

BARFORD PRIMARY SCHOOL



‘nurturing, motivating, inspiring’



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"This school continues to be good"
(OFSTED, May 2018)

Here are a few of the many positive comments from our 2018 Inspection Report:

- **Pupils, staff and governors are proud to be part of Barford Primary School**
 - **Pupils work hard at school and enjoy their learning.**
- **Pupils and adults share respectful and supportive relationships within school.**

- **All groups of children make good progress throughout the school due to effective teaching.**

FOREWORD

This brochure will give you an insight into our school and we hope it will encourage you to pay us a visit, so that you can really get to know how we work.

- Our school has a friendly, family atmosphere which supports all our children, enabling them to enjoy a good quality education incorporating a wide range of experiences.
- We place great importance on the development of good social skills and personal relationships as well as promoting high standards in academic skills, sport, drama, music and art.
- All our children in Key Stage 2 learn a musical instrument and there are opportunities to take part in musical events within and beyond the school.
- We have a wide variety of computing equipment in the school with interactive whiteboards in every classroom and enough laptops to enable whole class teaching of computer skills, as well as a portable suite of iPads.
- Every child in the school is a member of a Buddy Group which include children from each year group. The groups have the opportunity to take part in activities together at playtimes and at other times during the school year, such as sports day.
- We welcome parents into our school as partners in their child's learning. You can come and watch us work and help us with skills you have to offer.
- We are able to offer on-site child-care every evening after school and we offer morning provision every morning. Fun At Barford (FAB) has its own section of our website.
- We are part of the Wymondham cluster of schools and most of our children go to Wymondham High School or Wymondham College when they leave us.
- We are very proud of our children and our school and you are warmly invited to pay us a visit so you can check us out for yourself.

*Mr Matt Dunscombe
Headteacher*

Please also take a look at our website for more information.

www.barford.norfolk.sch.uk



Our Vision

Our vision is to be a supportive and nurturing school community where children are motivated to achieve and are inspired to continue learning in the future.

MISSION STATEMENT – How we will achieve our vision.

Barford Primary School nurtures its pupils by:

- Listening to them and modelling a culture of respect and empathy.
- Providing a secure environment at school from which pupils can explore, challenge themselves and take risks.
- Engaging with families and fostering strong relationships with parents and carers.
- Caring for all pupils as individuals through the excellent practice and dedication of skilled, compassionate staff.
- Promoting and maintaining high standards of behaviour across the school.

Barford Primary School inspires its pupils by:

- Providing a rich and challenging learning experience
 - Offering opportunities to shine throughout the curriculum.
- Following a question-led, enquiry-based curriculum which is shaped by pupils' knowledge.
- Promoting challenge and risk-taking embedded within a growth mindset approach to learning.
- Celebrating individuality, championing difference and encouraging opinion.

Barford Primary School motivates its pupils by:

- Providing support for all, which encourages, reassures and sets no limits.
- Celebrating achievement and effort through rewards and positive praise.
- Having high expectations for academic achievement across all subjects.

- Modelling core values and teaching life skills which form the foundations of success.

Our Vision is supported by our values of:

Equality: everyone will have equal access to every aspect of school life regardless of gender, ability, belief, cultural background or other differences.

Empathy: the ability to understand and share the feelings of others.

Respect: the need to help and respect other people.

Responsibility: understanding that each of us is responsible for what we do and that we must not put the blame on others.

Self-discipline: the importance of self-discipline and control of impulses.

Resilience: the ability to carry on striving for excellence even after disappointments and when it is difficult.

Friendship: the importance for us all to have warm, caring relationships which support and nurture us.

Ambition: the importance of always aiming to achieve the most that we can.



GENERAL INFORMATION

CLASSIFICATION

Barford Primary School is a Community School maintained by Norfolk County Council. It caters for the educational needs of the 4 – 11 age range.

The address of Norfolk County Council's Education Department is:

County Hall
Martineau Lane
Norwich NR1 2DL Tel: 01603 222146

THE SCHOOL BUILDING

The original part of the school was built in 1877. At present the children are accommodated in the main school building and in a recently built two classroom base for Key Stage 2. The children are arranged in four classes of mixed age-range and mixed ability. The organisation of year groups into classes varies from year to year and is dependent upon the numbers of pupils in each cohort.

