

VISION

Edge Hill Junior School will be a vibrant learning community in which everyone will feel valued and can achieve their full potential so they can contribute positively to society.

AIMS

To achieve our vision we will work with all stakeholders so that pupils:

PERSONAL ATTRIBUTES

- Become confident and socially responsible adults.
- Can cooperate and work in a team.
- Develop respect for others, are honest and have a sense of right and wrong.
- Become environmentally aware and understand their role in a wider society.
- Are able to make considered judgements regarding moral, spiritual and emotional issues.
- Become spiritually comfortable, socially adept, morally sound and culturally aware.
- Are responsible for their own actions and take the consequences.
- Develop a realisation that they are the "caretakers" of their environment.

ATTITUDES

- Are positive and determined.

STANDARDS OF ACHIEVEMENT

- Become literate and numerate so they can apply their skills and knowledge and understanding to enhance their own and others lives.
- Develop technological skills and knowledge so they can access lifelong learning.
- To be able to communicate in a variety of ways.
- have a knowledge and understanding of the humanities, arts, health and current affairs.

QUALITIES AS LEARNERS

- Become confident, independent learners.
- Become well adjusted and hardworking.
- Take pride in themselves and their work.
- Show empathy and have high self-esteem.

IN ORDER TO ACHIEVE OUR AIMS WE WILL:

Develop a curriculum that is broad, balanced and challenging that educates children intellectually, socially, morally, aesthetically, physically and spiritually within directed curriculum time but also through extra curricular activities.

This curriculum must encompass both statutory requirements but also develop independence, a sense of commitment, responsibility and respect for others.

To enable children to discover and develop their talents and abilities to their full potential by setting positive and realistic targets.

To develop a school that promotes and values all learning, that celebrates achievement and effort and has high expectations of the whole community. Where everyone has equal opportunity.

To develop a school where all staff are equally valued, where they feel empowered and have the opportunity to develop their potential professionally and personally within a rewarding and stimulating environment. So they know what is expected of them and are committed to the full development of each child.

To develop and maintain a partnership with parents and the community which will both enrich the curriculum and establish the importance of lifelong learning. To prepare children for life in the wider community so all members of the school community.

To provide a stimulating, safe and well organised environment which reflects the culture and ethos of the school and has a positive impact on the quality of teaching and on the community which reflects the culture and ethos of the school.

To utilise and develop the role of Governors in order to maintain and improve the standards of achievement in school.

TEACHING AND LEARNING CORNER

At Edge Hill we work with the children and parents building learning power.

Building learning power is about teaching children how to learn in the most effective way. There are four parts to "Building Learning Power." These are Resilience, Resourcefulness, Reflectiveness and reciprocity.

What do these mean:

Resilience is being ready, willing and able to work.

Resourcefulness is being ready, willing and able to work in different ways.

Reflectiveness is being ready, willing and able to plan how you learn and being flexible and thoughtful about your learning.

Reciprocity is being ready, willing and able to learn on your own and with others.

Children will build their learning power in the classroom by:

- Being shown how to ignore things that distract them and know what to do when stuck.
- Giving lots of opportunities to ask questions and use different resources to solve problems.
- Being able to plan their work and understand how they learn best.
- Working on their own and with others on different projects. To keep on trying when things get difficult.

At home you can help by:

- Talking to your child about their work and encouraging them to always try their best.
- When reading or going on a trip encourage your child to ask questions about the book or their experiences.
- Helping your child to plan and organise their homework concentrating on the best way they can present things.
- Always encourage your child to keep going especially when they find things difficult and ask them how they like to learn/do their work.

NEW INTAKES.

The majority of children usually transfer from Violet Way Academy. The catchment area is normally enclosed by Elms Road, Stapenhill Road, Rosliston Road, The Derbyshire County boundary and Brizlincote Valley.

In September 2011 there will be approximately 330 children on roll organised into 12 classes.

7 - 8 year olds - Year 3 (3 classes) 9 - 10 year olds - Year 5 (3 classes)

8 - 9 year olds - Year 4 (3 classes) 10 - 11 year olds - Year 6 (3 classes)

THE CURRICULUM

"The curriculum is broad and balanced and enriched by a very good range of extra-curricular activities, particularly in music. Accommodation is very good and pupils have access to very good resources for learning." OFSTED June 2006.

Edge Hill complies with its statutory requirement to teach the contents of the National Curriculum and also the Staffordshire Agreed Syllabus for Religious Education. The National Curriculum consists of:

CORE SUBJECTS

English (Literacy), Mathematics (Numeracy), Science

Numeracy is taught in ability sets across the year group. Children may be moved from set to set in order to assure that they are being given the maximum opportunity to improve. Literacy and Science are generally taught in mixed ability class groups with differentiation being built into planning.

