



# Leys Farm

## Junior School



# Information Booklet



## Introduction Leys Farm Junior School

### Information about our school 2023

Here at LFJS, our children are at the centre of all we do. We have created a safe, nurturing and stimulating environment in which they can make good progress academically and socially so they leave us ready to flourish in their next stage of education and in further life.

Our curriculum is broad based, with interesting themes which incorporate several subjects such as history, geography and science. Creative art work has always been very important to us and the quality of the work was described as 'outstanding' in a previous inspection.

We particularly focus on using our outdoor areas to give children new skills and a knowledge and understanding of their environment. This is linked to cooking skills, often using produce they have grown, which leads on to fitness and healthy eating. Our garden work has had national and regional awards.

We have strategies in place, such as positive growth mindset to foster resilience in our children, so they feel able to cope with any issues and pressures which they encounter at school or at home. In today's world children can have many difficulties, some of which are linked to the on-line world, and we encourage them to share these with a trusted, named, adult in our school.

We have very effective help and guidance in place for all our children whenever they need it. Our Pastoral Manager works closely with teachers, families and external agencies so support is quickly and effectively in place.

We have very effective Buddy Mentors and Sports Leaders, who have been trained to support their peers and lead playground activities. Their work has been recognised within the local authority and we have achieved eight Diana Awards for anti-bullying work.



The School Council help the teachers present lessons on how to keep safe on the internet and what to do if they feel bullied or pressurised when using social media – we find pupils listen to the Buddies and School Council because they can talk to them at their level.

### Our Curriculum

Our curriculum follows the National Curriculum and the Guidelines of North Lincolnshire Local Authority. We aim to give the children a broad and balanced range of learning experiences which give them the opportunity to develop to the maximum of their potential. We want them to gain independence and become responsible for their own learning, by being asked to make decisions and develop their curiosity. We believe the foundation of all learning is competence in communication - through language (spoken and written), mathematics and the creative arts. Our ambitious curriculum aims to give them the necessary skills. Above all we think it is important that they learn to work together and enjoy school, so they have the all-important commitment to lifelong learning.

The DfE have required all primary schools to move to a Mastery approach to teaching, which means we are asked to spend more time going into greater depth in a subject, rather than covering a wide range quickly and in a shallow manner. We have always adapted the National Curriculum to suit the needs of our children to ensure they understand concepts and ideas so this is a natural progression for us.

In our recent Ofsted Inspection (April 2023), we were judged as 'Good' in all areas.

# Welcome to Leys Farm Junior School

It's great news that your son or daughter is starting at our wonderful school. Thank you for selecting us!

### We need some information from you

Could you please follow the steps in this Parent Handbook, and hand in your completed forms to the school.

### Answering your questions

On page 11 is Key Information. If you have any questions that are not answered here, please contact the school office on 01724 866 945 and we will be happy to help!

### Policies and term dates

On page 15 are details of some important policies you need to know about and the term dates for the coming year.

### Welcome

Welcome to our school and I look forward to getting to know you and your child.

### “ Parent:

My son was worried about starting a new school in Year 4, but when he came out on his first day he was happy. He has liked the teachers who have taught him and has grown in confidence. The teachers have always praised him for his efforts and progress and I have been told nothing but good things when I go to parent, teacher evenings. I have been able to express any concerns I may have about my son, both myself and my son have been supported in a friendly and sensitive way.

”

### English

Through our English curriculum, we allow children to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

### Reading

Reading is at the heart of all we do. We aim for every child to be competent at reading, but to also express their enjoyment. LFJS is fideious to Little Wandle Phonics. Children are assessed upon entry and any gaps are filled as they progress through school using the Little Wandle catch up scheme. Our pupils take part in reading activities every day and have the opportunity to study a range of increasingly complex books. We use the VIPERS approach to ensure every child is equipped with the skills needed to fully understand texts and stories. We have carefully selected shelves of books in each classroom, alongside library areas so all children can find their favourite. We are often in contact with real-life authors who chat with the children about their new books, and visit our local library regularly. Children are encouraged to read a wide-range of books to increase their comprehension, but also practise reading aloud with a fluency book. Parents can help at home by ensuring their child is listened to at home. We have a reward system in place for children that complete their five reads a week.