The main school building houses two classrooms, the school kitchen, computer room, library, offices, staff room, resource room and hall. We also have a new purpose built Key Stage 2 block with two classrooms, toilet facilities and a group support room (part funded by the Friends of the School) at the rear of the main building.

The before and after school childcare club 'Fun At Barford' (FAB) is run from the hall with its own kitchenette.

The playing field is used for outdoor games and playtimes. We also have vegetable beds and an environmental area with a pond, which we use for Forest Schools and the children have developed a drought garden with Anglia Water which will not require mains water irrigation. Our youngest children have a wonderful, canopied outdoor play area, which is used throughout the day and in all weathers.



SCHOOL ORGANISATION



Barford Primary School Admissions Policy

As a community school Barford School follows the Norfolk County Council policy for first admission to school which is as follows:

By law, children must start statutory education full-time at the beginning of the term following their fifth birthday. All parents of children born between 1st September and 31st August must be offered a full time place from the September before their child turns five. Parents are entitled to defer their admission or request that their child attend on a part-time basis, however the child must start school on a full time basis no later than the beginning of the term after their fifth birthday.

What is a part-time place?

A part-time place will be five sessions of three hours per week. Barford School will decide the days and times of the sessions to be offered. A child attending part-time must attend all of the sessions offered. Parents are entitled to defer their child's admission or request that their child attend on a part-time basis. By law, children must start statutory education full-time no later than the beginning of the term following their fifth birthday

If there are more applications for places than there are places available, the Local education Authority will give preference to children living nearest Barford School according to the following criteria in this order of priority:

1. Children with a statement of special educational needs naming that school;
2. Children in public care who are due to start school and live in the area served by the school;
3. Children who are due to start school, living in the area served by the school, who have a brother or sister attending the school at the time of their admission;
4. Children who are due to start school, living in the area served by the school with no brother or sister attending the school;
5. Children who are due to start school, living outside the area served by the school who have a brother or sister attending the school at the time of their admission;

6. Children who are due to start school, living outside the area served by the school who have no brother or sister at that school.

Parents should apply for a place for first admissions through the Norfolk County Council first admissions procedure. This currently requires them to apply for a place by completing a form by mid-January and they will be told of the outcome by a date near the end of April. Late requests will be considered after those returning forms on time. Admissions at any other time will be made by the Headteacher according to the admissions criteria. Please see www.admissionsonline.norfolk.gov.uk/enrol/ for further information.

If you would like to apply for a place at Barford School please contact the Headteacher to register your interest. It is important that you make sure you have completed the county council admission form giving Barford School as your first choice in the autumn term before the year your child starts school. You will usually hear whether your child has a place at the school in April.

If you have any queries about an application for a place at Barford please contact Mr. Dunscombe.

Parents of new admissions will be invited to a meeting at the school some time before their child is due to start school. There will be links established with local pre-school settings and visits made by school staff. New children will be invited for visits near to the end of the summer term. On first starting the autumn term there will be phasing in arrangements as deemed appropriate by the Headteacher and class teacher over the first two weeks.

If you have any queries about the admissions process please either contact the Headteacher at the school or Norfolk County Council Children's Services on 08448 008001

ADMISSION PROCEDURE AND SPECIAL EDUCATIONAL NEEDS

Children with Special Educational Needs and Disabilities (SEND) will be considered for admission in line with guidance outlined in the Code of Practice and with the existing policy of the school on admission. Please refer to the school's SEND Information Report, which is on our website, along with a link to Norfolk's Local Offer.

The Governing Body of the school will not refuse admission simply because it considers the school cannot cater for a child's special educational needs. Individual needs will be discussed with parents as appropriate.

SCHOOL HOURS

Doors open	8.45 am
Registration	8.55 am
Morning Session	9.00 am - 12.15 pm
Afternoon Session	1.15 pm - 3.15 pm

Children should arrive at school between 8.45 and 8.55 am. They remain the responsibility of parents/carers until school staff are on duty from 8.45 am, unless attending breakfast club.

SAFEGUARDING CHILDREN

This school is committed to promoting the health and welfare of all pupils. We are required by law to follow procedures laid down by the Norfolk Safeguarding Children Board (NSCB). If staff see signs which suggest that one of our pupils may have been a victim of abuse (or is at risk of abuse) they will follow clear procedures outlined in our rigorous school policy and protocol.