FOUNDATION SUBJECTS

History & Geography (Humanities), Music, Art, Technology, Physical Education, ICT.

These subjects are generally taught in mixed ability class groups with differentiation being built into planning.

RELIGIOUS EDUCATION

This follows the Staffordshire Agreed Syllabus for Religious Education. It is based broadly on Christian principles but also looks at other religions particularly Judaism and Islam. Parents who wish to withdraw their children from RE and Collective Worship may do so.

PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)

This is a subject set up to deal with the variety of problems and difficulties children may face as they move through Key Stage 2. It is aimed at making them more skilful in dealing with Life.

SEX EDUCATION

This forms part of the normal programme of work in topics. A programme of Sex Education designed specifically for Year 6 pupils about to move to Secondary school is delivered by the School Nurse in conjunction with the school staff. Contact is made with parents prior to this. Parents may remove their children from this activity if they feel the activity is inappropriate. They may also arrange to see the materials that are being used.

EXTRA CURRICULAR ACTIVITIES

At various times during the School Year, staff give freely of their own time to provide Extra Curricular activities. These have included:

Netball, Soccer, Hockey, Cricket, Chess, Orchestra, Band, Choir, Pottery, Drama, Keyboard, Recorder Club, Technology, School competitions/matches.

These activities usually take place at lunchtime or immediately after school and are voluntary.

HOW THE CURRICULUM IS ORGANISED

Each Year Group is divided into parallel, mixed ability classes which generally stay together for all 4 years. These children are placed into sets for Numeracy soon after they arrive at Edge Hill. These sets are based on ability from SAT test results received from the Infant School and teacher assessment on entry to Year 3. There is movement between the sets and you will be informed when this is likely to take place. All other subjects are taught either by the class teacher or a teacher with a particular specialism. All this teaching is done in a mixed ability class which is grouped flexibly to suit the activity and the individual child. At the end of Y6 children transfer to Secondary school taking with them the results of their end of Key Stage 2 SAT results. Every 3 years the school will be inspected by OFSTED (Office for Standards in Education) and a report on its findings will be published. The school was inspected in October 2008. Additional information on the curriculum can be obtained from the school who regularly update policy statements on the curriculum, copies of which may be read in school. Also the Department for Education regularly send out circulars that parents might find useful.

ENGLISH CURRICULUM STATEMENT

We aim to provide our children with a range of opportunities in order to develop both their confidence and ability in all forms of communication. Our curriculum endorses the structure and framework of the National Literacy Strategy in order to achieve these aims. Children have a 30 minute reading, handwriting or comprehension session each morning. This enhances the work they do during the Literacy hour each day.

Speaking & Listening

Pupils are encouraged to develop a full range of skills through focused discussion, group work, debates and drama in all areas of the curriculum.

Reading

Children are encouraged to develop an interest in books through the study of a wide variety of genres that incorporates both fiction and non-fiction. They are introduced to a wide range of strategies through which they are encouraged to broaden their knowledge of genre and language as well as develop their comprehension and analytical skills. Children are encouraged to continue to develop their reading skills at home through shared experiences and to read for information as well as pleasure.

Writing

Children's writing skills are promoted in all areas of the curriculum. They are provided with many opportunities to use differing styles in order to write in both factual and creative forms for a variety of audiences.

Spelling

Children are encouraged to become independent spellers through a range of strategies designed to meet the needs of all children.

MATHEMATICS CURRICULUM STATEMENT

The school follows the Numeracy Framework. This framework provides teachers with a highly structured syllabus, where children will be able to develop to their fullest potential, and still enable teachers to use a variety of teaching styles. Built into the framework are opportunities for the children to solve problems, check results, carry out open ended investigations and develop their mathematical language. We will continue our policy of "setting", where each year group is divided into 4 ability groups. This enables us to challenge all children, whatever their ability, in Maths

SCIENCE

The aim of our Science Curriculum is to present broad, balanced, progressive and active learning experiences, which are practical, appropriately challenging and where applicable are firmly rooted in first hand experience. Our Science Curriculum aims to help pupils develop scientific concepts, skills, and methods of investigation, thus enabling them to make sense of things that happen and of the world around them. Children will be encouraged to develop and practice the skills of the scientific process e.g. questioning, predicting, observing, recording and concluding and will be taught how to apply these skills. Children will be encouraged to take every precaution to ensure safety. All children will work from the school Science Scheme of work which is supported by a wealth of resources within school. We aim to provide learning opportunities which will stimulate and encourage the children to reach their full potential in Science.