### Writing

Writing opportunities at Leys Farm are fully embedded into our wider curriculum. We aim to treat children as writers, modelling the writing process – inspiring our pupils’ imagination, analysing key features of existing writing before helping our children to plan, develop and then edit and improve their work until they feel a sense of pride in what they have produced. They are given the opportunity to develop their creative talents by learning about the genre conventions of a wide range of texts and by understanding the impact of carefully chosen vocabulary, making links with their reading. Our children are set spellings to learn each week on Spelling Shed – a fun app which provides games for them to learn them. They are taught a handwriting style in Y3 and often progress to writing in pen.

### Mathematics

Maths planning follows the National Curriculum, using the White Rose Maths scheme. The scheme allows a smooth and consistent progression of learning in all key areas of the maths curriculum for all year groups. The mastery approach allows children to become confident problem solvers through developing conceptual understanding and reasoning skills. Language skills are embedded throughout the curriculum and allow children to explain their maths activities.

Our intent is for children to develop the necessary skills and knowledge to incorporate both proficiency and enjoyment in this subject.

Using the concrete, pictorial, abstract approach, we find children develop their abilities and confidence to tackle a range of concepts. Teachers plan to include learners of all abilities and support children through high quality teaching, focus groups, group work and adult support.

Children are given strategies to develop their fluency and recall on a daily basis to enable them to calculate efficiently. We use stem sentences to help children explain their reasoning. Times table practice is completed by all year groups and children have an individual login for Times Tables Rockstars to allow them to further practice at home and Maths Shed.

In order to allow children to become independent learners, mathematical tasks are implemented into many subjects to ensure a broad and balanced curriculum. Strong links through science, history, geography, design technology and computing allow children to experience real life scenarios.

We use Numbots for intervention groups for children who need extra support.

### Science

Science at LFJS builds on children’s previous understanding of the world around them and aims to provide them with the important scientific skills in order to question ideas and find out more! Scientific knowledge is taught through exciting exploration lessons, as a core subject each week, to increase their natural curiosity and inspire awe and wonder. Children have the opportunity to take part in a range of practical investigations focussing on a range of enquiry types. Using high quality equipment, children learn the precision needed to conduct experiments reliably and to question experiments’ results. Additional to the National Curriculum expectations, our budding scientists also get to learn from nature in our own school gardens.

### Outdoor Learning

We believe all children should have the opportunity to take part in gardening and learning outdoors. Our school grounds are a valuable resource. All children experience growing activities which produce many types of fruit and vegetables. These are used in curriculum cooking and in the cooking club. We have developed new areas in our grounds in recent years – a Memory Garden, in which children can sit quietly and think or read and appreciate the beauty of plants and flowers. The Shakespeare Garden was developed to commemorate the 400th Anniversary of Shakespeare’s death. It has a “bug hotel’ in Tudor style, a willow cauldron with witches and fairy doors. We are constantly encouraging the children to care for and respect their surroundings. We are proud of a superb metal sculpture of flowers and bees to celebrate our

work on the Polli:Nation project. We have a World War 2 garden with an Anderson Shelter. We are very grateful for the grounds that we have and welcome any support and involvement from Governors, parents and grandparents.

### Art and Design Technology

At LFJS, creativity is an important part of our broad and balanced curriculum. We aim to offer opportunities to children of all abilities to access a comprehensive and engaging art and DT curriculum. Children are provided with a wide range of visual and tactile experiences which they can explore, experiment and express themselves to consolidate new skills. We encourage children’s curiosity and an active interest in, and wonder of, the world around them. They learn about a range of artists and movements.

Skills and knowledge are developed within each year group so that children progress and apply their developing skills to a range of thematic based art and design tasks. They are encouraged to discuss existing designs and use these to help exploring new ideas. Collaborative tasks help the children with working as a team and developing their communication skills. As well as working with a variety of media types, children have the opportunity to work with a range of tools and materials to make a product.

Having a multi-purpose Cooking Room allows children of all ages to experience and develop a range of cooking skills and links are often made to the topics each term. Produce grown in our garden is also used in many recipes so children can experience growing fruit and vegetables, cooking and baking with them and enjoying the end product! Learning about healthy eating allows strong links with science.

### Geography

It is our intent at LFJS to allow children, through Geographical understanding, to explore and develop a sense of wonder in the world around them. Children are encouraged to ask questions and answer key questions in order to allow them to achieve a greater understanding about how our world has developed over billions of years, how changes have occurred in the natural world through manmade and natural processes and how our urban areas have developed, including what has allowed for these developments to happen and why.

A variety of teaching and learning styles are used in our geography lessons. We refer to the Geography Association scheme of work to assist in delivering a broad and balanced curriculum, using Topics to inform our Geography planning throughout the year. Children have opportunities to access and use a wide range of resources, including IT, outside visitors and field visits.

