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## Letter from the Head of School.

Dear Parents/Carers,

On behalf of everyone at Sharnford C.E. Primary School I would like to extend a very warm welcome to our school.

Sharnford C.E. Primary School is a small school serving the villages of Sharnford and Wigston Parva. We work in a hub of schools along with All Saints C.E. Primary School and Ullesthorpe C.E. Primary School. The schools are jointly managed by one Executive Principal and a head of school based in each school; working together to enhance the provision for children in each village. We are part of Inspiring Primaries Academy Trust.

Our staff are kind, caring and dedicated - not only to each and every child's educational progress - but also to their social and emotional development. As a school we feel proud that we are known to parents, carers and children as a place that prides itself on its 'family feel'. We enjoy knowing that every child who walks through our doors is well-known to all staff and cared for in equal measures.

We see education as a partnership between home and school and we hope that you, as parents and carers, will soon feel part of our school community as we work together. We have a very pro-active governing body who work closely with all stakeholders to ensure the school continues to thrive. Our Parent Teacher Association (PTA) is very active and is always seeking support from new parents and carers as they organise many events throughout the school year and raise funds to support the school.

We look forward to welcoming you to our school family.

Yours sincerely



Mrs Sharon Boyd-Hope  
Head of School

## Our School Vision

*‘Many hearts make our school nourishing, flourishing and fruitful.’*

Jesus said, “I am the vine and you are the branches. If you stay joined to me, and I to you, you will produce plenty of fruit.”

(John 15:5)

Our school is made up of ‘many hearts’ and together we make our school family. We are all joined together as branches are to the vine. Just as gardeners look after their plants by watering, feeding them and pruning them, so too the whole school family, guided by the teachings of the Bible, nourish each other in order that everyone is fruitful and is enabled to flourish. Being fruitful is about the children themselves (their social, emotional and academic growth) and the school community as a whole being fruitful within the community (charity work, acts of service, links with the churches). Our school’s Christian values of perseverance, friendship, forgiveness justice, respect and thankfulness help us to grow together as one.



## School Contact details:

Sharnford Church of England Primary School  
 Henson Way  
 Sharnford  
 Hinckley  
 Leics. LE10 3PN  
 Tel: 01455 272456                      E-Mail: [sharnford@ipat.uk](mailto:sharnford@ipat.uk)  
 Web address: <https://www.sharnfordprimaryschool.com/>

## Current staffing.

Member of staff	Teaching / Support.
Lee Evans	Director of School Improvement
Sharon Boyd-Hope	Head of School
Chloe Spence	Year 5/6 Class Teacher
Sharon Boyd-Hope Celia Haltof	Year 3/4 Class Teacher
Rosie Wright Gemma Hector	EYFS Year 1/2 Class Teacher
Deb Tithecott	SENDCo
Lesley Stevenson	Family Support Worker
Tania Ferreira de Almeida	Higher Level Teaching Assistant
Tracey Leggetter	Learning Support Assistant
Trish Hobbs	Learning Support Assistant
Sarah Hopkins	Learning Support Assistant
Karen Love	Learning Support Assistant
Carol Proctor	Office Manager
Jacqui Dixon	Receptionist
Chris Hall	Director of Finance
Andrew Riches	Chief Executive Officer
Richard Emmerson	Premises Officer



## **Governors.**

The Governors of the Federation are appointed or elected for a four-year period. They include:

1 Ex-Officio

1 Ex-Officio Incumbent appointed by the Diocesan Board of Education - Foundation

8 posts appointed by the Diocesan Board of Education - Foundation

4 posts elected by the Parents – 2 each school

2 posts elected by the staff - 1 each school

2 posts attendees

The Governing Body meets four times a year and in smaller committees throughout the year. The sub committees are Standards, Closing the Gaps and Spiritual, Social, Moral and Cultural Committee.

If you wish to contact either our Clerk to Governors or the Chair of Governors, the details are:

Mr G Grimes  
Clerk to Governors  
c/o Sharnford C. of E. Primary  
Henson Way  
Leicestershire  
LE10 3PN

Mr Mark Jones  
Chair of Governors  
c/o Sharnford C. of E. Primary School  
Henson Way  
Leicestershire  
LE10 3PN

### **Our commitment to equality for all and against any type of racial discrimination is summarised as follows:**

Sharnford wishes to promote equality of opportunity for all, and good relations between people of different racial groups. Racially offensive language or behaviour is unacceptable in our school where we aim to develop attitudes and ways of behaving that are appropriate to living in a society which wishes to eradicate racism.