HISTORY

Through the study of history we aim to investigate the human past. The children will study important episodes and developments from the past in the local area, the UK and

the world. They will be helped to develop a chronological framework of events by making links across the different units studied. Studying history will enable the children to build up a knowledge of the past by using and interpreting sources that remain. They will begin to ask questions, find out about the periods studied and make their own interpretations of history. These ideas will then be organised and communicated in a variety of ways. In order to collect information the children will have the opportunity to explore a variety of sources of information such as reference books, historical artefacts and the local area.

GEOGRAPHY

Through the study of geography we aim to encourage the children to develop an interest and knowledge in their surroundings and those of the wider world. It takes the children out of the classroom into their locality and contrasting environments. It provides a setting for topical investigation and comparison and the opportunity to develop their skills, knowledge and understanding of the subject. Geography will introduce the children to natural processes, such as the effect of rivers on their landscape and how weather varies between places and over time. They will also study human processes and investigate settlement patterns and how environmental change. It will also offer ways of viewing these through the use of maps, aerial photographs and CD-ROMS.

INFORMATION TECHNOLOGY

Information technology is concerned with communicating and handling information, as well as modelling, measuring and controlling external events, by electronic means. It is a tool which involves solving problems, using a variety of information sources to support learning and understanding the implications of IT for society. Pupils have the opportunity to use IT purposefully, to communicate their ideas and information, and to process data. They also make use of the CD-ROMs to support their learning in other areas of the curriculum. They have the opportunity to use a variety of programmes and systems. The world of IT is constantly changing. More importance and value is being placed on IT in the curriculum and so it is a Core Subject. We aim to keep up with the current IT trends. We have an IT Resource suite and the library is also equipped with a suite of 16 PC's. Each machine has access to the internet and each child has their own user name and password to the network and the learning platform. We aim to ensure that the children become confident in the use of IT in an increasingly technological society.

DESIGN TECHNOLOGY

In Design Technology we aim to teach children a broad range of knowledge and skills to enable them to tackle a variety of challenges in the designing and making of quality products. The teaching of Design Technology is structured throughout the year groups so as to ensure progression in designing and making with a variety of materials, such as wood, clay and card. Children also apply knowledge and skills to the use of gears, levers, pneumatic, hydraulic and electrical components. Within each year group children take part in Product Analysis (evaluating existing products), Focused Practical Tasks (where they learn and practise particular skills), Design and Make Assignments (where they utilise their knowledge and skills to design and make quality products) and Evaluation (where the children analyse their work against their own initial design criteria). Whenever possible the children are taught and encouraged to use specialist language during the designing and making of their products. We also aim to provide the children with quality components, materials (in addition to recycled materials from home and

local industry), construction kits and tools to enable them to select from a range of resources in their designing and making.

PHYSICAL EDUCATION

In PE the children are able to make use of our extensive grounds and large indoor sports hall. Activities are undertaken by both boys and girls and include traditional games such as football, hockey, cricket, athletics and rounders, along with activities such as dance and gymnastics. Children in Year 6 are encouraged to attend courses which are organised at Laches Wood education centre.

Physical and health education is an important part of the curriculum. The school has achieved the 'Active Mark' for the last 3 years for exceptional delivery in the national sports strategy. Children Year 6 attend swimming lessons at the Meadowside Leisure Centre. Each class has two P.E. lessons per week. All the staff at Edge Hill are qualified to teach Physical education and a number are enthusiastically involved in extra curricular activities including girls and boys football teams, netball, hockey, cricket and rounders.

ART

The Art Curriculum at Edge Hill will foster the individual child's creative ability. Children will develop the skills necessary to bring them to their full potential. Children will be given the opportunity to develop their aesthetic awareness and this will enable them to respond to their own work and that of other artists. Children will investigate the elements of shape, form, space, texture, colour, pattern, line and tone through the study of drawing, painting, textiles, sculpture, collage and printing.

RELIGIOUS EDUCATION (RE)

Religious Education is the only subject not covered by the National Curriculum. All our work is taken from The Agreed Syllabus for Religious Education issued by Staffordshire Education Authority. The children are taught in mixed ability groups and are encouraged to consider thoughts and ideas from Christianity and the other major religions of the world. Parents have the right to withdraw their children from RE in consultation with the headteacher.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

PSHE is taught at Edge Hill School as part of the Curriculum. It concerns the children thinking about and discussing together a variety of issues which they may encounter. It usually happens in class groups during "Circle Time" or during Year Group Assemblies. Topics have been allocated to the 4 Year Groups.