### History

At LFJS we want to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer. History is taught

through immersive ‘topics’ which change each term and links are made with as many different curriculum areas as possible to ensure a strong, well-rounded knowledge.

We treat our children as historians, teaching them how to be analytical and evaluative when it comes to differing perspectives and encourage curiosity and debate. We plan exciting trips out to further develop their passion and enthusiasm. History consistently remains a popular subject with pupils and teachers alike!

### PE

In PE our intent is for all of our children to become healthier more active versions of themselves. Through P.E the aim is to develop positive personality traits such as teamwork, communication, self-esteem, leadership and commitment. We want to engage, enthuse and show children how easy it can be to lead a healthy active lifestyle when at school and when they leave in Year 6. We work with PE coaches to support teachers with providing high-quality physical education experiences in the curriculum and in extra-curricular activities. A range of after-school clubs and opportunities are offered with links to local clubs. We have a wide range of equipment which keep the children active, including a Trim Trail, exercise stationary equipment and a wide range of fun lunchtime resources.

### Music

All children have the opportunity for making music, singing and listening to music in lesson time. There are some in class music making workshops led by peripatetic teachers as well as our class teachers teaching music through a scheme of work called Charanga. School has a large range of percussion instruments that are used in lessons. Our choir has taken part in local and regional primary school events and is led by one of our teachers.

### Computing

LFJS believes that every child should have the right to a curriculum that champions excellence, supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the computing and whole school curriculum but overall, in the day-to-day life of our school. As a school, we have chosen the Purple Mash Computing Scheme of Work from Year 3 to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their potential. We are confident that the scheme of work more than adequately meets the national vision for computing and that your child will have access to a range of technological devices whilst in school, including; iPads and laptops.

### Online Safety

Children are taught about the ever increasing aspects of online safety every half term.

### Personal, Social and Health Education

At LFJS, we have invested in the Jigsaw scheme of work to help us deliver our PSHE curriculum. This provides a mindful approach to PSHE and encourages children to be incredibly reflective on their choices and behaviours with a focus on how this might affect others.

Each year group has their own Jigsaw piece, which is used as a talking object during class discussions within the lesson, and uses a Calm Me chime to encourage silent, peaceful reflection before they complete their work. Children are encouraged to work collaboratively, to respect the opinions of others and to listen closely when other people are offering their views.

Through PSHE lessons, children will encounter six Jigsaw pieces (units); Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships & Changing Me.

The aim of our PSHE curriculum at LFJS is to develop emotionally literate children with a good understanding of themselves and others to help prepare them for later life when dealing with unfamiliar situations. We also cover the Sex and Relationships area of the curriculum within these units, through our Science curriculum. As well as our teachers delivering SRE session to their class, we also use “Big Talk Education” to deliver age appropriate sessions to our children on the topic of Sex and Relationships education.

### Religious Education

At LFJS, we currently follow the locally agreed Lincolnshire syllabus to help us deliver our RE curriculum. Our overarching aim is to foster and develop religious literate children and equipping them with as much knowledge as we can about world religions and faiths to help them make informed decisions about their own beliefs and nurture their respect for the views of others. As a result, our children are always incredibly respectful and tolerant of the religious views of others which we are incredibly proud of.

We cover most of the main world religions, with a focus on Christianity, Islam and Hinduism. In our lessons we

use a range of activities including using religious artefacts in order to give children first hand experiences; similarly, we endeavour to make use of the local places and people of worship too by organising visits out of school, and organising visitors into school. We feel RE is increasingly important for helping children better understand the world they live in and the people in it.

### French

Our weekly French sessions are engaging and exciting. We follow the Language Angels scheme of work and children have access to their class account at home to continue their learning through a range of songs and games. Our children participate in lots of speaking and listening, giving them plenty of opportunities through role play to practice their pronunciation of key words and phrases. This, along with writing and reading tasks, helps to build a solid foundation of language understanding. Children learn key words and phrases but also how to verbalise, read and write sentences and even paragraphs in another language. We also have a French day in the summer term to increase the children’s understanding of the French culture.