A full version of the school's Safeguarding and Child Protection Policy is available on request and is also accessible on the school website.

The school's designated safeguarding lead is the Headteacher.

SCHOOL NEWS

Information regarding the school is sent out on a regular basis in the form of newsletters via email. Newsletters are also available on the school website at www.barford.norfolk.sch.uk.

More regular updates on school news and information can be found on our Facebook page – search for 'barford primary nr9.' We are committed to using as little paper as possible for correspondence.

PASTORAL CARE

Class teachers have the responsibility for acting 'in loco parentis'. As a small school, we pride ourselves on knowing our children well and all staff are alert to children needing extra care or causing concern. We take a nurturing approach towards teaching and learning, with a drive to support the growth and development of the children.

HOME-SCHOOL AGREEMENT

Parents and children will be asked to sign and adhere to the school's Home – School Agreement. You will find a copy of this agreement with this Prospectus.

RELIGIOUS EDUCATION, COLLECTIVE WORSHIP AND ASSEMBLIES

Religious Education follows the Norfolk Agreed Syllabus for KS1 and KS2. The syllabus covers the six main world religions but with the greatest emphasis on Christianity. The aim is to help the children acquire knowledge and develop an understanding of a variety of cultures and religions, thus enabling them to evaluate and enhance their own spiritual, moral, cultural and social development.

We have a daily act of collective worship in accordance with the Education Reform Act 1988. The school is non-denominational in character though assemblies generally follow a broadly Christian approach.

Parents wishing to withdraw their child/children from R.E. or the devotional part of the assembly may do so. It is recommended that this matter is discussed with the Headteacher first. Requests for withdrawal should then be put in writing.

EXTRA CURRICULAR ACTIVITIES/CLUBS

A variety of extra-curricular activities are organised during the year voluntarily by the staff. We offer a variety of activities, from term to term. These have included: football, art and craft, bat and ball skills, cricket, rounders, tag-rugby, Bikeability, skipping, netball, cookery, drama, gardening, computing, singing, nature club and dodgeball.

Other opportunities, usually involving sports, may be provided by external coaches. For these sessions a charge may be made. Examples have included football, gymnastics, cricket and dance. These can be after-school or before-school on occasions.

The school can offer opportunities for children to learn to play musical instruments. These lessons have to be self-financing and a charge is therefore made to parents in accordance with the school's charging policy to cover the cost of the teacher and the hire of instruments (if required) from the school.

THE TEAM SYSTEM

All children are placed in a team as soon as they become pupils at the school. There are four teams which are: *Barn Owls*, *Eagle Owls*, *Hawk Owls* and *Tawny Owls*. The system is organised so that the children are in mixed-age grouped teams and during the year competitions/activities are organised in which the teams can participate. The children are encouraged to work as part of a team, supporting and encouraging one another. Teachers can award team points to individual pupils for a variety of positive achievements and behavior in class and around the school. These then feed into a team total which is shared each week. At the end of each term, a winning team is announced.

BUDDY GROUPS

From the Team System, we then split the children into smaller Buddy Groups which consist of around 12-13 children drawn from across all the year groups linked to the teams that the pupils are in. These smaller groups take part in activities such as playtime games, stories, activity days etc. as well as eating lunch together on occasion. Buddy Groups are encouraged to look out for each other in the playground and take an interest in the members of their group. Each group has Buddy Leaders, who are pupils in Year 6.

SCHOOL DISCIPLINE

Children from Barford School have a well established reputation for good behaviour, both in and out of school, and for their positive attitude to work. We teach our children to take pride in themselves and show respect, care and consideration for others. The school has a Positive Behaviour Policy which outlines our procedures, including rewards and consequences. Parents wishing to discuss these procedures or see a copy of the behaviour policy may request information from the school office or access details on the school website.

Celebration assemblies are held weekly to reward and celebrate pupils' achievements and parents of those receiving awards are invited to attend.

HOMEWORK

Our homework policy aims to extend and support learning. Our approach to homework provides opportunities for parents and children to work together and further develops an effective partnership between school and home.

Homework for our youngest children is about talking together, reading together and counting and using money. As children get older we ask them to learn spellings and times tables. By the time they reach Year 6 we are setting more project based homework to aid the transition between primary and secondary school.