"Provision for pupils moral and social development is very good" - Ofsted

MUSIC

Music will be accessible to all pupils. It aims to develop the aesthetic sensitivity and the artistic ability of all pupils. Children are given opportunities to undertake a balanced programme of composing, listening and performing. Our musical activities are designed

to encourage an exploration of sound - through instruments (both percussive and melodic) and through the voice. Listening to a variety of live and recorded music performed by others also enables the children to form links between their own ideas and those of others. Music derives from and contributes to culture and society. It is an important mode of communication and understanding.

Throughout the curriculum we aim to develop independence, co-operation and a sense of responsibility and respect for others.

ASSESSMENT



Teachers use assessment to find out how well children are doing. It is also used to monitor and develop planning and identify future needs. Children are assessed on entry into school and undertake optional SAT's tests twice a year to track their progress. This gives a good indication of how well they are doing and what they need to do to improve. Results from these tests are used to set Year 6 SAT targets as well as individual and group targets. Parents are informed of their child's targets through the Home-School Link Books, Parents Evenings and End of Year Reports. Parents are also advised about how they can help their child improve. Staff adopt rigorous procedures using assessment for learning in the classroom. Children are actively involved in assessing their work and clearly understand their objectives, what they can do well and what they need to do to improve.

SPECIAL EDUCATIONAL NEEDS (SEN)

At Edge Hill Junior School we believe that 'Every Child Matters' We are therefore committed to ensuring all children are given every opportunity to achieve their full potential. Our ethos is one of positive encouragement, support and nurture, where self esteem is valued and where we engender a sense of community and belonging.

We recognise that children have a range of needs and make different levels/amounts of progress at different rates. There are times when some children need a greater level of support in order to achieve. Support is available based on level of need regardless of gender, culture or social background.

Following discussions/assessments, involvement of outside agencies children may be included on our SEN register in accordance with the SEN code of practice. (There are three categories for this code, School Action, School Action + or Statement) we also carry out our own 'provision' mapping to ensure children are accessing all the support available to them.

This support can take a variety of forms including:

- Work differentiated by the class teacher
- Teaching Assistant support in class (small groups or individuals)
- Setting in Numeracy

- Small Literacy teaching groups
- Group or individual work out of the classroom e.g Beat Dyslexia/Lifeboat/handwriting/reading
- Transition programme Y2-Y3 and Y6-Y7
- Working closely with outside agencies SENSS, Autism Outreach, CAMHS, Dyslexia Unit, Speech Therapist, School Nurse, Educational Psychologist (School achieved full Dyslexia Friendly status in January 2008)
- ASPEN (additional support for pupils with emotional needs) project implemented in school.
- We have a very successful and effective Nurture/Circle Club which runs for 3 afternoons a week.
- We take our child protection responsibilities very seriously and have 2 designated teachers and a school governor who has responsibility for child protection and safeguarding within school. Procedures are in place to ensure the safety of our children.

We are committed to working closely with parents in order to enable our children to achieve their full potential. We keep parents informed through phone calls, meetings, letters, 'drop-ins', workshops and parents evenings. We encourage parents to come and talk to us if they have any worries, questions or concerns.

INCLUSION AND ACCESSIBILITY

The school is an identified school within Staffordshire as part of its Inclusion and Accessibility Plan. The school follows the LEA's Policy on Inclusion and Accessibility. All entrances have access by ramp and there is a lift to the first floor and disabled toilet facilities.

EQUAL OPPORTUNITIES

The school follows an Equal Opportunities Policy where all children have equal access to a broad and balanced curriculum and the opportunity to achieve their full potential.

"Pupils with special educational needs achieve well" - Ofsted

The school has a published disability equality scheme and access plans 2007 - 2010, which is available from school.

THE SCHOOL DAY

Supervision of children begins at 8.40am when teachers assume responsibility. No liability can be assured before this time and so arrival on the playground before this is not allowed.

There is a breakfast club each morning from 8.15am - 8.40am. Admission £1

The total teaching time available in accordance with D.C.F.S. regulations is 23 hours 45 minutes per week. In addition the children have registration, assemblies and breaks.

SCHOOL TIMETABLE

Year 3 - Year 6

Morning Session 8.50am - 12.30pm with a 20 minute break

Dinner time 12.30pm - 1.35pm

Afternoon session 1.35pm - 3.30pm

(Lesson times held within these sessions)

OUT OF SCHOOL CARE CLUB

There is an out of school care club that operates during term time Monday - Friday 7.30am - 8.40am and 3.30pm - 6.00pm. If you are interested in sending your child to this club please contact Mark Lloyd on 07732 476 997.

