



Inspire, Believe and Achieve

*Metheringham Primary  
School  
Prospectus*



Welcome to Metherringham primary school. We hope that all our children will be happy and successful during their time with us.

Metherringham is a friendly school focused on teaching and learning and supporting every child in achieving the very best that they can. We aim to inspire our pupils through a creative and imaginative curriculum; we aim to encourage our pupils to believe in themselves and in what they can do; we expect our pupils to achieve their very best in everything that they attempt. Our school motto is therefore 'Inspire, Believe and Achieve' and we all work hard to embed these in our school ethos and curriculum.

Children learn effectively when they are happy, safe and secure therefore all staff are committed to supporting pupils and their families to ensure children are ready and able to learn. We aim to ensure that children's learning experience is relevant, exciting and purposeful and underpinned by the rigorous development of basic skills and knowledge. Throughout the year, we provide a range of after school, lunchtime and holiday opportunities run by staff and external providers within the community.

This brochure sets out to describe the school's philosophy, organisational structure and educational aims, all of which are designed to produce an atmosphere in which children can grow physically, spiritually and intellectually.

The school is a Registered charity for Educational Purposes (Reg No 1046880).

Leanne Duggin  
Headteacher

## Contact Details

Headteacher	Mrs Leanne Duggin
Deputy Headteacher	Mrs Tracey Freeman
School Business Manager	Mrs Jackie Woodhead
School Business Manager	Mrs Erica Weston
Administrative Assistant	Mrs Lee Evans
Site Manager	Mr Andrew Stenner
Address	Metherringham Primary School Princes Street Metherringham LN4 3BX
Telephone	01526 320039
School email	<a href="mailto:enquiries@metherringham.lincs.sch.uk">enquiries@metherringham.lincs.sch.uk</a>
School Website	<a href="https://www.metherringhamprimary.co.uk">https://www.metherringhamprimary.co.uk</a>
School Twitter	@MetherringhamP

## **Our Vision, Aims and Values**



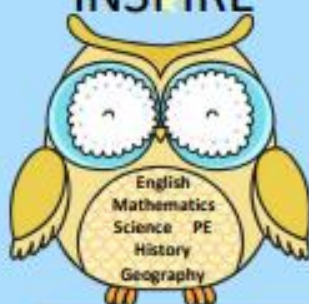
### **OUR VISION**

To inspire a lifelong love of learning for everyone in our school community so they are prepared for the next stage in their life

### **AIMS**

- To support children as independent learners and thinkers
- To provide a stimulating curriculum for all to discover
- To help children to value themselves and others
- To provide a happy, safe, secure and caring environment for all
- To raise aspirations and encourage children to shine
- To make learning purposeful and fun

### **INSPIRE**



English  
Mathematics  
Science PE  
History  
Geography

### **BELIEVE**



PE  
PSHE Art  
RE Music  
English  
Mathematics

### **ACHIEVE**



PE  
Art Music  
DT MFL  
English  
Mathematics

### **CURRICULUM INTENT**

- Positive relationships
- Health and well-being
- Communication and language
- Knowledge and skills
- Reasoning
- British Values
- Community
- PSHE/Citizenship

### **VALUES**

- Friendship
- Respect
- Resilience
- Determination
- Honesty
- Responsibility
- Co-operation
- Understanding



At Metherringham Primary School, we value our whole school community and we believe it is a place where children, adults, families and professionals all learn together. With this in mind, we aim to... 'Inspire, Believe and Achieve'.

## School Staff

<u>Role</u>	<u>Name</u>	<u>Responsibilities:</u>
Headteacher	Mrs L. Duggin	Management of school, Child Protection, Performance Management, CPD, Looked After Children, Budget.
Deputy Headteacher Year 6 Teacher	Mrs T. Freeman	Assessment, Teaching and Learning and Curriculum leader. Attendance Team Staffing arrangements
Senior Leader Teaching and Learning Leader Reception/Year 1 Teacher	Mrs N. Jones	PE Subject Leader Deputy SENDCO Co Pupil Premium and Disadvantaged Lead After-school clubs co-ordinator
School Business Manager	Mrs J. Woodhead	Budget, Properties, health and safety, telephone, e-mail and face to face enquiries.
School Business Manager	Mrs E. Weston	Budget, Properties, health and safety, telephone, e-mail and face to face enquiries.
Administrator	Mrs L. Evans	Reception, ScholarPack, telephone, e-mail and face to face enquiries.
Learning and family support mentor	Mrs Y. Bates	Pastoral support and care Family support TAC lead Attendance Lead
Behaviour and Learning Mentor	Miss V. Coleman	Pastoral support and care Teaching and Learning Support Behaviour Intervention BIP and BOSS support
Year 2 Teacher	Miss K. McKenzie	Pupil Premium and Disadvantaged Lead Maths Lead
Year 2 Teacher	Miss A. Vrettos	Expressive Arts Lead, Music Lead
SENDCO	Mrs J. Thackray	Special Educational Needs Lead Looked After Children, Pastoral support team