PUPIL VOICE

The children are encouraged to share their opinions and communicate their views in a variety of contexts. The school has a thriving School Council, with pupils democratically electing representatives from each class. Issues of concern are discussed and acted upon. There are also opportunities for children to lead initiatives in school linked to matters such as anti-bullying and online safety.

SCHOOL UNIFORM

In consultation with parents, the colours of grey, black, pale blue and royal blue were adopted as basic uniform colours. Our expectation is that all children will wear uniform. We also ask that you please put your child's name on all items of uniform.

Boys

Winter:

Grey or black trousers, blue or white polo shirt, Barford School sweatshirt or fleece, grey socks, black shoes or trainers which are predominantly black.

Alternative Summer Wear:

Grey or blue shorts, blue or white polo shirt.

Girls

Winter:

Grey or black skirt, pinafore dress or trousers, blue or white blouse/polo shirt, Barford School sweatshirt or fleece, white socks, black shoes or trainers which are predominantly black.

Alternative Summer Wear:

Blue striped or checked dress or grey or plain blue shorts, blue or white polo shirt.

N.B. School trousers, shorts or skirts should be of a type and style sold specifically for school uniform. Casual jeans, fashion or sports trousers should not be worn. Jumpers, sweatshirts, polo shirts and shirts should also be of a type and style sold specifically for school uniform. Sweatshirts and jumpers should be those embroidered with Barford School. If alternatives are purchased they should be of a colour as close to the school blue as possible (not black).

Jewellery

For health and safety reasons, children are not permitted to wear jewellery at school. The only exceptions to this rule are small ear studs in pierced ears and watches.

OUR COMMITMENT TO EQUAL OPPORTUNITIES:

We aim to ensure all children have right of access to all learning opportunities regardless of ability, gender, physical ability, racial or ethnic group, religious belief or social background.

The school is committed to following policies and practices which foster anti-racist beliefs and attitudes. It is our intention that these form an integral part of the curriculum to reflect the multicultural society in which we live.

PUPILS WITH DISABILITIES

Barford Primary School successfully supports pupils with a range of disabilities. We aim to admit any pupil with a disability through the normal admission policy providing we are able to meet his/her needs. We will do everything we can to take reasonable steps to meet those needs. In the past we have been hampered by the design of our old buildings. In recent years our main building, including the new hall, has been updated and now has good access for wheelchair users. All aspects of the hall design took into account the needs of disabled users. All of our classrooms have wheelchair access. Toilet facilities are fully accessible to all pupils. If you would like further information about this, please refer to our SEND section on the school website.

ACCESSIBILITY PLAN

The school has prioritised disabled access to its buildings and the physical accessibility of the school has been increased. The main front entrance and the side entrance to the school are fully accessible. The Early Years Play Area is fully accessible as are all of the classrooms and workspaces used by our pupils.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

There are always a number of children in school whose individual needs may be best served by a personalised programme of work and also special resources. The Wymondham Cluster of schools have developed a policy for Special Educational Needs and Disabilities, which has been agreed by our school Governing Body.

A member of the teaching staff is the Special Educational Needs and Disabilities Co-ordinator. Part of this role is to monitor the progress of these children. Child-Centred Programmes (CCPs) are set up for each child in consultation with the class teacher, parents/carers and most importantly the child. The CCPs are designed to target any specific learning or behavioural difficulty a child may have and are reviewed regularly. The school is keen to maintain regular dialogue with parents/carers and work with them to support pupils appropriately.

RESOURCES

The school employs a number of teaching assistants to support children's learning. This means that supported small group and individual work takes place on a regular basis both in class and as stand-alone learning, along-side the main teaching. High quality staffing is seen as a key resource for supporting learning at the school. We are immensely proud of our support team at Barford and their commitment to nurturing our pupils.

We also have a wide variety of sports equipment and a well-stocked library. The school also subscribes to a number of online resources to supplement learning and homework.

LOOKED AFTER CHILDREN (LAC)

Through its policies, the school aims to promote the educational achievement and welfare of pupils in public care. The governing body is committed to providing quality education for all its pupils including looked-after children based on equality of access, opportunity and outcomes. The designated teacher for looked-after children is Mr Dunscombe.