ASSEMBLIES and ACTS of WORSHIP

The children receive an assembly or Act of Worship every day. It may include Moral, Emotional or Spiritual issues and may be delivered to the whole school, the lower or upper school or in year groups. It will be delivered by a variety of staff.

Parents may withdraw their children from Collective Worship and alternative arrangements made in discussion with the head teacher.

SCHOOL MEALS

Lunch is served from: 12.30pm to 1.35pm

The children can take a meal in school, cooked and served on the premises. If you feel you are entitled to a free school meal you must apply to the Education Welfare Section, The Resource & Development Centre, Grange Street, Burton upon Trent for a form.

If you do not want your child to have a cooked meal, facilities are available for packed lunches to be brought.

The school has a healthy eating policy and children are encouraged to bring fruit and healthy snacks for break time. Children are not allowed to bring crisps or chocolate for their morning snacks.

Some children do go home for lunch but ALL children who stay must remain on the school premises. Unless children are being collected or have a note from parents to leave, they will not be allowed out of the school for any reason.

If a child finds appropriate behaviour at lunchtime difficult, it may be that parents have to be asked to make other arrangements for their child. Fortunately this is a rare occurrence.

ADMISSIONS

If you are considering sending your child to Edge Hill, and your child is currently at Violet Way Academy, you will be invited to attend an Evening Meeting in July prior to transfer when arrangements for admission will be discussed and opportunities to see our school given to you.

If you have a child at another school, or you wish to transfer your child during the school year, you should contact the Headteacher for advice.

The Governors of Edge Hill have an admission policy statement which is:

The admission level for any one school year age group is 90 beyond which children will be admitted at the discretion of the Governing Body.

When parents choose Edge Hill and it is not their normal catchment area school, sibling connections and geographical considerations will be major factors in admitting a child.

"Arrangements for pupils induction are well established and effective" - Ofsted

For further information on Staffordshire County Councils Primary School Admissions click on the following link: www.staffordshire.gov.uk/education/admissions/primary
You can now apply online for a Primary School place during October and December 2011.

Parents of children in Year 5 & Year 6 can now also get advice about how to make their preferred choice of senior school by clicking on this link to the School Choice Advice Service. www.staffordshire.gov.uk/schoolchoice you can also apply online for a Secondary School place during September and October 2011 by clicking on the following link: www.staffordshire.gov.uk/education/admissions

SCHOOL UNIFORM

The School Governors have a policy of defining a preferred code of dress for our school. It is not compulsory but it is strongly recommended for parents to adopt.

Trousers and Skirts	Dark Grey Preferably
Pinafore Dresses	Light or Mild Grey
Blouses/Shirts	White/Grey/light Blue
Pullover/Sweater/Sweatshirt	Scarlet
Shoes	Black/Brown in plain style (Not Trainers)
Socks (to match other garments)	White/Grey Blue

Sweatshirts displaying our own school logo are available from:- Pupils School Wear, Swadlincote. If this dress code is not to be adopted by individual parents, a request is made for plain colours, without inappropriate slogans or pictures. Please avoid jeans, high heeled shoes and expensive items. School is a place of work where accidents are unavoidable and where comfort and hard wear are important.

Uniform can be ordered directly from Imprint Schoolwear by going to www.imprintschoolwear.co.uk

JEWELLERY

We encourage children not to wear jewellery for safety reasons. However children may wear studs and watches. We strongly recommend children do not wear rings, necklaces and any valuable items because Governors cannot be liable for any losses. Children will be asked to remove watches, earrings and nose studs for P.E.

CLOTHING FOR P.E.

There are two important reasons for special clothing. Having the appropriate clothing for either Indoor P.E. or Outdoor P.E. helps children and adults alike to perform their best work because they LOOK and FEEL specially dressed to do so. It is hygienically important for children to change into their regular clothing once their physical education activity is over.

No special brand, quality or price-range is encouraged but parents are requested to provide appropriate clothes for two types of activity.

1. Gymnastics, Dance and Indoor Games

All children need a pair of plimsolls (black) and a string-pull holdall (pump bag)

BOYS - Navy blue/black shorts and white T shirt or vest

GIRLS - Navy blue/black shorts and white T shirt or black leotard

2. Outdoor Games

Fieldwork - (Winter) Football boots or a pair of old shoes, or old trainers

Playground - Trainers or pumps

Tracksuit or old clothing for outdoor use

Jogging suits are also available

Shorts and T shirt

3. Swimming

BOYS - Swimming trunks AS OPPOSED to long beach swimming shorts

Towel

GIRLS - One piece swimming costume

Towel

A swimming cap for all but the shortest hair

Goggles - optional

Children will be asked to remove all jewellery on Health and Safety grounds.