## Current school organisation.

At Sharnford we have:

Holly Class - EARLY YEARS FOUNDATION STAGE (EYFS) Y1/Y2

Hazel Class - Year 3 and Year 4

Redwood Class – Year 5 and Year 6

Children transfer to Secondary School at the age of 11+.

## The school day.

### Morning session

8.45 a.m.	Gates open and children may arrive from this time.
8.55 a.m.	Start of morning school (registers close at 9.05am).
10.45 a.m.	Break.
12.00 noon	Lunch

### Afternoon session

1.00 p.m.	Start of afternoon session.
2.00 p.m. – 2.15p.m.	EYFS and Key Stage 1 play time.
3.15 p.m.	School ends.

The school's responsibility begins at 8.45 a.m. and therefore children should not be on the premises before this time. Parents who send their children early must accept responsibility for them until the doors open. Children in EYFS and Key Stage 1 enter school via the main entrance and the others through the gates leading to the mobile classrooms. Registration is taken promptly at 8.55 a.m. after which a child is classed as late or absent if arriving after 9am.

*Please be on time, children who arrive late miss out on vital information given about the work for the day and it is not always easy for the teacher to go back over the arrangements for one child.*

At the end of the day, EYFS and Key Stage 1 children can be collected from the gate. Key Stage 2 children will leave from the green gates next to the mobile classrooms. Please be as punctual as possible to collect your child. If you are unavoidably detained or have arranged for someone else to collect your child, please telephone us - it is distressing for a child to be left indefinitely.

## Play times.

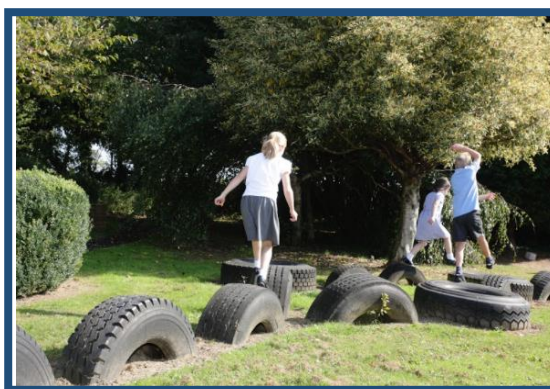
*During break children in Key Stage 2 may choose to bring healthy snack such as fruit or cereal bars to eat. We are a healthy school and as such, the children are not permitted chocolate, crisps or chocolate-covered items at break time. Children in the Foundation class and Key Stage 1 will be offered a piece of fruit each day thanks to the National fruit scheme. We hope that you will encourage your child to try the food available.*

We have two playgrounds and a large field for the children to use during playtimes and dinner times providing plenty of space for all. On hot days children are encouraged to bring a sunhat and sun cream. On cold days they will need a coat even if they have come to school in the car.

Children are encouraged to bring a clean water bottle to school each day so that they have access to a drink throughout the day. This is kept in the classroom. Water bottles should be labeled with the child's name.

Our Early Years and Key Stage 1 children play on the lower playground, where they are able to enjoy playing with scooters, trikes, small equipment and in the play house.

Key Stage two children have access to a large playground with benches and picnic tables and part of the field. Football is always popular and a designated area is set aside for this purpose. They have a ball wall, basketball nets, tyre park, a climbing wall and access to play small playing equipment.



## **Lunchtime arrangements.**

Dinners are eaten in the school hall where both children eating meals and sandwiches dine together.

Our meals are provided through Taylor Shaw who give excellent cooked meals. Dinners can be taken any day and should be paid for via Parent Pay.

Pupils whose parents are in receipt of benefits may be entitled to free school meals. Please call at the office to complete the necessary forms.

Since September 2014 all children in reception, year one and year two are entitled to a free meal every day.

Children bringing a packed lunch should do so in a separate container/ box which will be stored in the cloakroom. All drinks should be in an unbreakable bottle and no fizzy drinks are allowed.

Children are able to choose where they sit to eat their lunch. Staff on duty will encourage children to eat but will not force children to eat all of their food. Please contact school if you have any concerns about your child's eating habits.

