplication tables and mathematical facts; practical experience; basic number work; problem solving; investigative work, reasoning and the application of skills to real situations. Mathematical skills and concepts are often included in the work for other subject areas. Children will bring home tables to learn and other mathematical homework from Year 1 through to Year 6, and it is hoped that parents will give support and help to children with this important Home-School link.

## **ENGLISH**

A formal English lesson is introduced in Year 1 and is followed then throughout the school. This centres on the teaching of reading and writing skills. At the Infant stages, as well as Early Year Foundation Stage this includes the learning of letter names, sounds and phonic rules. Letters and Sounds is used as a basis for teaching phonics. Cursive handwriting is begun during Year R. The children are introduced to our reading scheme, picture books and books with no text; and later this is extended through our graded reading programme to other resources. Children's progress is carefully recorded and monitored. In these early stages of reading we hope that parents will be able to share a book or an illustration with their child and later on, hear them read on a daily basis. We encourage our children to read widely and to enjoy books.

As children gain in fluency the Higher Order Reading Skills of skimming, scanning and selective reading are taught. From the beginning continuous extension of the child's vocabulary is emphasised together with the development of pupil's imaginative and creative ideas.

In written work close attention is paid to the key skills of punctuation, grammar and spelling. Children are encouraged to work accurately and to correct errors as appropriate to their age and stage of development. Where appropriate children will be encouraged to redraft their work using the skills taught.

The school's English curriculum gives each child opportunities to further their speaking and listening skills through class work; drama; presentations and other activities.

## **SYSTEMATIC TEACHING OF PHONICS**

In EYFS and KS1 there are twice daily phonics sessions. The children are grouped by phases following the existing government guidance of 'Letters and Sounds'. Below is a summary:

### Letters and Sounds: Principles and Practice of High Quality Phonics

(DFES publication May 2007)

#### A Summary

##### **Phase 1**

- Modelling listening and speaking
- Look, listen and note (making observational assessments for learning)

##### **Seven aspects and 3 strands**

Aspect 1: general sound discrimination – environmental sounds

Aspect 2: general sound discrimination – instrumental sounds

Aspect 3: general sound discrimination – body percussion

Aspect 4: rhythm and rhyme

Aspect 5: alliteration

Aspect 6: voice sounds

Aspect 7: oral blending and segmenting

##### **3 strands**

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

Activities within 7 aspects are designed to help children:

- Listen attentively
- Enlarge their vocabulary
- Speak confidently to adults and other children
- Discriminate phonemes
- Reproduce audibly the phonemes they hear, in order, all through the word
- Use sound-talk to segment words into phonemes

##### **Phase 2**

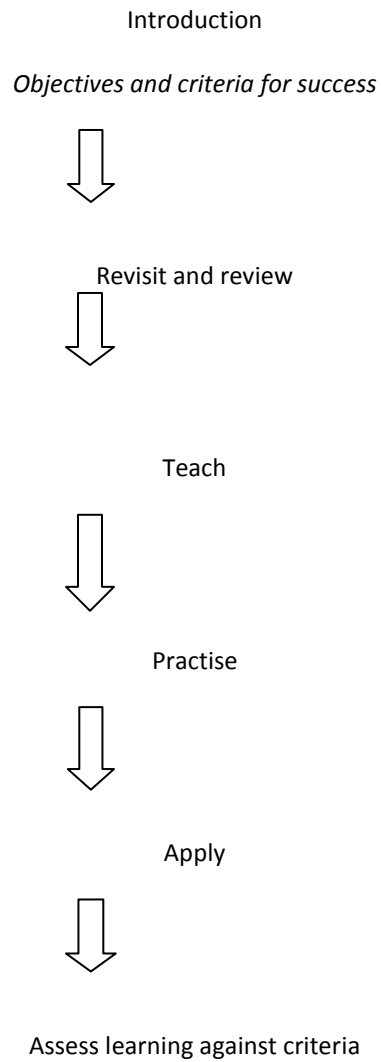
Purpose of phase is to teach at least 19 letters; blending and segmenting with letters; read and spell VC and CVC words; introduced to 2 syllable words and captions; read some high frequency words

Words given in teaching materials are suggestions only

Suggested letter progression (1 set per week)

Set 1:	s	a	t	p
Set 2:	i	n	m	d
Set 3:	g	o	c	k
Set 4:	ck	e	u	r
Set 5:	h	b	f,ff	l,ll ss

## Sequence of teaching



### Revisit and Review

- Practise previously learned letters
- Practise oral blending

### Teach

- Teach a new letter
- Teach blending and/or segmentation with letters
- Teach 1 or 2 sight vocab

### Practise

- Practise reading and/or spelling words with the new letter

### Apply

- Read or write a caption (with the teacher) using 1 or more high-frequency words and words containing the new letter

### **Phase 3**

Purpose of phase is to teach another 25 graphemes, mostly 2 letters; continue to practise segmenting and blending; applying knowledge to reading and spelling 2 syllable words and captions; learn letter names and more sight vocabulary

### Letters

Set 6:            j            v            w            x\*

Set 7:            y            z,zz        qu\*

## Graphemes

ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

**teaching sequence is the same**

### **Phase 4**

Purpose is to consolidate knowledge of graphemes in reading and spelling CCV, CCVC words and polysyllabic words

Again examples of words given

Teaching sequence is the same

### **Phase 5**

Purpose is for children to broaden their knowledge of graphemes and phonemes for use in reading and spellings; learn new graphemes and alternative pronunciations for these and those they already know; learn to choose the appropriate graphemes to represent phonemes in word building

Again examples of words given

Teaching sequence is the same

### **Phase 6**

By the beginning of Phase 6 children should know most of the common grapheme-phoneme correspondence and their knowledge of sight vocabulary should be good; using strategies for decoding automatically; also adding of suffixes. Spelling should be phonemically accurate, although perhaps slightly unconventional at times. (spelling usually lags behind reading as it is harder)

The expectation is that during this phase children become fluent readers and increasingly accurate spellers.