LOST PROPERTY

ALL items of clothing should have the child's name clearly marked as the cloakrooms are closely packed, and the children do have to change for P.E. So the opportunity is here for losses to occur. Everything will be done to find the clothing but if lost, the school cannot be held responsible. To prevent the loss of valuable items, the simple rule is to leave them at home. Monies brought into school for trips, dinner etc. should always be handed to the class teacher during registration. Money for the tuck shop should, preferably be kept by the child in a named purse or wallet and never left unattended. There is a lost property box and periodically lost property is put on display for re-claiming. Your co-operation in this area is vital.

ABSENCES

It would be helpful if parents observe the following procedures.

1. If you know that your child is going to be absent from school e.g. dental, hospital or clinic appointment, please let class teachers know in advance.

2. If your child is ill or has an unforeseen absence please contact the school before 9.15am on the first day of absence. School will telephone parents after 9.15am if contact has not been made.

3. Children returning to school after a dental or medical appointment should report to the school secretary.

EXTENDED ABSENCE

We know that occasionally it is necessary for children to take holidays during term time. However we do not encourage parents to do this as it disrupts their child's education. If it is necessary to take your child out of school during term time a leave of absence form needs to be filled in which is available from the school office and from the Forms section of the school website. Applications for leave of absence will be considered by the Headteacher according to LEA and school attendance policies.

Other absences might include music exams, hospital and other 'medical' visits. If you have a problem the best thing to do is to contact the Headteacher and discuss matters with him. However extended absences will be detrimental to the child's progress. We request that parents do not take children on holiday during Year 6, particularly before taking their SAT's in May.

CHILD PROTECTION

As a school we do have a duty to report concerns about the well being of children to other agencies before referring to parents.

MEDICAL VISITS

In certain circumstances we are able to arrange medical visits by the school doctor and nurse. They are available to discuss a child's medical problem with you. Vision, hearing and dental checks also take place at intervals through the child's time at Edge Hill.

ADMINISTRATING MEDICATION

If children need to take medication whilst at school, parents will be asked to sign a disclaimer form and a record of medication taken will be kept. Children are not allowed to bring medication in themselves. This must be handed into the school office and collected at the end of the day by an adult. If there are medical conditions that require specific action please contact the school so arrangements can be made.

EMERGENCY CONTACT

In the case of an accident or illness it is essential that we have a telephone number and address where parents can be contacted quickly. You will be given a form to fill in to supply this information. If you change address or place of employment please let us know immediately.

SCHOOL RULES

- Treat everyone with respect
- Be polite, kind and helpful at all times
- Respect your own and other peoples belongings
- Walk around the school quietly on the left hand side
- Always try hard and never give up
- Work as a team with the whole school and listen to each others opinions
- Always listen to your teacher and do as you are told the first time
- Finish the work you are set and always work and talk quietly
- Call everyone by their given name

DISCIPLINE AND BEHAVIOUR

We are ultimately looking for self-discipline in our children. We aim to lead children to self control and personal accountability through a structured behaviour and discipline policy. We encourage this by using positive rewards and praise. We actively seek the partnership of parents to encourage co-operation and support for the development and reinforcement of acceptable behaviour.

There are two fundamental entitlements which form the basis of our school approach to good behaviour.

1. Every child has the right to learn without disturbance from others in a quality environment.
2. Every teacher has the right to teach.

OUR OBJECTIVES ARE:

- To develop pupils' self-discipline and self control;
- To enable pupils to be 'on task' with their learning;
- To encourage accountability for their behaviour;
- To encourage the individual child to recognise and respect the right of others;
- To promote co-operation as well as responsible independence in learning;
- To promote the values of honesty, fairness and respect for others etc.

"Pupils' attitudes are very good. attendance is well above average. behaviour is good. Pupils' spiritual, moral and cultural development is good." - Ofsted

ANTI-BULLYING POLICY

The school has an Anti-Bullying Policy which is strictly followed in cases of alleged bullying. Parents are informed and involved with any issues concerning bullying at an early stage. Partnership and co-operation are an important aspect of this policy. A full copy of the Anti-Bullying Policy is available in school.

INCENTIVES/REWARDS

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. The school scheme is based on credits and merit awards through which children can be rewarded for academic achievements and good work. House points are rewarded for non-academic achievements, for effort, for caring and for all aspects of behaviour.

The children are divided in 4 houses: Red, Blue, Yellow and Green with family groups remaining in the same house. Each week house points will be counted up, and the winning team announced in assembly. At the end of the year a house point shield will be awarded to the house with the most points. We hope that children will encourage members of their house to try their best in every aspect of school life.