## **Jewellery.**

Only simple digital or analogue watches are allowed, and stud earrings (no hoops please) for children with pierced ears. All other items are potentially dangerous and therefore must not be worn at any time. *No Smart watches are allowed.*

(Please see guidance on Safety in P.E.)



**Lost Property.**

We discourage the children from bringing toys or items of value to school as we cannot accept responsibility for any items lost or damaged.. We do make every effort to help the children look after things and despite taking every precaution to safeguard personal property in school, things do sometimes go missing. The County Council holds no insurance to cover losses or damage to personal property.

**IN YOUR OWN INTEREST, PLEASE ENSURE ALL YOUR CHILD'S PROPERTY IS CLEARLY LABELLED** - We have a huge amount of unnamed clothing each term which is never claimed and ends up in a charity shop!

**Book Bags/rucksacks.**

In EYFS/KS1 we encourage children to have a school book bag so that all paperwork and books are kept securely. Children in KS2 can bring a small rucksack instead to keep in their locker.



## Uniform expectations

Here at Sharnford we pride ourselves in being smart, well presented and ready for learning. It is our school policy that all children wear school uniform when attending school, or when participating in school-organised events outside normal school hours.

We also wish to ensure uniform is affordable, therefore whereas some items of uniform can be bought from our school uniform provider (Hole in the Wall), all items are easily available to source from local shops or supermarkets.

**We ask that the children are always in our school colours at all times and should not wear different coloured items or items with logos.**

### School Uniform

#### GIRLS

- Grey, black or navy skirt, shorts or trousers
- White or blue shirt
- Navy blue school sweatshirt or navy-blue jumper or cardigan
- Navy blue fleece
- Black, grey, navy blue or white tights or socks
- Black or brown shoes



#### BOYS

- Black, grey or navy-blue trousers or shorts
- White or blue shirt
- Navy blue school sweatshirt or navy-blue jumper or cardigan
- Navy blue fleece
- Black or grey socks
- Black or brown shoes



Please be aware that the children are not to wear any jewellery, except for a watch and/or stud earrings (no hoops please) and they will be asked to remove any items for safekeeping. Smart watches are NOT permitted.

## PE Uniform

P.E. Kit – which children can arrive in on PE days.

We ask that all pupils wear the appropriate kit for PE days and **do not come to school in branded wear, pull string hoodies, football kits, colours or clothes that are not in line with our policy.**

*Earrings – should be taken out for PE days. If they cannot be taken out, please provide your child with tape or tape them up before the school day begins.*

### **PE Kit:**

- White t-shirt -plain
- Black or navy shorts of appropriate length
- Black or navy skort
- Black or navy joggers
- Black or navy leggings
- Black or navy PE hoody – WITHOUT A PULL STRING NECK (for safety reasons)
- Appropriate trainers for outdoor use



### **Footwear**

- The children are to wear sensible school shoes that are black or brown.
- No high -heeled shoes, open-toed sandals or flip flops should be worn.
- In winter time, winter black shoes or black boots may be worn – fashionable boots like Ugg boots are not allowed to be worn in school.
- Children coming to school during the winter months who wear boots should bring their school shoes to change into.

## The school curriculum.

### Early Years Foundation Stage.

The period from age 0 to five years is called the Early Years Foundation Stage (EYFS). This is the period before the National Curriculum starts.

The curriculum for the Foundation Stage is concerned with:

#### Prime areas of learning: -

Communication and language development:

- Listening and attention
- Understanding
- Speaking

Physical development:

- Moving and handling
- Health and safe-care

Personal, social and emotional development:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

#### Specific areas of learning: -

Literacy development:

- Reading
- Writing

Mathematics development:

- Numbers
- Shape, space and measures

Understanding of the world:

- People and communities
- The world
- Technology

Expressive arts and design:

- Exploring and using media and materials
- Being imaginative



## The National Curriculum.

Planning for the children's work follows the guidance of the National Curriculum, which aims to provide all pupils with broad and balanced educational experiences. The National curriculum sets out the core of knowledge, skills and concepts that all children are entitled to be taught. These skills are progressive and enable pupils to develop according to their ability and potential. As a school, and Trust, we follow CUSP curriculum from year EYFS to Y6.

### English.

The main aim of our English curriculum is to enable all children to communicate effectively, through the development of their reading, writing and speaking and listening skills.