All information will be treated as confidential to the school - **PLEASE PRINT CLEARLY**

Child's Surname:	Forename(s):
Middle Name:	Preferred Forename:
Date of Birth:	Home Telephone No:
Home Address:	
Post Code:	
Email address:	

We are required to record the names and addresses of every person who has parental responsibility for the child under the Children Act

#### Parent(s) / Legal Guardian(s) with whom the child lives

Birth Certificate provided for copying: YES ☐ NO ☐

Mother's Name:	Miss <input type="checkbox"/> Mrs <input type="checkbox"/> Ms <input type="checkbox"/>	Father's Name:	<input type="checkbox"/> Mr
Address:		Address (if different):	
Daytime contact telephone No:		Daytime contact telephone no:	
Mother's place of work:		Father's place of work:	
Mobile No:		Mobile No:	
Order number of priority:		Order number of priority:	

#### Emergency contacts.

Name:	Miss <input type="checkbox"/> Mrs <input type="checkbox"/> Ms <input type="checkbox"/> Mr <input type="checkbox"/>	Name:	Miss <input type="checkbox"/> Mrs <input type="checkbox"/> Ms <input type="checkbox"/> Mr <input type="checkbox"/>
Relationship to pupil:		Relationship to pupil:	
Address:		Address:	
Telephone Number:		Telephone Number:	
Order number of priority:		Order number of priority:	

Please write any further information you may wish to give about your child or family circumstances: (including court orders, access and contact)

Signature: (parent/carer):	Date:



#### Parent:

My daughter was diagnosed with Type 1 Diabetes at 10 years old and the school went above and beyond to support her. The staff attended the training and supported her school friends to understand the disability, which really helped my daughter in school. My daughter’s confidence has grown and she has progressed in her learning through a broad range of experiences the school have given her and I can’t thank them enough.





STEP 1: Admission Form  
Leys Farm Junior School

Does your child have a brother or sister in the school? If so please state

Name:	Class:	Year:
Name:	Class:	Year:
Name:	Class:	Year:
Name:	Class:	Year:

Child's previous school or schools:

Telephone Number:

Home language	Religion	Ethnic Origin	Born in the UK
			YES <input type="checkbox"/> NO <input type="checkbox"/>

Does your child speak any other languages, if so please state:

School Meals

Are you **entitled to claim** free school meals for your child? YES ☐ NO ☐

If you would like to claim for free school meals, an application will have to be submitted. Please contact School Office or visit the Free School Meal website: [www.myfreeschoolmeals.com](http://www.myfreeschoolmeals.com) and tick here ☐ when you have done so.

Dietary Needs

Specific conditions which require regular medication or special treatment, e.g. dietary requirements. Please give details:

Please list any clinics your child has attended since the age of 3, and for what reason:

Special Needs

Please make an appointment to speak with our Special Needs Co-ordinator if you child does have an identified special need.

Does your child have any Special Educational Needs? YES ☐ NO ☐

If yes, please state which Special Education Need/s your child has:

Other agency support

Does your child receive or have they previously received support from an agency / service? Please give details below:

Any other information you wish to share

Signature of Parent/Carer:

Date:

Step 1

Step 2



STEP 2: Medical Details  
Leys Farm Junior School

As part of our Medical and First Aid procedures could you please complete the following form and return it to school as soon as possible.

Child's Name:

Does your child wear glasses? YES ☐ NO ☐ When was your child's eyesight last checked?

Does your child have any problems with hearing? When was your child's hearing last checked? Please give details below:

Does your child suffer with Eczema? YES ☐ NO ☐

Does your child suffer with Asthma? YES ☐ NO ☐ Will you be supplying an inhaler? YES ☐ NO ☐

Does your child have any other allergies? E.g. Wasp/bee stings, nuts. Please give details below:

If yes do they have prescribed medication or course of action eg. epi pen, go to hospital etc. Please give details:

We will be contacting you further for confirmation of use and display of any allergy or condition.

Are there any other medical conditions we should be made aware of? If yes, please give details?

Can we apply plasters to your child if necessary? YES ☐ NO ☐

Family Doctor

Surgery Address:

Telephone Number:

If there are changes in your child's medical condition, it is essential that you inform us immediately. Failure to do so could result in your child's health being adversely affected. This is your responsibility.

Signed:

Relationship to child:

Date:

Please tear here



## STEP 3: Parental Permission / Agreements

### Leys Farm Junior School

Child's Name:

#### Behaviour and Attendance Policy Agreement

I have read the Behaviour and Attendance Policies (found on our school web site ) and will support it in order to ensure that the school can continue to provide a safe environment in which children feel secure in the knowledge of what they can expect of staff and what staff can expect of them.

#### Internet Safety

We want all children to be safe and responsible when using the internet. Please have a look at the advice on our school website and discuss it with your child.