COMMUNITY

TRANSFER

At the age of eleven children normally transfer to Wymondham High School if resident in the catchment area. They can, if the parents wish, apply for a place at any other high school. Attendance at a feeder primary school is one of the criteria for admission to Wymondham High School.

Most years there are also a few children who take up places at other local schools, including Wymondham College, Dereham Neatherd or Northgate High Schools or Hethersett High School. The school has excellent relationships with all high schools and Year 6 children gain confidence through 'taster days' prior to transfer.

THE FRIENDS OF BARFORD SCHOOL (FOBS)

This is a very active group comprised mainly, but not exclusively, of parents of children at the school. They meet regularly and work extremely hard to raise funds for the school and arrange social occasions. The Friends' organise social events such as quiz nights, BBQs and children's events such as school discos.

FOBS are always looking for new members, so please do come along, get involved and have fun.



PARTNERSHIP WITH PARENTS

We aim to work with parents in a partnership of mutual respect and trust. We want us all to learn from each other so that children can make the best possible start on their journey to becoming confident, independent, knowledgeable individuals.

Parents can keep us informed of children's passions outside school and of any emotional highs and lows. Teachers and other staff can share their professional expertise about learning through individual, year group and subject meetings and thereby enable parents to better support learning at home.

OPPORTUNITIES TO HELP IN SCHOOL

We welcome volunteers and parent-helpers into our school to support us in a variety of ways.

We work with our local High Schools offering work experience placements for their Year 10 students. We also work with local further and higher education providers to offer placements for students.

To adhere to our Safeguarding policies and practice, **ALL** adult volunteers undertake a DBS check before they work in our school. When taking younger students on placement, we liaise with the high schools or colleges to ensure suitability.

When helpers are in school they work within the guidelines set to ensure safe practice is followed. If you would like to volunteer to help, please contact your child's class teacher in the first instance and then come and collect the appropriate paperwork from our school office.

PROMOTING COMMUNITY COHESION

The school plays a major role in village life and cements links through, for example:

- Bringing the local community into the school via a variety of visitors e.g. local TV, local businesses, local farmer etc.
- links with the Parish Church, where we hold a Harvest celebration and a Christmas carol service each year. We also receive visits from the local Vicar (who is a member of our governing body).
- Barford School actively participates in a variety of sport and cultural events across the year organized by the Wymondham Cluster of schools. In the past, these have included:
 - Musical performances at Wymondham Abbey.
 - A major project with the Theatre Royal, Norwich which involved professional-led singing and drama workshops, behind the scenes visits and, finally, a performance of the opera 'Rusalka', written and designed by our children, on the stage of the Theatre Royal.
 - wide variety of sporting events which have included competition between schools and experiences of new sports.
- The school is increasing opportunities for broadening cultural, in particular multi-cultural, understanding by:
 - Considering the lives of different groups and communities especially through work with charities.
 - Wherever possible, making use of curriculum opportunities, e.g. geography and religious education, to consider the lives and beliefs of people beyond their community, with a view to promoting open and tolerant attitudes.

OUR CURRICULUM

THE CURRICULUM

Schools have a responsibility to provide a broad and balanced curriculum for all pupils, that is relevant to each individual's needs.

The National Curriculum provides all pupils with relevant and appropriate challenging work within each year group at each key stage.

The Governing Body have approved the Local Authority's Learning Statement. The school aims to provide a curriculum which is linked and meaningful to pupils. It encourages creativity and enjoyment.

At Barford we apply a question-led approach to teaching and learning. Our curriculum is rich with questions and exploring answers. We highly value vocabulary and promote the use of words for impact across all subjects.

We develop a curriculum which links subjects together into themes. Examples of successful themes from the past include: Adventures in Space, Oceans and Seas, World War Two, Fairy Tales and Mighty Mountains. Teachers plan so that much of the curriculum is incorporated within these themes, with some areas taught as discrete subjects where appropriate. We base our topics around questions we would like to find the answers to. We actively develop our curriculum through the use of drama to achieve greater engagement and excitement. We also encourage children to ask questions about the themes and we continue to develop our plans in response to their interests and concerns.

We value children's interests and first-hand experiences and try to build on these when developing learning. We create opportunities for learners to explore and have access to first-hand experiences. We use the whole school environment as a classroom, especially the excellent outdoor space that we have to enrich learning opportunities.