Our planning is cross-curricular and follows the required key objectives for each year group, as well as the range of fiction and non-fiction that children must cover. English is delivered through a timetabled daily lesson, which contains a combination of class teaching, group work and independent work through which the key skills of reading and writing are taught. Literacy activities use a wide variety of stimuli and are planned to maximise both learning and children's enjoyment of the subject.

### Mathematics.

In Maths we seek to provide opportunities for children not only to develop the necessary knowledge, skills and understanding but also to develop confidence and enjoyment of the subject.

We see mathematics as a life skill and believe that accuracy in number skills, logical thinking and the ability to apply mathematical knowledge to everyday problems are essential. Our scheme of work places a strong emphasis on number work and mental calculation. A wide range of equipment and resources are used to provide children with practical and interactive mathematical experiences, including calculators and computers.

The daily Mathematics lesson provides children with the opportunity of working both independently and cooperatively.

### Religious Education.

We are a Christian school and as such, our planning is primarily taught through 'Understanding Christianity' unit planning. Children learn about Christian belief, Christian lives, family, creation, the Bible church and festivals. They also compare Christianity to the other major faiths.



**Science.**

In science children are taught to observe, question, solve problems and draw conclusions. They investigate through the use of practical activities, research and teacher led demonstrations. They are encouraged to explore scientific ideas and concepts as well as learning about the world around them. All science work is taught in ways that help to build upon children's previous learning whilst extending their level of knowledge, skills and understanding.



**Design technology.**

This is largely a practical subject where the children design, plan and make products. They learn to use a wide variety of materials and simple tools, as well as learn to plan simple meal dishes by preparing foods to cook and eat. Children are taught to critically evaluate what they make in order to improve.

**Music.**

In music we aim to foster the children's understanding and enjoyment through an active involvement in listening, composing and performing.

There are opportunities for the children to sing as a school in our daily worship, take part in nativities and productions and be a part of wider singing and performing opportunities.



### **Physical Education (P.E.).**

We believe that P.E. not only contributes to the child's physical development but also gives a sense of achievement, enjoyment and confidence. It not only helps to develop their individual level of fitness, but also enables children to work cooperatively in a group, fostering team building skills and strategies. The children experience a wide variety of sporting activities covering gymnastics, dance, games and athletics. Through these they develop their knowledge, understanding and skills by planning, performing and evaluating their work. The children have an opportunity to learn or improve their swimming in years three and four.

The school is committed to providing children with as many opportunities to experience and enjoy a range of sports and professional coaches have visited the school to teach football, hockey, tag rugby and tennis.

Through our work with Leicestershire School Sports Partnership we have been able to develop the range of intra and inter school sports festivals our children take part in. This is encouraged to establish a healthy sense of competition and the opportunity to learn to take loss and disappointment in a group situation.

During their time with us children will also have the opportunity to go on outdoor pursuits residential holiday. With the support of staff and parents we are also able to offer multi-sports, football, netball, dance and athletics clubs.

***We place great importance on the children taking part in PE and being correctly dressed for it. If a child is well enough to be in school, we expect them to participate unless there are extenuating circumstances. If for any reason you wish your child to be excused, would you please write a short note explaining the circumstances, otherwise they will be expected to take part.***



**Art.**

Our aim is to give all children opportunities to express their ideas, thoughts and feelings about their environment through the use of a wide variety of materials. Different techniques and skills are taught to enable children to express and develop their ideas and experiences creatively.



**Geography.**

Through geographical study we aim to help children to develop their interest in, and enthusiasm for, their surrounding and the wider world. Their studies enable them to appreciate a variety of physical and human conditions in the world and begin to understand what it means to live in one place as opposed to another. They learn how people can affect and change the environment and are encouraged to develop a sense of responsibility towards its care.

**History.**

We aim to develop an appreciation and interest in the past through using a range of primary and secondary sources. The children learn about some ancient civilisations, as well as other key periods in history such as Britain in the War, Post war Britain and the history of the local area.

Visits to museums, artefacts, themed days and visitors all help to bring history alive.



**Information and Communications Technology (ICT).**

ICT is an integral part of the school curriculum where children learn the skills which prepare them to use ICT in the wider curriculum.

We have 25 laptops/chromebooks stored in a charging trolley which are able to be moved into each classroom when required. They are linked to the Internet, the school's virtual learning platform and the National Grid for Learning. Children are able to work with digital cameras, iPad's, a computer compatible microscope, programmable toys and control boxes.