		Modern Foreign Languages Lead
Year 4/5 Teacher	Mr D. Edwards	Computing Lead
Reception Teacher	Mrs J. Storr	Early Years Foundations Stage Lead Phonics lead/English Support
Year 3 Maternity Cover	Miss H.Fulbrook	Design and Technology Lead
Year 3 Teacher	Miss H. Wright	English lead
Year 3/4 Teacher	Miss K. Tucker	History and Geography Lead
Year 1/2 Teacher	Miss K. Pearson	Science Lead Interim English Leader
Year 5/6 Teacher	Mrs V. Wilcox	PSHE, PD and RSE Lead
Year 5/6 Teacher	Mrs J. Smith Wood	School Council Lead RE Lead
Teaching Assistant	Mrs L. Outhwaite	Mrs K. Price
	Mrs J. Smith-Wood	Mrs L. Wray
	Mrs N. Deakin	Mrs C. Flintham
	Mrs D. Schwandt	Mrs C. Newton
	Mrs G. Parker	Mrs S. Burton
	Mrs A. Bellamy	Mrs N. Ward
Site Manager	Mr A Stenner	
Cleaners	Mrs S. Barnet	Mrs M. Parkes
Midday Supervisors	Mrs Y. Taylor	Mrs. Howseman-Miller
	Mrs T. Stenner	Mrs H. Willis-Dixon
	Mrs E. Thorpe	Mrs J. Penrose
	Mrs M Parkes	
Clerk to Governors	Ms L. Chancellor	Minute taker and Governor support

## METHERINGHAM PRIMARY SCHOOL - GOVERNORS

To find out more about our Governing Body, please visit the Governors Page on our school website <https://www.metheringhamprimary.co.uk>

### The School and Its Organisation

Metheringham Primary school is a local authority-maintained community primary school. We currently have nine classes organised as one Reception class, one Reception/Year 1 class, one Year 1/Year 2 class, one Year 2 class, one Year 3 class, one Year3/Year 4 classes, one Year 4/Year 5 class, one Year 5/ Year 6 class and one Year 6 class. The organisation of our classes differs year on year depending on the number of children in each year group. Our Infant classes do not exceed 30 pupils and our planned admissions number is 40.

#### The School Day

##### Foundation Stage/Key Stage 1

8:45 a.m.-9:00 a.m.	Registration
9.00 a.m.-12.30 p.m.	Morning session
10.15 a.m.-10.30 a.m.	Fruit/Circle time
11.00 a.m.-11.15 a.m.	Assembly
11.15 a.m.-11.30 a.m.	Break time
12.30 p.m.-1.30 p.m.	Lunchtime
2.30 p.m.- 2.40 p.m	Break time
1.30 p.m.-3.20 p.m.	Afternoon session
3:20 p.m.	Home time

##### Key Stage 2

8:45 a.m.-9:00 a.m.	Registration
9.00 a.m.-12.30 p.m.	Morning session
10.00 a.m.-10.15 a.m.	Assembly
11.15 a.m.-11.30 a.m.	Break time
12.30 p.m.-1.30 p.m.	Lunchtime
1.30 p.m.-3.30 p.m.	Afternoon session
3:30 p.m.	Home time

School session times may be subject to change in response to new legislation or as a result of changes in our own organisation. The minimum recommended lesson time, per week, excluding registration, breaks and assemblies is 21 hours for Infants and 23.5 hours for KS2. We exceed the minimum by 10 minutes each week.

#### Break Times



All children in Early Years have a fruit break every morning at 10.15 a.m. until 10.30 a.m. A small healthy snack (eg: fruit or plain biscuits) is allowed at morning break – 11.15 a.m. until 11.30 a.m. This is the main morning break for all pupils in school. Early Year pupils also have a 10-minute break in the afternoon. Children are encouraged to drink water from their water bottles throughout the day.

### **Lunch Times**

Cooked meals are provided by Good Lookin Cookin. If you choose for your child to have a hot school lunch, Good Lookin Cookin will provide you with a log in to order meals online. Children having a packed lunch should bring their packed lunches in suitable containers, clearly labelled. The commercially produced plastic lunch box, which includes an unbreakable drinks flask, is the most suitable. Glass containers, of any description, are not allowed. The children eat hot lunches in the school hall along with early years packed lunches. Mid-day meals and break times are supervised by the mid-day assistants.

### **Free School Meals**

There is no cost for hot school meals in Reception, Year 1 and Year 2 year groups. This is part of the governments 'Universal Free School Meals' Scheme for all children in Early Years. We do however ask that parents of children in these year groups to complete the online free school meals eligibility form to see if their child is entitled to free school meals. The eligibility criteria is listed below:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Registering for free school meals could also raise extra money for your child's school to fund valuable support like extra tuition, additional teaching and support staff or after school activities.

This additional money is available from central government for every child whose parents is receiving one of the benefits listed above.

To check if your child is eligible, you need to create a Parent Portal on the Lincolnshire County Council Website.

### **Uniform**

Children are proud to wear the Metherringham uniform and it has many benefits such as giving a sense of belonging and making it easier for staff to identify children when on school trips. As all children are expected to wear the uniform it can make a child feel uncomfortable if they are not dressed in the same way as other children at the school. Your co-operation is very much appreciated. The uniform is as follows:

White shirts/White polo shirt.

Emerald green sweatshirt/cardigan

Emerald green pullover/jumper

Navy blue or black trousers

Navy blue or black skirts or pinafores

Blue or black cotton shorts may be worn in summer

Green/white check or striped dresses may be worn in the summer.

Sensible, black, flat-soled shoes/trainers are encouraged so pupils can be as active as possible at breaktimes.