CREDITS/MERITS

The reward system will follow these stages:

1. Verbal praise by the teacher.
2. The teacher will make a written comment and/or use their own reward systems.
3. Class to be shown or told of a child's success.
4. Child will be allowed to show work or recount successful incidents to previous teacher or teacher of choice.
5. Child will be sent to Headteacher for recognition of success where they will receive a sticker from the Head.
6. Child will be given credits for good work.

Children receive a sticker for each completed piece of homework:

The Merit system will be:

5 Stickers = 1Credit

10 Credits = Bronze Merit

20 Credits = Silver Merit

40 Credits = Gold Merit

60 Credits = Platinum Merit

80 Credits = Head teachers Award

100 Credits = Book Token

125 Credits = School Excellence Award

Credits will be carried forward into the next year.

When a child receives a merit their name will be included in the newsletter and the merit will be presented to them in Good Work Assembly.

There are 2 Good Work Assemblies per term for each year group so children can celebrate their achievements with the whole school.

HOUSE POINTS

House points will be given for good behaviour, helpfulness, attitude, effort and being polite. There are 4 houses. Children will remain in the same house through their 4 years at Edge Hill.

House Captains and Vice-Captains are elected from Year 5 at the end of the Summer Term.

We will use the following sanctions if a child chooses not to follow our school rules.

1. Verbal reprimand by teacher.

Green cards are used to reward good behaviour. Red cards are used as a reminder to children that their behaviour is unacceptable. 3 red cards result in a playtime detention.

2. Class to be made aware of incident by own class teacher.

3. **Classroom:** Child to be isolated, removed from activity.

Playground: Child to stay with teacher on duty.

Child may be taken/sent to another class at the discretion of the teachers involved. In serious cases the Headteacher may be requested to attend. Child may also be detained by the class teacher in their own room at playtime.

4. Child to be sent to Headteacher. Child will attend lunchtime detention.

5. Parental contact to be made. Child will attend after school detention with parental consent.

6. There will be regular dialogue between home and school.

(For example a diary set up between home and school).

7. Involvement of external agencies e.g. Educational Psychologist, School Nurse or Doctor.

8. Consultation with Governors to exclude child, possibly:

a) During lunch break

b) For limited period

c) Permanently

In certain exceptional cases sanction No. 8 can follow immediately on from No. 5 at the discretion of the Headteacher.

"The school cares for its pupils well and they are involved very well in school development" - Ofsted

LUNCHTIME SUPERVISION

At lunchtime supervision is carried out by dinner supervisors. The Senior Supervisor can refer to the Headteacher or Deputy Headteacher if necessary.

They are also expected to maintain order. Usually this consists of reminding children of the standards of behaviour expected. They also help to organise and play games with the children.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or Deputy Headteacher. A behaviour log will be kept and signed by the Senior Supervisor/or teacher on duty.

This will result in loss of privileges and lunchtime detentions. If there is not improvement in behaviour parents will be informed and invited to discuss a behaviour contract and further sanctions. If there is still no improvement the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

KEEPING IN TOUCH

A partnership between home and school is absolutely essential and ensures a child is happy and secure in school and therefore learning at full capacity.

We seek your interest, support and co-operation in your child's education. This helps to form and maintain good habits and attitudes. To this end we endeavour to keep you well informed.

You are always encouraged to attend Good Work Assembly and Class Assemblies. Regular newsletters keeps you informed of events and activities together with special information concerning the school and children.

The Home-School link book provides an excellent opportunity for effective dialogue between home and school. we provide parents with curriculum guidance books, curriculum information each term and teaching and learning updates.

The school website www.edgehilljunior.co.uk is regularly updated with news and information and provides a useful insight into school life.

We hold consultation evenings 3 times a year. The current format for Parent Evenings are:

Autumn Term	1 Evening	Class Teacher
Spring Term	2 evenings	Literacy
Numeracy	1 Open	
Summer term	Evening	To discuss any issues raised in school report

All parents will receive an annual written report on their child's progress. You may consult staff whenever you want for further information or advice. This is best done at the end of the school day although parents may have regular contact through the home school diary. On matters requiring more detailed consideration please contact the head teacher or teacher concerned to arrange an appointment.

Each year we hold curriculum evenings to explain new school procedures, curriculum approaches or policy changes. We also have an open day each year so parents can see how the school operates.

The teachers at Edge Hill are open, honest, hard-working and conscientious. They have the best interests of your children at heart and are only to pleased to be of support and help. They look to parents for help, understanding and support.

A partnership is vital - if home and school do not support each other, the child suffers.