The safety of our children is very important, access to the Internet is filtered and our school procedures ensure that an adult always supervises children using the Internet. Children receive lessons on e-safety. In addition, parents are asked to give permission for their child to use these facilities.



## **RSE.**

We aim to prepare, help and support children through their physical, emotional and moral development by helping them to learn respect for themselves and for others. We aim to provide them with a healthy knowledge and understanding of human reproduction and much of this work will form part of the Science curriculum.

We will respond appropriately and sensitively to children's questions as they arise and help children to appreciate the value of marriage and of family life in all its forms.

## **Drugs Education.**

Teaching about the use of drugs, both good and bad is included in both science and health programmes of study with the aims of:

- Giving children the facts appropriate for their ages
- Emphasising the benefits of a healthy lifestyle
- Enabling children to make responsible choices, now and in later life

Should a child be found in possession of a controlled drug or any other product which can be used as a stimulant or sedative (e.g. alcohol, glue) the drug or other product will be confiscated; the child will receive appropriate care and supervision; the Head teacher will be informed; parents will be informed and the police will be informed if appropriate.

Further action may be necessary following a full investigation.

## **Emotional Literacy Support Assistants (ELSA).**

We have trained ELSAs at Sharnford. They are specialists with a wealth of experience of working with children and young people to support their emotional development. They help the child to cope with life's challenges and support them to find solutions to problems they might have.

## **Family Support Worker**

As a hub, we are very fortunate to have a Family Support Worker who provides assistance to our families, including practical help with attendance, advice, referrals to gain support and who also acts as a liaison between our families and school.

## **Medicines in school.**

If your child is acutely ill or requires a short course of medication, e.g. antibiotics, s/he should remain at home. If it is felt by the G.P. that s/he is fit enough to return to school, the dosage should normally be adjusted so that none is required at lunchtime.

In the case of long-term medication, we will administer medicines following the guidelines on the voluntary administration of medicines as set out in the Local Authority's Code of Practice No. 5 (found on [www.leics.gov.uk/schooladvice](http://www.leics.gov.uk/schooladvice) )

- Any staff who agree to administer medicines do so on an entirely voluntary basis and cannot be held responsible for loss, damage or mishap to or with the medicines.
- Medicines will only be administered by staff who have been First Aid trained

### **No medicine will be administered by staff unless clear written instructions have been given by parents or legal guardians and school has indicated it is able to do so.**

- Parents or legal guardians must take responsibility to update school of any changes in administration and maintain an in-date supply of the medication.
- All medicines must be clearly labeled with the child's name, route i.e. mode of administering oral/aural etc, dose, frequency and name of medication being given.
- Emergency medication and reliever inhalers, will follow the child at all times e.g. to the sports field, swimming, external visits etc.

Children may carry their own emergency treatment with them, but if this is not appropriate, the medication will be kept in a red medical bag and the teacher in charge will transport it to the various out of class activities.

- Inhalers carried by the child should be carried either in a bum-bag or pocket and be clearly labelled with the child's name and dose.

A register of all children with medical needs is kept in each class register for access by teaching and supply staff.

PLEASE NOTE: Medication such as 'Strepsils' are classed as drugs and should only be brought to school if the appropriate form is completed and handed to the secretary.  
The "Administration of Medicines" forms for completion are obtainable at the office.

## **Head Lice.**

This is a fairly common problem in schools but one that needs to be treated quickly, so it is essential that parents check their own child's hair regularly. Lotions and shampoos can be bought from the chemist and an overnight treatment will get rid of the problem.

Parents often get upset when their children get head lice, but in reality, it is just one of those things that gets passed on in school and is nothing to be ashamed of, in fact, head lice like the cleanest hair!

## **Illness in school.**

When a child is taken ill at school we make every effort to contact parents if we regard it serious enough to send the child home. If a child has an accident and we consider he/she requires hospital treatment, we will again make every effort to contact parents or the emergency contact we have been given. If this fails, we take the child to hospital and continue to try and contact you once there. For this purpose, when your child is admitted to school, we ask you to confirm consent on Arbor to first aid treatment being given, if necessary, in your absence. Minor cuts and bruises are treated in school. Any bumps to the

head are always reported to parents and we will contact you if we consider it to be serious.