### **Indoor PE**

Green T-shirt

Blue or black shorts

Black plimsolls

### **Outdoor PE**

Green T-shirt

Warm sweatshirt top (not hooded)

Tracksuit bottoms

Trainers

Book bags and water bottles are available to purchase from the school office. School uniform sweatshirts, T-shirts polo shirts and cardigans can be obtained from Uniform Direct in Lincoln.

Pupils who do not have a PE kit will not be able to take part for hygiene and health and safety reasons. It is the child's responsibility to come to school in their kit on PE days.

### **Jewellery**

Children may only wear stud earrings if they have pierced ears. They must be covered for P.E. sessions. Children may also wear a watch but this should be removed for P.E. Wearing jewellery of any kind can be dangerous for your child because the jewellery may get caught or accidentally pulled which can cause a painful and unpleasant accident.

## **School Admissions**

Parents considering sending their children to Metherringham Primary school are welcome to visit the school to meet with the Headteacher and staff and to have a tour of the school. As schools are busy places it is advisable that you make an appointment so that the necessary staff can be present for your visit.

The Planned Admission Number (PAN) for our school is 40. This means that we can admit up to 40 pupils into each primary school year group.

As a community school, we follow the admissions guidance as given by Lincolnshire County Council. The Local Authority Admissions policy can be accessed through the Lincolnshire County Council website or on our school website.

The Local Authority (LA) manage admissions to Reception classes throughout the County and parents must apply online through their website. Children born between the 1<sup>st</sup> of September and 31<sup>st</sup> of August will start school full time at the beginning of the Autumn term before their fifth birthday.

For pupils entering any other Year group in September or indeed at any other time of the year, parents with their children are most welcome to visit the school and to discuss placements by prior appointment with the Headteacher. A mid year application must then be made to the Admissions at County Offices who make the final decision. The local authority link is <https://www.lincolnshire.gov.uk/parents/schools/school-admissions>

Our school office staff are always available to help parents with any concerns over applying for school places.

## **Starting School in Reception**

In order to familiarise your children with school, the following induction arrangements are arranged:

- An afternoon visit for you and your child to come to school, see their new classroom and meet with the teacher. You will be encouraged to stay and enjoy this session with your child.
- A visit to school when your child can visit the class and meet with the teacher. You will be invited to meet the Headteacher and Early Years Co-ordinator for refreshments and also to find out about school arrangements.

- A visit where your child will stay on their own with their Reception teacher and other classmates.

In September the school will arrange for the pupils to complete half day visits for the first two days. This will help your child's teacher to have the opportunity to work with only half of the class on these days and to have the opportunity to get to know your child a little better.

## **School Attendance**

Attendance and punctuality is always a high priority at Metheringham Primary School. Every day counts towards excellent attendance. As a school, we aim for all pupils to achieve an attendance level of 95% and above. Any pupil falling below a level of 90% attendance is considered to be persistent absentee. The school and the local authority monitor pupil's attendance regularly and families are kept updated on their child's level of attendance.

In order to get off to a good start and maintain 95% attendance and above we have included the following chart for your information:

100% Attendance	0 Days Missed
95% Attendance	9 Days Absence 1 week & 4 days of learning missed
90% Attendance	19 Days Absence 3 weeks & 4 days of learning missed
85% Attendance	28 Days Absence 5 weeks & 3 days of learning missed
80% Attendance	38 Days Absence 7 weeks & 3 days of learning missed
75% Attendance	46 Days Absence 9 weeks & 1 day of learning missed

Excellent attendance is acknowledged and rewarded each week/term. Rewards include stickers, trophies, certificates, extra playtimes and class rewards to name a few. Children who achieve 100% attendance for the whole academic year will receive a golden certificate.

### **Holidays During Term Time:**

Taking holidays in term time will affect a child's schooling as much as any other absence and we expect parents to help us by not taking children away in school time. There is no automatic entitlement in law to time off in school time to go on holiday. Amendments to

the 2006 regulations make clear that the Headteacher may not grant any leave of absence during term time unless there are exceptional circumstances.

We will expect all families to complete a leave of absence request form (available on our school website) if they deem a request for time off in term time to be an exceptional circumstance. Requests that are not deemed exceptional circumstances by our Headteachers may result in a fixed penalty notice and a fine from the Local Authority.

#### Illness:

You must report your child's absences to the office before 9:00 on each day of their absence. Please leave a message stating your child's name, class and reason for absence. Your child's absence will be reported to the class teacher each day.

#### Returning to School after an Illness.

Children returning to school after illness should clearly be fit to do so and free from infection. The 48-hour rule for sickness and diarrhoea must be adhered to for preventing further spread of these bugs. On return to school from illness, Children should be fit to participate in all school activities, including games and playtime. Injury and asthma are of course exceptions. If in doubt, the school is happy to advise.

#### Medicines

Prescribed medicines will be administered to children in accordance with our Medicines in School Policy. Please bring your child's prescribed medication in to the school office each morning and collect it at the end of the school day. You will be required to fill in a medicine form giving details of dosage and administration times. We cannot administer non-prescribed medicines but you are welcome to come into school to do this.