EARLY YEARS

The Early Years Foundation Stage curriculum is followed by children in Reception. The Foundation Stage includes six areas of learning covered by the early learning goals and educational programmes:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

All the areas are equally important and are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. Assessments are based on what the child is doing in day to day activities.

We value the role of imaginative play for our children and understand that through play in a secure environment with effective adult support, children can:

- practise and build up ideas, concepts and skills**
- learn how to control impulses and understand rules**
- take risks and make mistakes**
- think creatively and imaginatively**
- communicate with others**
- investigate and solve problems**

We believe that this approach should continue into Year One and many aspects remain valuable throughout Key Stage One and into Key Stage Two.

ENGLISH

Barford School places a strong focus on phonics, especially in the Early Years and throughout key stage 1, to ensure strong reading and writing progress. We use the Letters and Sounds programme to teach phonics at a specified time across the school each day. This enables children to learn in groups with others who are working at the same level of understanding.

The school teaches a wide range of reading and writing genres. Wherever possible, texts are selected to fit with the themes the children are currently studying.

READING

Reading is taught and practised through shared, group, guided, paired and individual reading sessions. A love of books is promoted and encouraged throughout the child's school life, and time is regularly dedicated to the discussion of favourite books and authors. All children have access to a wide selection of books within their classrooms and this is enhanced by our well-stocked, separate library area. This is a place where children can come and select books, and also learn more about the book classification system.

We have good links with local book sellers who organise regular readings and sales at the school. We have expanded our reading scheme beyond our core scheme of Oxford Reading Tree to include Project X with a view to improving our provision for older boys.

WRITING

We teach all children to use a fluent, joined script from Year 2 onwards, believing that this is an essential skill that must be taught when children are young. We ensure that children understand the 'ingredients' of good writing and receive

support and instruction to improve. Children learn to write in a variety of styles: narrative, poetic, persuasive, recount, explanatory and instructional.

We know that good writing depends on a mixture of good skills and meaningful, motivational contexts for writing. We use drama and enquiry to stimulate children's enthusiasm for writing and we regularly devote time to extended writing.

We understand that children develop at different times and at different rates and some children will be provided with additional literacy support at different stages during their time in school to help them to develop their reading and writing skills.

MATHEMATICS

The school follows the national curriculum for mathematics. This stresses the development of core number skills represented in a range of different forms – fluency - and builds to the application of mathematics, particularly through reasoning and problem-solving.

Each child experiences mathematics in wide and varied situations, from 'whole class' work to research and practical work involving the application of mathematics in cross curricular studies. We aim to enable all our pupils to focus on both the practical and theoretical application of mathematical skills and concepts to help them appreciate that it is an integral part of life in general.

A great emphasis is placed on developing mental strategies for calculations before any written methods are taught. Children have opportunities to explore number in practical contexts.

The school uses a wide range of mathematical equipment to support understanding of the number system such as Numicon, ten-frames and base 10 block. These provide a practical, visual base from which to build the concept of number.

Whole class teaching includes use of the interactive whiteboard to present activities and engage children.

SCIENCE

Science is taught throughout the school following the National Curriculum. Science teaching at Barford offers opportunities for children to:-

- develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences.
- learn about ways of thinking, finding out about and communicating ideas.
- explore values and ideas through questioning and discussion.

These aims are explored through a programme of study which includes, life processes and living things, materials and their properties and physical processes. Pupils are taught to investigate scientific phenomena through practical experiments and tasks, which are at the heart of each unit of work.



RELATIONSHIP, SEX AND HEALTH EDUCATION (RSHE)

The school will offer an entitlement to all pupils to receive RSHE to ensure their personal health and safety irrespective of age, appearance, gender, ability or specific education or physical needs. This will be taught in a framework which stresses the importance of respect and care for each other and the value of families. Lack of appropriate RSHE can lead to misunderstanding and misinformation which could adversely affect health and relationships throughout life.

RSHE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, committed, stable and loving relationships, respect, love and care. It is also about the teaching of our own biology, sexuality and sexual health.