### **Absence Procedures.**

*When a child is absent from school because of illness or other permissible reason, a telephone call or visit to the office before 9.30am is required on the first day of absence.* It is a statutory requirement for schools to record absences as authorised or unauthorised.

Where a child's attendance level gives cause for concern, parents are contacted and the school may request that Family Support Worker becomes involved.

### **Request for Holiday Absence.**

*We request that families try to avoid taking holidays during term time.* When children are taken out of school they miss important aspects of their education and may take a while to settle back into school after coming back from holiday. We recognise that family circumstances may be such that taking a holiday during term time is unavoidable. If you are proposing to take your child / children away at a time other than during a school holiday, please complete the necessary form. The Government has decided that no holiday can be authorised therefore any holiday taken during term time will be noted as unauthorised and the Local Authority may issue you with a Penalty Notice.

### **Leaving during School Hours.**

No child may leave the school premises during the day unless collected by a parent or supervising adult.

### **Change of Address.**

It is most important that the school is kept informed of your current home address, work addresses and relevant contact numbers in case of emergency.

*Please let the school know **immediately** if any of your contact details change.*



## **Special Educational Needs.**

It is our aim and belief that all children should be supported so that they are able to fulfil their potential. As a school, we aim to provide a broad and balanced curriculum for all our pupils together “educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age” for children with Special Educational Needs.

Their teacher continually assesses the progress of each pupil with feedback to parents. Any concerns will be discussed with the school’s Special Educational Needs Co-ordinator (SENDCo). Children who are experiencing learning difficulties are helped in varying ways according to their need. Using the guidelines of The Code of Practise for Children with Special Needs, the school adopts a graduated response in order to help pupils with SEN, recognising that there is a continuum of SEN. Where a pupil’s progress is not at expected levels, it will become necessary to take action to enable the pupil to learn more effectively.

**Special Educational Support (SEN Support)** – the school identifies that a pupil has special educational needs, the class teacher provides interventions that are additional to or different from those provided as part of the school’s usual adapted curriculum and strategies. The class teacher and the SENDCo may also be provided with advice or support from outside specialists.

**School Request for Statutory Assessment** – If the help given by the school through SEN support has not been sufficient to enable the pupil to make adequate progress, it will be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority. to initiate a statutory assessment.

## **Education, Health Care Plan (EHCP).**

The Local Authority considers the need for an Education, Health Care Plan (EHCP) and, if appropriate, issues an EHCP.

Parents are encouraged to approach the class teacher or the Special Educational Needs Co-ordinator (SENDCo) to discuss concerns they may have about their child’s progress.

## Collective Worship.

Each school day we hold an act of Collective worship which is Christian in nature. This is an important and special part of the day when the whole school meets together. The themes for our Worship are guided by our Christian values, the Diocesan Board of Education, and are based on a mixture of Bible and moral stories. We cover topics such as our Christian Values of friendship, forgiveness, justice, respect and reverence, thankfulness and perseverance plus day to day issues and religious festivals. We are very lucky to receive worship led by Rev J Hover, Rev M Lambert, Rev R Lambert and Mrs S Grice. Once a fortnight worship is led by our "Open the Book" team, a group of volunteers who act out various Bible stories. On Fridays we hold our Celebration Worship, where staff nominate children who have followed the Christian values during the week. Parents are invited to class workshops each term where each class leads our worship. Special services are held at Christmas, Easter and at the end of the academic year.



## The Library.

Our library consists of a range of books, and children visit the library each week with their teachers and are able to choose a fiction and non-fiction book. The library is also open for children to choose a reading book.

Thanks to generous donations from Helen Smart, Blaby District Council and our PTA, we have been able to build a new library and group room area!



## The Wider Curriculum – Visits and Visitors.

Throughout the school year educational visits are planned to support and enrich the curriculum. These provide children with stimulating and exciting opportunities to broaden their knowledge and understanding; adding a whole new dimension to their learning. Recent trips have included Bosworth Battlefield, Stonehurst Farm, Warning Zone, Belgrave Road, Leicester, Martyrs Church and Shree Temple.

Children in Key Stage 2 have the opportunity to participate in a residential visit. Here the children are able to enjoy numerous outdoor adventurous activities.

A risk assessment is prepared for all visits and the school only uses reputable coaches with seat belts.