Asthma inhalers are prescribed medication and parents are asked to complete a Parent Request Form on their child's entry into school. Your child will be added to the school's asthma register. As children may need immediate access to their inhaler, they are kept in the child's classroom in a safe and readily accessible place. Inhalers should be taken to sporting events and used prior to or during exercise if an episode of asthma occurs.

Parents are encouraged to provide the school with full information about their child's medical needs so that staff can exercise appropriate levels of care.

#### Accidents

All accidents are noted at school and we contact parents whenever needed. It is important you fill in an emergency form and give school two emergency telephone numbers so we can contact someone during school hours. Please notify school of any change of address or place of work to help us keep our Emergency Contact file up to date.

#### Medical checks

Periodically there are medical checks of children and sample dental checks may also be carried out, you will be notified if this affects your child.

## **Safeguarding**

Mrs L. Duggin (DSL)  
Headteacher



Mrs T. Freeman (DDSL)  
Deputy Headteacher



Mrs N. Jones (DDSL)  
Senior leader



Mrs J. Thackray  
SENDCO



Miss V. Coleman  
Behaviour Mentor



Mrs Y. Bates  
Learning & Family Support



Metheringham Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure.

Our curriculum is designed to ensure opportunities for children to develop the skills they need to recognise danger and stay safe. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep themselves safe.

- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children where necessary in accordance with his/her child protection plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

If you would like to know more about our policy or procedures for Safeguarding, please find our child protection, safeguarding policy and parent information leaflet on our school website.

## **Behaviour**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply our behaviour policy in a consistent way. Our aim is to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Details of our school behaviour system can be found in our behaviour policy on the school website. We expect parents to work closely with the school in implementing this policy. The behaviour of the children at our school is excellent and this is down to the high expectations set at school and supported at home.

## **School Rules**

Our three school rules are ready, respectful and safe.