## **SPECIAL EDUCATIONAL NEEDS (SEN)**

The school has a policy for SEN, which is reviewed on an annual basis and is available on request. The SEN Leader keeps an SEN register which is reviewed each term.

Children initially identified as needing extra help are helped by their class teachers. Many children may need help at one time or another and therefore should not be a cause for concern. If a more specific need develops or a longer programme is required the child is placed on the SEN register. This means they will receive help in a small group or one to one, in or out of the main lesson from the class teacher or a teaching assistant. If a child needs support from outside agencies as well as the school they will be referred through the agreed district or county process.

A child with an Education Health Care Plan will receive any support outlined in their individualised plan.

Our staff have access to resources and training to support pupils who have additional needs. The aim is to enable a child to develop independence and increase their skills.

Parents are informed by class teachers of their children's progress at parent - teacher consultation evenings. During the consultation all parents will receive a copy of their child's provision map. A provision map is a document which details everything that takes place in each class, enabling parents to see the range of provision that is in place. Children receiving additional support have their interventions highlighted.

If parents need to see the SEN Leader to discuss their child's needs and progress an appointment can be made after school at any point through the year at a mutually convenient time.

## **BEHAVIOUR**

The school has high standards of conduct and expects children to behave in a sensible, responsible and safe manner at all times and to have regard for the feelings and well-being of others. It is important that parents help children to understand that these rules extend into the playground.

The day follows a disciplined routine and children are reminded that hard work, care of personal and shared belongings, and punctuality are expected of them. Children should walk quietly about the school with consideration for others. They are expected to be polite and well-mannered to each other and to all adults. As a school we are fortunate to have well-kept buildings and pleasant playgrounds. Children will be expected to respect their surroundings and take care of our resources.

Children should not bring toys, games or other personal possessions to school, unless asked to do so by their class teacher. Sweets are not allowed at school but children may bring fruit, which has been prepared and wrapped at home, to eat during the morning break.

Pupils are informed of these rules by their teacher or the Head Teacher. Children are rewarded for good behaviour, thoughtfulness to others, effort and achievement through a system of awards. We trust that Parents will support the efforts of the school to maintain our high standards.

Teaching staff will investigate where incidents have been reported to them by pupils, other members of staff or parents. They will support children who report difficulties and ensure that appropriate action is taken to prevent further incidents. Children who have been regularly upsetting others will be encouraged to see why their actions are not acceptable. Where children's behaviour is causing concern parents will be informed and they will be invited to discuss the situation and appropriate action taken.

Bullying and racism is not tolerated and children are encouraged to report incidents appropriately and sensibly. All incidents are followed up and the school has a duty to record and report any proven incidents to the Governors and the Local Authority.

### **Safeguarding**

The Designated Safeguarding Lead (DSL) for the school is Miss Michelle Grima. Concerns should be passed to the class teacher who will make a decision about the level of action necessary. THE SCHOOL STAFF

Our current staff are:

<b>Headteacher</b>	Miss M Grima		
<b>Deputy Headteacher</b>	Mrs C Nettleingham (Year 6)		
<b>Senior Leader</b>	Miss R Hyder (Year R)		
<b>CDT Leader</b>	Miss Grima		
<b>PE Leader</b>			
<b>SENCo</b>			
<b>Maths Leader</b>	Mrs C Nettleingham	Yr6	(Giraffe Class)
<b>Deputy Headteacher</b>			
<b>RE Leader</b>	Mrs P Gordon-Ritchie	Yr5	(Tiger Class)
<b>Relationship &amp; Sex Education</b>	Mrs L Vidler	Yr4	(MeerKats)
	Mrs Hills	Yr3	(Dolphin Class)
<b>Science Leader</b>	Mrs L Attubato	Yr2	(Penguin Class)
<b>Music Leader</b>	Mrs C Carlow	Yr1	(Elephant Class)
<b>History Leader</b>			
<b>English Leader</b>	Miss R Hyder	YrR	(Panda Class)
<b>Senior Leader</b>			
<b>Teaching Assistants</b>	Miss A Rapo	Year R	
	Miss G Page	Year 1	
	Ms J Logue	Year 2	
	Mrs H. Bowyer	Year 2	
	Miss Clark	Year 3	
	Mrs G Gardner	Year 4	
	Mrs N Arterton	Year 5	
	Mrs J Richardson	Year 6	
	Mrs H Maynard-Copley	Year 6	



<b>Admin Office</b>	Mrs A Gardner Mrs S Wheeler
<b>Finance Officer</b>	Mrs V Wood (part-time)
<b>Key Holder</b>	Kay Williams
<b>Midday Meal Supervisors</b>	Miss A Boswell Mrs V Bull Mrs. S. Cornhill Ms J Logue Mrs H Maynard-Copley Miss A Rapo Mrs J Richardson Ms K Watson
<b>Kitchen Staff</b>	Mrs S Benton Miss J Ives Miss K Williams

#### Appendices

Behaviour policy

Child protection

Safeguarding

Handwriting guide