We believe that visits and visitors help bring children's learning to life. However, in order to make such opportunities available to the children parents are asked to make voluntary contributions towards these. At all times the school endeavours to keep costs to a minimum, ensuring that the trip or school-based activity offers value for money. Regrettably, if insufficient financial support is received visits may have to be cancelled.



## **Charging and remissions.**

The IPAT charging and remissions policy is based on advice from the Department for Education (DfE) on charging for school activities and the Education Act 1996, sections 449 to 462. In effect this means that voluntary contributions or charges will be requested to cover the costs of school visits and some other activities. There is no obligation on the part of parents to contribute and no differential treatment of pupils will be made. Parents who receive Family Credit or Income Support payments should contact the Head of School, as help may be available if there is any financial difficulty. All enquiries will be treated in the strictest confidence.

Parents are asked to contribute towards the costs of swimming.

## **Extra Curricular Activities**

We place great value on the importance of clubs and activities that take place in addition to the children's lessons. Extra-curricular activities have recently included gardening clubs, a worship club, a board games club, as well as activities such as tennis, athletics and basketball. These extra activities take place either during lunchtime or after school; they may be open to all children or sometimes run for a particular group. We are constantly looking for ways to extend the range of activities we are able to offer.



## **Before and After School Care.**

Before and after school care is currently offered by Kidspace, a before and after school care club based at the Evergreen Hall, Sharnford. There are also local childminders available.

## **Assessment..**

### **Why do we assess our pupils?**

We use a variety of assessment strategies, all designed to give us a clear picture of each child's progress. Assessment results are then used to set both individual and whole school targets for improvement and these are shared with parents each term. Regular assessment helps us to track each child's progress, helping to ensure that they are achieving their potential. It allows us to celebrate success as well as guiding children in the next steps of their learning.

### **How do we assess our pupils?**

- Daily marking/ discussion with the pupils.
- End of topic assessments.
- Screening tests for reading.
- National tests in Reading, grammar, spelling and maths for Year 6 (SATs)
- Multiplication check for Year 4.
- Phonics Screen in Y1
- Non – statutory tests in English and Maths at the end of each term.
- Baseline assessment at the beginning of EYFS
- Teacher assessment at the end of each year.
- Annual reports to parents in the summer term on progress in all subjects.

## **Partnership with Parents.**

We believe that a good relationship between home and school is essential. We want the very best for your child and need your help and support to achieve this. There are many ways in which we seek to develop our home – school links; these are just some of them!

### **Induction.**

We aim to make your child's transition into school as smooth as possible. Staff will visit the local play school to talk about your child. Staff will also arrange a meeting with parents and carers to discuss your child and we normally invite the children to spend some time in the setting.

### **Parent /Teacher Consultations.**

Parents are welcome to call or email at any time to see or talk to either a teacher or Mrs Boyd-Hope. However, it is a good idea to arrange an appointment so that we are able to make time to discuss matters with you properly.

Parents' evenings are held in the Autumn and Spring terms, when parents can meet teachers to discuss their child's progress and share any concerns that may have arisen. Our written reports are sent out to parents at the end of the Summer term.

**Homework.**

Homework plays an essential part in reinforcing and extending children’s learning. It provides parents with an opportunity to become involved in their child’s learning. Homework is set regularly and consists of reading, spelling, phonics, maths and a topic related activity.

**Parent helpers.**

We are always very grateful for any time that parents or relatives may be able to spare to support us at school. Some of our helpers hear readers, or help in other curriculum areas such as cooking and art. All volunteers are asked to complete a Disclosure and Barring Service criminal record check (DBS).



**Parents Teacher Association.**

Our PTA work tremendously hard throughout the year organising events for the children, parents and the whole community. They hold regular meetings and welcome all parents. Recent fund-raising events include family discos, Easter Egg hunts and pyjama days! Money raised is used to further enhance our children’s education and donations have been made towards our new outdoor library, ELSA equipment, books, PE bags, Leavers’ trips and hoodies as well as visits by the Life Education Caravan,

## **Behaviour Policy.**

We aim to create a happy, caring atmosphere where children feel secure and can fulfil their potential by praising good behaviour and enforcing clear consequences for inappropriate behaviour. Our behaviour management policy is based upon Restorative Justice, which is applied consistently and fairly at all times and is understood by teachers, children and parents.