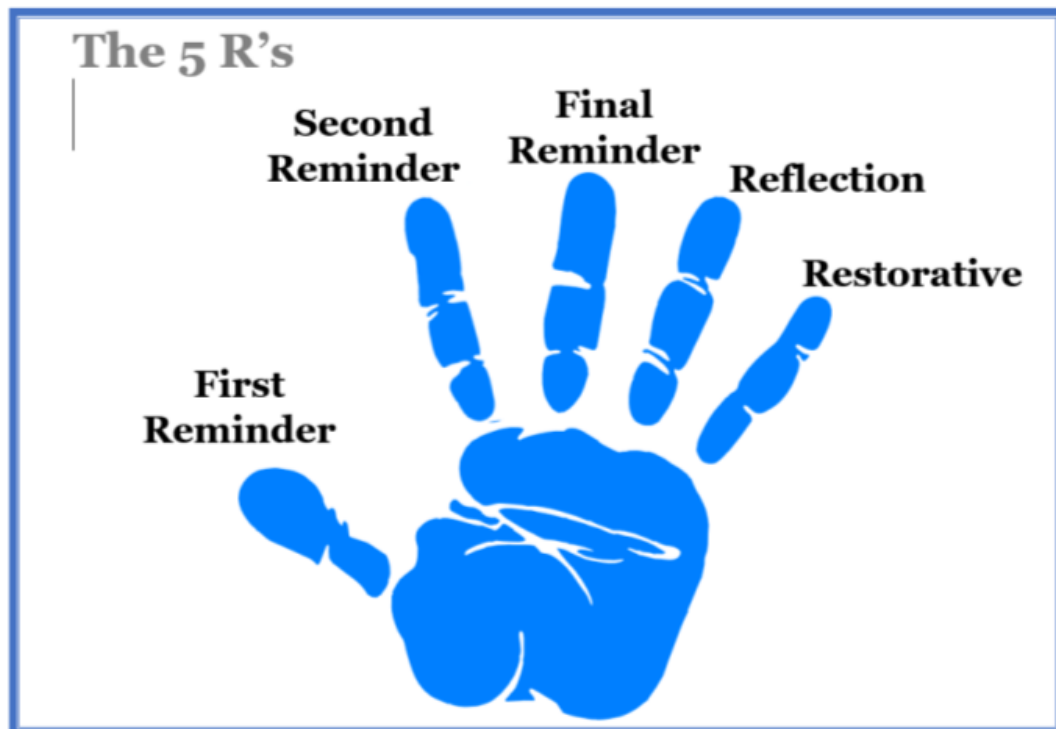
# METHERINGHAM PRIMARY SCHOOL

## BEHAVIOUR BLUEPRINT

<b><u>Adult Behaviour</u></b> Consistent, calm and fair First attention to the best conduct Recognise 'Relentless Routines' Refer to the school rules and values	<b><u>Phrases you would expect to hear</u></b> One voice Kind hands Kind words First, ... Next, ... I've noticed... I need you to... I know you will... I know you are... ... thank you for...	<b><u>3 Rules</u></b> Ready Respectful Safe
<b><u>Relentless Routines</u></b> Use good manners Use a person's name when you are speaking to them Sit quietly in assembly Walking in school  <b>We recognise positive behaviour by:</b> Praise and recognition Peg up - individual and class House points Class reward – 10 minutes 'Golden Activity'		<b><u>8 School values</u></b> Determination Honesty Resilience Respect Friendship Cooperation Responsibility Understanding
<p align="center"><b>We believe in giving every child support and respect.</b></p> <p align="center"><b>We believe that all behaviour is a form of communication, so every effort is made to understand it.</b></p> <p align="center"><b>Consequences begin with a conversation that aims to support and improve the child's behaviour.</b></p> <p align="center"><b>All responses to behaviour will be immediate, appropriate and consistent.</b></p>		
<b><u>The 5 R's</u></b> 1. Reminder of expectations 2. Second reminder 3. Final reminder 4. Reflection time 5. Restorative conversation	<b><u>Micro scripts</u></b> I've noticed that you... You know the school expectation is... Because of that you need to... I really liked it when you ... We want to see... Thank you for listening... Now it's time to go out and reflect...	
<b><u>Serious breaches</u></b> Intentional physical aggression/contact Prejudice/racism Bullying Damage to property Deliberate/offensive language Extreme defiance Persistent disruption of teaching and learning	<b><u>Restorative questions</u></b> 1. What happened? 2. What were you thinking/feeling at the time? 3. Who was affected by the actions and how? 4. How did it make them feel? 5. How did it make you feel? 6. What needs to be done to make things right? 7. How could things be different in the future?	

Our behaviour policy is focused on restorative practices. Sanctions are given using the 5 R's outlined below. Please see a member of staff to access some reading on restorative practices.





### **Bullying and Harassment**

Bullying or Harassment is not tolerated at Metherringham Primary School. There are very few incidents of bullying here and if they do occur, are dealt with immediately and are taken very seriously.

All children are clear about procedures for reporting bullying and can do so in confidence.

The Anti-Bullying and Harassment policy can be found on our website.

Bullying and Harassment by parents or visitors towards members of staff and other in our school community is not tolerated. The school's code of conduct for parents and visitors can be found on the school's website.

### **Special Educational Needs and Disabilities**

Metherringham Primary School is an inclusive school that caters for the needs of all children. For children with Special Educational Needs the school will endeavour to give them a full entitlement to the levels of which they are capable and to make them secure in what they know.

They will have equal access to all areas of the curriculum in a stimulating environment. Parents and Governors have the opportunity to be fully involved. The individual needs of all children are considered in planning and teaching.

Should it be decided that a child needs specific input, an individual education plan is written involving school, parents, children and if required, support services. This is reviewed termly and the views of parents and their children are welcomed and very much considered.

The school works with a wide range of support services to help meet the needs of our pupils. These include the Working Together Team, Educational Psychology services, Behaviour Outreach Support Services, Speech and Language services to name a few.

More in depth information about SEND can be found on our school website.

## **Accessibility**

Facilities in school are all accessible and are on one level.

Four external doors have ramp access and are wide enough for wheelchairs. There is also wheelchair access to three disabled toilets.

## **Parents in Partnership**

We are firmly committed to building a partnership between home and school with the aim of developing shared expectations, of enhancing the quality of education, and of achieving high standards.

We would like the partnership to take a variety of forms including:

- the sharing of books and undertaking other appropriate activities to support your child at home
- help around the school – for example reading with individual children
- attending consultation evenings
- attending meetings and workshops
- attending class assemblies and performances
- joining the Friends of Metheringham School (FOMS) to support the school with fundraising and arranging fun events for children and their families.

Parent consultations take place at least twice a year although parents are welcome to see the class teacher at any other mutually convenient time. Parents receive a written report at the end of the school year. An open evening is held during the summer term if parents wish to discuss transition arrangements and concerns about the forthcoming year in school.

Parents are welcome to see the class teacher at any other mutually convenient time. It is important for all parents/carers to know who to contact should they have any concerns or information that they wish to pass on.

## **Complaints and Concerns**

All school staff have to give their pupils the best possible education and care properly for their health, safety and welfare at all times. If you feel something is not quite right and you have concerns you should talk to the Class teacher in the first instance. If, after talking to your child's teacher, you feel that your concerns have not been addressed, then please speak to the Headteacher.

Our website gives you more information on our complaints and Concerns procedure and policy.

## **Health and Safety**

### **Parking and Car Park use**

The school car park is out of bounds to parents during the hours of 8:45am and 9:15am and again from 3pm until 3:45pm. Please do not park in Hall Yard or Orchard Close. The village car park and the Star and Garter car park is available for parents to park when collecting and dropping off children at school. Parking around the school that can sometimes pose health and safety issues for parents and children crossing a busy road.

### **Personal Accident Insurance for Pupils**

The insurance market offers personal accident cover for pupils 24 hours a day. Parents may not be aware of this and if they wish to avail themselves of this cover for their children, then they should make enquiries with insurance brokers or companies accordingly.

### **Personal Property on School Premises**

Pupils are responsible for the security of their personal possessions. Please do not send children with precious items. Special items brought in to enhance school topics are to be left with a staff member.

### **Fire Drill**

Fire drills are held each term.

### **Dogs**

For Health and Safety reasons, we do not allow dogs into our school grounds. Please do not tie them to the school fence or gates close to where the children come in and out of the school grounds.

### **Smoke free Zone**

Our school buildings and school grounds have been identified as a smoke free zone. Please refrain from smoking whilst on school premises for the sake of our pupils' health and safety.

## **Security**

In the interests of security, all parents and visitors are asked to report to reception before entering the school at any time other than the start of the day in our Early Years classes.

Pupils are not allowed to press the exit button located at the side of the school front doors. An adult must be asked to assist with this.

The school site is monitored 24 hours a day through CCTV cameras.