Aims:

Barford School's RSHE policy has two main aims, broken down as follows:-

Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the values of family life, marriage, and stable and loving relationships for the nurturing of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

HISTORY

Children learn about familiar and famous people, as well as significant events from the recent and more distant past, in order to develop a sense of chronology. They learn about different aspects of local, British and world history and discuss why things happened or changed and the resulting consequences of these events.

They look for similarities and differences between lifestyles today and in the past and they use the language associated with the passing of time.

Using a variety of information sources they carry out enquiries to discover just how and why the past is interpreted differently, developing their understanding of chronology and historical terms.

GEOGRAPHY

We want our children to understand the impact and influence they have in the wider world. Through our enquiry-based curriculum we aim to encourage children to ask questions about the world in which they live, to look for international links and similarities, and to begin to know about and appreciate the rich diversity there is all around us. We use technology to make the most of links, through the internet and email, communicating with children in other parts of the country and also in other parts of the world.

It is important that children develop an understanding of their own community and how it fits within their country and the world and we also wish to make maximum use of wider experiences within our own local community.

Geography teaching contributes to the child's overall development, particularly to their roles as global citizens. Children are given opportunities to foster their sense of wonder at the beauty of the world around them as well as develop a range of investigative skills. We will explore global issues such as looking after the environment, the rights of children and issues of fairness and justice.

ART AND DESIGN

Children develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art and craft in their environment and experience the work of past and contemporary artists of different cultures. They learn to understand line, form, colour, shape, space, pattern and texture and use them to represent their ideas and feelings. Children build on their skills and improve their control of materials, tools and techniques.



LANGUAGES

A foreign language is taught from Lower Key Stage 2 through to the end of Year 6. This involves learning about a language and the people and cultures linked with it. The language/s to be taught in Key Stage 2 will depend on the language skills of staff teaching in the school. Languages are taught using digital interactive materials involving speaking and listening skills, moving onto reading and writing as confidence builds.

PHYSICAL EDUCATION

We promote physical activity and a healthy lifestyle for all pupils. The PE programme allows the children to explore a variety of aspects of physical education and provides frequent opportunities for practice so that they will be able to discover and enjoy a vast range of sporting activities.

Children will learn a variety of basic skills which will lead on to such games as; netball, hockey, rounders, tennis, football and cricket. The programme also includes gymnastic activities, dance, athletics and swimming. Swimming takes place at Hethersett swimming pool, with a focus on pupils in lower key stage two achieving the required standard and level of competence.

SPORTING AIMS

At Barford we aim to enable each child to maximise his or her potential. In terms of sport this means: -

- a) The acquisition of skills in a multiplicity of sports and games – individual, small group and large team activities.
- b) The fostering of team spirit, where the needs of the group rather than of the individual are recognised.
- c) To encourage competitiveness, but not at the expense of “fair” play.
- d) To enable all children to participate and develop the philosophy that sport is available to and can be enjoyed by all.

We are always striving to improve the facilities available at the school for sport. We have our own playing field with a 'trim trail' and a hard play area marked out for netball/basketball practice. We have a multi-purpose hall, fitted with gymnastics equipment; this gives us excellent provision for the teaching of PE.

The school works in conjunction with the local High Schools and other primary schools in the cluster to organize competitive opportunities and shared events.

MUSIC

Time is allocated specifically for the teaching of this subject, and musical activities and experiences occur during other lessons too as music naturally integrates into many areas of the curriculum.



We aim to help each child to become musically aware and as skilled as possible in a wide range of musical experiences. We aim to develop the four basic skills of performing, composing, listening and appraising.

The content of the music lessons varies, with an emphasis on instrumental work, particularly with percussion and singing.

We enable all children in Key Stage 2 to learn to play a musical instrument in a whole class setting.

COMPUTING

We make great use of computers in work across the curriculum. Children need to know the capabilities and limitations of computer technology and how it can be used for their own needs. Computer programs are used to reinforce new concepts and develop problem solving skills. Simulations allow children to explore the effects of particular actions and encourage them to solve problems and stimulate discussions away from the computer. Children are introduced to databases and word processing at an early stage.

We have a bank of 16 laptop computers, which can be used by classes and groups of children across the school for a wide variety of applications. We make great use of digital cameras and iPads to capture images. All our computers are networked and have access to a shared area, as well as to the Internet.

We also have a portable suite of iPads which allow the children to access up-to-date, cutting-edge technology and use this to develop a range of skills.