Our three main rules are Respect, Respectful, Safe

At Sharnford Church of England Primary School we:

- ☺ Positively encourage appropriate behaviour from all children at all times.
- ☺ Reward the children for their appropriate behaviour.
- ☺ Ensure that all children understand the consequence of inappropriate behaviour.
- ☺ Endeavour to create an atmosphere in which children's self esteem can flourish.

Each week each member of staff will nominate someone for our weekly certificate – this can be for kindness, politeness, helpfulness, or hard work. These will be given out in celebration worship on Friday and placed in the golden folder in the library.

### **Consequences.**

We do not overlook or dismiss poor behaviour and deal with this using sanctions. Each class has a display of expectations and sanctions. Children are warned through a series of steps that their behaviour is unacceptable.

If we have concerns about your child's behaviour at anytime we will contact you.

## **Complaints Procedure.**

The 1988 Education Reform Act sets out a procedure for dealing with complaints relating to the curriculum. The aim is for complaints to be dealt with quickly, effectively and sympathetically but in an official manner.

All complaints about any aspect of school life must initially go to the Head of School who will in most cases be able to solve the problem. This is the “informal stage”. Should a greater degree of formality be required, the Chair of Governors may be contacted. Any complaint that cannot be solved in this way enters the “formal stage”, where the Head of School advises the parent how to take the complaint to the Local Authority. The Local Authority cannot consider a complaint, which has not previously been directed to the school.

## **Security.**

The safety of the children and all those in school is a high priority. Consequently, various additional measures have been taken to increase security during school hours.

From 8.55a.m - 3.15pm our doors are locked and entry to the school is via the main entrance, which is controlled by the school office. Classroom doors are kept closed during lesson time for further safety. All visitors to school, including parents, who are staying on the premises after 8.45a.m. are asked to sign in at the office and to wear a “Visitors” badge. Whilst not wanting to make school a fortress or totally inaccessible to legitimate visitors, we know parents will appreciate the necessity for these measures and please bear with us if for any reason they are kept waiting when seeking entry.

## **Child Protection.**

Children have the right to receive the highest possible standards of care and to be protected from abuse. At Sharnford, we take our responsibilities seriously and are committed to following child protection procedures as laid down by legislation.

We have a comprehensive Safeguarding Children Policy, staff receive training each year and all staff, students and regular parent helpers and volunteers undergo a Disclosure and Barring Service (DBS) check. Should we ever have any cause for concern over parental or teacher care of a child, it could be necessary that details are referred to the investigative agencies, but this should be seen as a constructive and helpful measure.

Concerns have been raised about the possible misuse of photographs and videos taken of children at school events. Therefore, we do not allow photos to be taken during whole school events such as sports days, nativities and worships. Parents are asked to confirm parental consents on Arbor annually.

**Academic Year 2025 – 2026**

**AUTUMN TERM**

**School opens Tuesday 26<sup>th</sup> August to Thursday 16<sup>th</sup> October 2025**  
*(Closed for August Bank Holiday on Monday 25<sup>th</sup> August 2025)*

*Half term break Friday 17<sup>th</sup> October – Friday 24<sup>th</sup> October 2025*

**School opens Monday 27<sup>th</sup> October to Friday 19<sup>th</sup> December 2025**

*Christmas break Monday 22<sup>nd</sup> December 2025 – Monday 5<sup>th</sup> January 2026*

**SPRING TERM**

**School opens Tuesday 6<sup>th</sup> January to Friday 13<sup>th</sup> February 2026**

*Half term break Monday 16<sup>th</sup> – Friday 20<sup>th</sup> February 2026*

**School opens Monday 23<sup>rd</sup> February to Friday 27<sup>th</sup> March 2026**

*Easter break Monday 30<sup>th</sup> March – Friday 10<sup>th</sup> April 2026*

**SUMMER TERM**

**School opens Monday 13<sup>th</sup> April to Friday 22<sup>nd</sup> May 2026**  
*(Closed for Bank Holiday Monday 4<sup>th</sup> May 2026)*

*Half term break Monday 25<sup>th</sup> May – Friday 29<sup>th</sup> May 2026*

**School opens Monday 1<sup>st</sup> June to Thursday 9<sup>th</sup> July 2026**

*Summer break Friday 9<sup>th</sup> July – Friday 21<sup>st</sup> August 2026*  
*(Closed for Bank Holiday Monday 31<sup>st</sup> August 2026)*