## **Intimate Care**

From time to time a child may have a toileting accident at school. In the majority of cases, this will result in a member of staff, usually their own teacher or teaching assistant, supporting them. The child will be given verbal support/instructions to manage their own personal hygiene. If necessary, minimal physical support (for example with tights) will be given.

Wet or soiled clothes will be contained in a carrier bag and sent home at the end of the day. In a small number of cases, you may be telephoned and asked to come to school to either support your child or to provide equipment/clothing as required.

If your child has a medical condition resulting in a toileting issue, this will be discussed on an individual basis and actions to be taken agreed together.

## **Sun Protection**

During warm summer months all children should have a named sun hat in school which they will be encouraged to wear when playing outside.

School staff are not permitted to apply sun cream to children, but we would ask that you apply a long lasting sunscreen before school in sunny weather. Children may reapply their own sun cream which must be provided in a clearly named container.



## **Curriculum**

### **Our Curriculum Intent**

At Metherringham Primary School, we have designed our curriculum knowing that all children must have the building blocks of knowledge and skills if they are to become successful throughout their years in full time education and into adulthood. Underpinning our curriculum are our school values which embody British Values and seek to promote learners who will become good citizens.

The curriculum is structured so that children build on previous learning, gain and retain subject-specific knowledge, are able to make connections between subjects and to reflect on their progress. Behind every decision made about our curriculum is the knowledge we have of our pupils' needs including an understanding of their starting points in Early Years and their emerging needs as they grow and develop throughout KS1 and KS2. Focus areas include; communication and language development and personal, social and emotional development; reading, number fluency/basic maths skills and reasoning. We feel that these areas are vital if children are to access learning across the curriculum and sustain positive relationships and sense of worth, not only in school with their peers, but in the wider community and beyond.

Children's mental health and well-being plays an important part in their ability to engage with their learning and to be happy, so built into our curriculum are activities which develop strategies to maintain a healthy mind and body. We encourage children to be self-motivated to have a 'can do' attitude so that they learn to aim high and have aspirations for the future.

Because the majority of our children live in a rural area, opportunities are incorporated into the curriculum to visit places of cultural, sporting, or environmental interest that are not easily accessible to them. Opportunities to explore the locality are included in the curriculum so that children learn about what is close to them in a way which aims to promote future use of local amenities. For example, a visit to the village library helps to nurture a sense of pride, care and responsibility for looking after the local environment and/or to support them in making connections with the wider world. A further example could be visit to Metheringham Airfield allowing children to understand more about the role of people within the community and events during World War Two. Through these experiences and the involvement of visitors, specialist teachers of music and sport: the use of film and quality texts, children's horizons are broadened and the need for personal aspiration promoted.

## **The Early Years Foundation Stage**

From birth to five the children are in the Early Years Foundation Stage (EYFS). The aim of the EYFS is to provide high quality early years experiences for all our children by learning through play and first-hand experiences. Well planned play is a key way in which children learn with enjoyment and challenges in the EYFS. Metheringham primary school works closely with your child's preschools to find out what they are capable of before entering school. We will have conversations with the preschool settings before your child starts school to find out more about them and their needs.

The EYFS is broken down into seven areas of learning. There are three prime areas and four specific areas.

The prime areas are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

The specific areas are:

1. Maths
2. Literacy
3. Understanding the World
4. Expressive arts and design

Children in the EYFS are observed during their play by the staff. The staff are looking for the children displaying certain skills through child initiated play. This means that your child is showing their skills and abilities through play based experiences. This is then put together to show what your child can do independently.

Here is a list of what each area of learning includes

**Communication and Language**

- Listening, attention and understanding.
- Speaking.

**Personal, Social and Emotional Development**

- Self-Regulation.
- Building relationships.
- Managing self.

**Physical development**

- Gross motor skills.
- Fine motor skills.

**Maths**

- Numbers.
- Numerical patterns.

**Literacy**

- Comprehension.
- Word reading.
- Writing.

**Expressive arts and design**

- Creating with materials.
- Being imaginative and expressive.

**Understanding the world**

- Past and present.
- People, culture and communities.
- The natural world.

At the end of the year, your child will be assessed in each area using the early learning goals. You will be informed throughout the year, at parent consultation meetings of how your child is progressing in each area.

**The National Curriculum**

We aim to prepare children fully for life in modern Britain through our broad, balanced curriculum that promotes spiritual, moral, social and cultural development.

We have developed a creative, topic-based curriculum that successfully offers a wide range of developmental opportunities that will meet the individual development of all the children in our care.

## English



The teaching of English is based on the revised English programme of study, and children will be taught an English lesson most days of the school year. This covers core teaching and learning in:

- Spoken language.
- Reading - including word reading (sight word and decoding skills) and comprehension.
- Writing - including transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

The aims of English in the national curriculum include ensuring that all children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Children begin their reading in school through building up their phonics, the core building blocks of reading. We use 'Essential Letters and Sounds' as the main programme to guide early phonic development.

We encourage parents to **read regularly** with their children at home, as this skill is at the heart of a child's abilities in so much of the rest of their learning. Children develop reading skills through reading comprehension sessions in school and one-to-one reading where needed. Children should always have access to all sorts of reading materials both at home and at school. Listening to your child read, reading to them and sharing a love of reading with them are all very important.