We have ceiling mounted digital projectors and Interactive Whiteboards in our Key Stage 1 classrooms and SMART TVs in our new Key Stage 2 class bases.

Our safeguarding procedures include teaching children about safe use of the internet and how information should be used appropriately - online-safety.

DESIGN AND TECHNOLOGY

This is a practical, problem-solving subject. Children develop both their design and making skills, as well as their knowledge and understanding, in order to create high quality products, working both individually and in small groups.

Through the process of research, design, making and reviewing, children explore values and attitudes to the constructed world. They also develop an understanding of the contribution of technological processes and their contribution to our society.

Children's individual creativity is nurtured and innovation encouraged throughout the design and making process.

PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (P.S.H.C.E.)

Circle Time gives a focus for discussion of issues relating to class behaviour and peer group relationships. These sessions give the children the opportunity to develop self-esteem and emotional literacy. A long term P.S.H.C.E. plan is in place.

Citizenship is addressed through the development and understanding of rules relating to the school community. Democratic processes are used to elect class and school councils. Pupils are encouraged to use these forums to discuss issues of importance to them and allow children to contribute to decision making in the school.

Our PSHE curriculum covers three distinct areas: Living in the Wider World, Health and Wellbeing and Relationships.

Social and Emotional Aspects of Learning (SEAL) are developed through the SEAL curriculum which is supported in every class and through whole school assemblies.

MONITORING CHILDREN'S PROGRESS

We constantly assess children's progress by listening carefully to what they say and evaluating work on paper. Teaching staff then make use of these assessments to adjust what is taught and the methods and groupings used for this; this is called Assessment for Learning (AfL)

In addition to Assessment for Learning, a more formal summative assessment of each child's progress in reading, writing and mathematics takes place each term. Summative assessment involves comparing the level and rate of learning of each child against national expectations.

Subject leaders, together with the Headteacher, monitor the rates of progress in order to ensure that overall standards are as high as possible and also to ensure that each individual child's provision is suited to their needs.

Each year we report to parents on their child's progress relative to individual and national expectations. Additionally, at the end of Year 2 and Year 6 (the end of Key Stages One and Two) we report teacher assessment of children's performance compared to national benchmarks and, for Year 6, the results of independently marked SATS tests.

Our recent Key Stage One and Key Stage Two teacher assessment and test results can be found on our school website. The report from our 2018 Ofsted inspection and key school policies can also be found on our website at www.barford.norfolk.sch.uk.

ATTENDANCE

Schools are required to record children's absences from school in two ways – authorised and unauthorised. Information about the school's attendance figures is available to the public. We hope that parents respect the guidelines regarding absence and provide us with the relevant information if their child is away from school. When requesting leave during term time, parents are asked to fill in a Leave of Absence Form, which can be obtained from the School Office. The Wymondham cluster of schools, which includes Barford School, has an agreed policy leaflet relating to attendance and holidays during term time; this is also available from the School Office.

If you have any concerns about attendance please contact the School Office and speak to Mrs Brown, our secretary or Mr Dunscombe, the Headteacher.

COMPLAINTS PROCEDURE

The school is always happy to discuss issues with you and answer questions. If you are unhappy about any aspect of your child's education or experiences at school you should make an appointment to see the class teacher in the first instance. However, if you are still unhappy and wish to take the matter further you should make an appointment to see the Headteacher. If, after discussion with the Headteacher, the matter remains unresolved you may tell him that you wish to make a formal complaint. The Headteacher will give you a copy of The Complaints Procedure. The Complaints Procedure is also available from the School Office and also on the website.

FINALLY

Please make an appointment to come and see our school and experience for yourself the caring environment we can provide for your child during the early, and very formative, years of development.

Barford School takes pride in encouraging each and every one of its pupils to fulfil their potential and embrace the opportunities presented to them. We appreciate the help and encouragement of parents both at the school and through support at home.

All members of staff are valued individually and as a team. They are able to bring their own unique life experiences to enhance the learning opportunities for the children.

DISCLAIMER

All reasonable efforts are made to maintain the accuracy of this prospectus. It should not be assumed there will be no changes affecting either the organisation generally described or some matter in particular during the school year stated or in relation to subsequent school years.

Acknowledgements

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