HOW DO I COMPLAIN

The school has a complaints policy and procedures to deal with parents concerns. This is available from school. However any complaints should be brought to the class teacher initially and/or the head teachers attention as soon as possible and they will be dealt with promptly. Early contact is always welcome as many complaints and concerns can be resolved informally.

We expect that all visitors on school premises behave in an appropriate way. The school will not tolerate any abusive language or behaviour.

PARENTS IN SCHOOL

P.T.A. - The objective of the Association is to advance the education of the pupils by providing and assisting in the provision of facilities not normally supplied by the Local Education Authority. The Association attempts to foster more extended relationships between staff, parents and others associated with the school. Meetings will be advertised in our newsletter and everyone interested is welcome to come along. The P.T.A. arrange a variety of social activities and events to raise money for school funds. Events include such things as Discos, Bingo Evenings, Christmas and Summer Fairs.

PARENT HELPERS

Parents regularly help us with a variety of classroom activities. If you would like to volunteer your support please contact any member of staff.

HOMEWORK

The school has a homework policy in which a timetable of homework is given. This increases as children move up through the school. Children have a home-school diary in which regular contact can be made between teacher and parents. Each term parents will receive an outline of the curriculum to be covered and homework requirements for that term.

GOVERNING BODY

The Governing Body of the school meets each term. It has responsibility for: the appointment of staff; the school budget; the upkeep of the building and setting the school curriculum.

The School Governors are actively involved in school life. They provide a general oversight of the school. An Annual General Meeting is held to which all parents are invited to come and take part.

SCHOOL IMPROVEMENT PLAN

We have a School Improvement Plan which includes details of curriculum development, budgeting resources, school and staff management as well as involvement with parents, governors and the local community. Parents have the opportunity to contribute to the School Improvement Plan through an annual questionnaire. A programme of professional staff development is followed which includes 5 Teacher Training Days and attendance at relevant courses. Parents and Governors have an opportunity to feed their ideas into the School Improvement Plan. A copy of the School Improvement Plan is available in school.

SCHOOL VISITORS AND VISITS

Edge Hill Junior School plays host throughout the year to a wide variety of visitors who talk to the children in assembly and the classroom. We have close links with the police, local schools and the local church.

All visitors are asked to report to the school office and sign a visitors book on arrival and departure. A security badge is given to each visitor.

OUTDOOR EDUCATION

Each year the school holds cross curricular theme weeks, during which the children have the opportunity to take part in a number of talks, presentations and related activities.

Year 6 have to opportunity to take part in a weeks residential course held at Laches Wood, one of Staffordshire's Outdoor Education Centres. They are involved in orienteering, village studies, pond dipping and teambuilding activities. This plays a major part in fulfilling National Curriculum Requirements.

Occasionally the school organises foreign trips during half term. These are additional to the school curriculum and are voluntary.

CHARGES AND REMISSIONS

Charges will be made for music tuition to groups of four or less on a musical instrument. Donations will also be asked for special visits and visitors.

Children of parents who are in receipt of Income Support or Family Credit will have all charges remitted.

SCHOOL LINKS

Edge Hill has close links with Violet Way Academy, Riverview Primary School, Paulet High School and Abbott Beyne High School.

WHERE DOES MY CHILD GO TO AFTER EDGE HILL SCHOOL?

The children transfer to a number of schools. Paulet High School receives the largest number of our children, with Abbot Beyne taking about a third of the normal Year 6 leavers, A number of children also transfer to Robert Sutton. Details of these schools are sent out to parents in the Autumn Term of Year 6. If information is required by parents prior to this, or information on other schools is of interest, contact should be made with the Headteacher of Edge Hill who will be able to help.

2009 SAT Results

This table shows the percentage of eligible year 6 children achieving each level in the school in 2009.

The number of children in Year 6: 93

National Curriculum Assessments - End of Key Stage 2 2009

% are rounded to the nearest whole number so may not total 100%

SCHOOL RESULTS	A	B	W	1	2	3	4	5	L4+
English – TA %	2	-	1	-	1	-	57	26	83

English – Tests %	-	-	-	-	-	9	53	31	84
Mathematics – TA %	-	-	-	-	-	-	51	29	80
Mathematics – Tests %	-	-	1	-	-	19	53	25	78
Science – TA %	-	-	-	-	-	-	60	32	92
Science – Tests %	1	-	-	-	1	8	68	21	89

National Comparative Data 2009 – End of Key Stage 2 Test Results

NATIONAL RESULTS	A	Below level 3	3	4	5	L4+
English – Tests %	1	1	14	51	29	80
Mathematics – Test %	1	1	15	44	35	79
Science – Tests %	1	-	8	45	43	88

KEY

W Working below the level of the tests.

A Absent.

B Not entered for the tests.