We also encourage parents to help children with their writing development, from early mark making through early letter formation and the development of hand writing skills, and then with the practising of writing in different styles. The use of film, modelled texts are also used to aid writing development.

## Mathematics



Thinking mathematically is a key life skill. At Metherringham, pupils are encouraged to think creatively in order to develop their skills in Mathematics. The school has embraced maths mastery principles in the teaching of maths and our maths subject leader is a MAST specialist.

We base our Maths learning around the new National Curriculum objectives, ensuring that fluency, reasoning and problem solving skills are developed in every learning opportunity. We plan a progressive maths curriculum with the support of WhiteRose Maths.

We aim to ensure that:

- All children are confident in Mathematics.
- Every individual's potential is recognised in Mathematics: Pupils are encouraged to make mistakes, persevere and overcome misconceptions.
- Every individual is confident using mathematical language to reason, discuss problems and solutions.
- Every individual is confident communicating and using a wide range of strategies and methods to problem solve.
- Mathematics skills and knowledge are used and drawn upon in many contexts.
- Every individual is aware of the value and uses of Mathematics beyond the classroom.

## Foreign Languages

French is taught in Key Stage 2. The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

## Science



At Metherringham Primary School we believe that children have a natural curiosity about their world and the enthusiasm to want to make sense of it. We aim to capitalise on this, using first-hand experiences so that our children come face to face with phenomena and learn directly about the ways things are, and why they behave as they do. Following on from this, children use secondary sources (books, videos/DVDs, and visits) to reinforce and broaden their knowledge.

The aims of Science are:

- To encourage and develop children's curiosity and fascination with their world
- To develop a balance of scientific skills using an investigative, illustrative and focused task approach
- To develop the attitudes of curiosity, open-mindedness, perseverance, tolerance, co-operation, responsibility, critical awareness and originality
- To encourage awareness of science and scientific advances outside the classroom
- To provide science education which will be challenging to all pupils and ensure equality of opportunity
- To support and develop children's language development and enable pupils to become effective communicators.

### **Design and Technology**

At Metherringham Primary School, we believe that children who learn to produce practical solutions to real problems are more equipped to think and intervene creatively to improve the quality of life. Children can develop technical understanding and making skills, learn about design methods and investigate their environment and the materials around them.

Design and Technology combines the skills, knowledge, concepts and values used by people to tackle the problems of living in our man-made world. Children can see the sense of solving real problems; learning is relevant. The Design and Technology process involves analysis, problem-solving, practical capability and evaluative skills which are all transferable. Children should then become increasingly aware of how these items contribute to our culture and quality of life.

### **Music**



At Metherringham Primary School we value Music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It is a universal language that embodies one of the highest forms of creativity that supports our whole school's drive for a creative and inspiring curriculum for our pupils. Music also increases self-discipline, confidence, aesthetic sensitivity and fulfilment that inspires pupils to believe in themselves and to achieve. Through this our school values of respect, resilience, friendship, honesty, determination, friendship, co-operation and understanding are promoted.

Our aims for music are as follows:

- To encourage awareness, enjoyment and appreciation of Music in all its forms and across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in Music.
- To offer opportunities to **perform, compose, listen and appraise**.
- Develop awareness of different cultures and traditions through their music.
- Evoke a creative response to music through experimentation e.g. singing, composition, movement, playing musical instruments and through using the wide range of technology that can be used to create and enhance sound and music.



## Art and Design

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. The appreciation and enjoyment of the visual arts enriches all our lives. Our aims are as follows:

- To provide opportunities for children to express themselves through their art experiences, to study and record both man-made and natural phenomena.
- To promote enjoyment and develop creativity & imagination through a range of activities
- To produce creative work, exploring ideas and recording experiences
- To develop knowledge of materials by experimenting freely and being encouraged to use materials sensibly and safely.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design
- To know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

## PSHE

PSHE is the subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work in the modern world. The National Curriculum states that “all schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice”. Therefore, we will provide pupils with a broad and balanced curriculum, set within a caring and supportive school community in which each member of the school is valued and respected to enable them to reach their full potential.

We aim to:

- Help our children develop self-confidence and a feeling of worth.
- Develop a caring and considerate attitude toward themselves, others and the environment.
- Help our children form and maintain meaningful and positive relationships.
- To understand how to manage their feelings.
- Enable our pupils to make informed choices about their lives and respond to peer pressure.
- Understand their bodies, how they work and the changes that take place.
- Understand how society works, together with the rights and responsibilities of each individual child.
- Encourage involvement with school life.
- Reach children to have positive respectful attitudes about themselves, others and the world around them and to be inclusive of difference.
- Develop the knowledge and attitudes to make safe and healthy choices online and off line and to understand risk management.
- Teach children to be aware of the needs and feelings of themselves and others.
- Ensure all children enjoy education and recognise their own and others achievements.
- Have high expectations for children to be independent and responsible role models for each other.

## Geography



At Metherringham Primary School, we value geography and aim to inspire in children a curiosity and fascination about the world and its people.

Geography is essentially the study of the natural and human world in which we live and is concerned with places and man's interaction with his environment. We aim to:

- stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- help children to develop an informed concern about the quality of the environment and the future of the human habitat;
- develop contextual knowledge of the location and features of places, seas and oceans
- understand the processes that give rise to key physical and human geographical features of the world and how these are interdependent;
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways including writing at length.

## History

The teaching of history gives children a sense of their own place and time and helps them to understand other times and other cultures. At Metherringham School we wish to inspire an interest in both Britain's past and that of the wider world. Through the study of significant

people and events from around the world children learn to examine evidence and to think for themselves.

Through teaching history we aim for children to develop an understanding and interest in:

- significant people and events both locally, in Britain, and the wider world
- the ways historical events shape people's lives
- different cultures and periods since ancient times
- historical vocabulary
- methods of enquiry, evidence and resources for establishing information
- forming their own questions and views on change and continuity over time



## **Physical Education**

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence. These include dance, games, gymnastics, swimming, athletics and outdoor adventure activities.

Through our Physical Education curriculum our pupils are able to increase in self confidence through an ability to manage themselves in a variety of situations including a balance of individual, team, co-operative and competitive activities suited to cater for individual pupil's needs and abilities.

Each child:

- Is given the opportunity to participate in all elements of PE for 2 hours a week.
- To explore their own physical abilities with increasing control and coordination.
- To develop an understanding of health and fitness.
- To develop personal and social skills, intellectual and physical skills.
- To develop enjoyment of physical activity through creativity and imagination.

## **Religious Education and Collective Worship**

Content and approach to R.E. are based on the "*Lincolnshire Agreed Syllabus of Religious Education*". Every Education Authority has a "*Standing Advisory Council on Religious Education*" (SACRE) made up of representatives of the principal religious traditions in the area. Their function is to review and advise on the teaching of RE in schools.

Our principal aims are to help children to grow in awareness and responsibility, and to develop an appreciation of the needs, customs and beliefs of others in order to assist them in the formation and expression of their own ideas and beliefs.

Collective worship is non-denominational, but mainly Christian in character. Some assemblies are taken by ministers from local churches and chapels. During each week children will take part in whole school, separate Infant and Key Stage 2 assemblies and class

group worship. This provides the flexibility necessary to cater for different age groups and abilities. Classes volunteer to present assemblies, usually arising from class projects.

NB Section 25 of the Education Act 1944 established the right of parents to withdraw their children from religious worship or RE lessons. Should you wish to exercise this right, please consult the Headteacher

## **Computing**

Computing has links with virtually all other areas of learning, but also has some defined strands in its own right too. It used to be called Information and Communications Technology (ICT) but is now called Computing, to reflect the emphasis on computation, how digital systems work and how to put this knowledge to use through programming - then how to use and apply the skills across all areas of learning. The key aims are to ensure that children:

- Can understand and apply fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technologies.

The use of computers has been a key part of recent educational development, and remains at the heart of twenty-first century education, and we are eager to ensure that our use of computers in school puts our children in a strong position for their future in a rapidly changing technology world.

## **British Values and our curriculum**

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” At Metherringham Primary School these values are reinforced regularly and in the following ways:

### **Democracy**

Each year the children decide upon their class rules and the rights associated with these. All the children contribute to the drawing up of the rules. We have school council, sports crew, digital leaders and play buddies which meet regularly to discuss issues raised from classes, relating to their areas of responsibility.

### **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Metherringham Primary School. Pupils are taught from an early age the rules of the school. There are our class rules, playground rules and online safety procedures. Pupils are taught the value and reasons behind rules and laws,

that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

### **Individual Liberty**

Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our online safety and PSHE lessons.

### **Mutual Respect**

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. We believe that respect for the environment is also of paramount importance and this is promoted through our curriculum.

### **Tolerance of those of Different Faiths and Beliefs**

Metheringham Primary School is a village school and we feel that it is critical to actively promote diversity through our celebrations of different faiths and cultures. Collective Worship, Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school.

### **Homework**

Children will be set a week's worth of homework on a Friday, to be completed by the following Thursday. This allows your child (at first with parental encouragement) to plan their week ahead. Those children who have clubs on a certain evening can organise themselves to complete their homework on other free nights. It is vitally important that parents support their child in reading, homework and other opportunities for home-learning.

### **What are the expectations for each year group?**

	In total, these activities should not take any more than 30 minutes			
Year Group	Reading	Spelling	Maths	Times Tables
Foundation Stage	5-10 minutes daily	Spelling Shed activity	Weekly challenge set by teacher on Seesaw	Counting in 1's, 10's and 2's through everyday activities
Year 1	5-10 minutes daily	Spelling Shed activity	Weekly task set by teacher on Seesaw	Counting in 1's, 10's and 2's and 5's through everyday activities

Year 2	Minimum of 10 minutes daily	Spelling Shed activity	Weekly task set by teacher on Seesaw	TTRockstars- From Spring Term onwards
Year 3, 4, 5 and 6	Minimum of 10 minutes daily	Spelling Shed activity	Weekly task set by teacher on Google Classroom	TTRockstars
<p>No formal homework will be set during term breaks.</p> <p>However, children are still expected to read frequently during these breaks, and in Foundation Stage continue to practise their sounds &amp; words.</p> <p>Occasionally, an optional holiday challenge may be set during term breaks.</p> <p>Spellings will be assessed using a range of methods.</p>				

### **Term Dates**

Term dates can be found on our school website and via the Lincolnshire County Council website.

Thank you for taking time to read all about our school. Please contact the school office if you have any further questions and someone will be happy to help.