I agree to follow the safety rules and to support the safe use of iPads and laptops at Leys Farm Junior School.

#### Photography

We do allow parents to take photos, but only of their **own** child, at school events. However in accordance with The General Data Protection Regulations (GDPR) 2018, parents must not post images including children other than their own on social media or share them with the media. eg. newspapers/television. Further guidance is available on our website. Full names will never accompany photographs.

I have read the above and agree not to share images of children other than my own with the media or on social media.

#### Additional consents

Photo on ClassDojo	YES <input type="checkbox"/> NO <input type="checkbox"/>	Video on website	YES <input type="checkbox"/> NO <input type="checkbox"/>
Video on ClassDojo	YES <input type="checkbox"/> NO <input type="checkbox"/>	Audio on website	YES <input type="checkbox"/> NO <input type="checkbox"/>
Audio on ClassDojo	YES <input type="checkbox"/> NO <input type="checkbox"/>	Name on website	YES <input type="checkbox"/> NO <input type="checkbox"/>
Name on ClassDojo	YES <input type="checkbox"/> NO <input type="checkbox"/>	Photo in newspaper	YES <input type="checkbox"/> NO <input type="checkbox"/>
Photo on social media	YES <input type="checkbox"/> NO <input type="checkbox"/>	Name in newspaper	YES <input type="checkbox"/> NO <input type="checkbox"/>
Video on social media	YES <input type="checkbox"/> NO <input type="checkbox"/>	Photo in group photos that other parents can buy	YES <input type="checkbox"/> NO <input type="checkbox"/>
Audio on social media	YES <input type="checkbox"/> NO <input type="checkbox"/>	Video that other parents can buy	YES <input type="checkbox"/> NO <input type="checkbox"/>
Name on social media	YES <input type="checkbox"/> NO <input type="checkbox"/>	Audio that other parents can buy	YES <input type="checkbox"/> NO <input type="checkbox"/>
Photo on TV	YES <input type="checkbox"/> NO <input type="checkbox"/>	Photo taken by outside agencies for their publications	YES <input type="checkbox"/> NO <input type="checkbox"/>
Video on TV	YES <input type="checkbox"/> NO <input type="checkbox"/>	Video taken by outside agencies for their publications	YES <input type="checkbox"/> NO <input type="checkbox"/>
Audio on TV	YES <input type="checkbox"/> NO <input type="checkbox"/>	Audio taken by outside agencies for their publications	YES <input type="checkbox"/> NO <input type="checkbox"/>
Name on TV	YES <input type="checkbox"/> NO <input type="checkbox"/>	Name on outside agencies publications	YES <input type="checkbox"/> NO <input type="checkbox"/>
Photo on website	YES <input type="checkbox"/> NO <input type="checkbox"/>	Photo in information booklet	YES <input type="checkbox"/> NO <input type="checkbox"/>
		To receive information/flyers from outside agencies	YES <input type="checkbox"/> NO <input type="checkbox"/>

#### Local Visits

To enhance the learning in specific areas, locals visits, walks and sporting / curricula events at other schools may take place during the year. This does not apply to visits after school or where a request for a voluntary contribution is made, when a letter will be sent out as normal.

I give permission for my child to be taken out of school as identified above:

Signed:

Relationship to child:

Date:

## Step 3



## Key information

### Leys Farm Junior School

### Arrivals and Departures

Our school times are: 8.30 a.m. to 12.00 noon and 12.55 p.m. to 3.00 p.m. Arrivals and Departures We ask that children do not arrive too early for school (before 8.30 a.m.) especially on cold and wet days. A member of staff supervises children in the playground each morning from 8.30am.

When dropping off and collecting children please be considerate of our neighbours and other road users.

### Uniform

A simple uniform is helpful in establishing good standards of appearance in school and by wearing it children quickly feel part of the community.

Please make sure your child's name is in all items of clothing so we can return anything which is misplaced. Shah's uniform shop stock a range of uniform. If your child is in receipt of free school meals, please contact our school office if you have a problem with purchasing school uniform.

We are always grateful for school uniform and games kit in good condition which your child may have outgrown. We can then pass this on to other parents for a small charge (which goes to school funds).

The governors' policy for school uniform is:

#### Boys and girls:

- Blue school jumper or cardigan (with school logo).
- White, pale blue or royal blue polo shirt (white & royal school logo shirts available).
- Black shoes or ALL BLACK trainers. (important: not with coloured "flashes" or any fashion logos, etc).

#### Boys:

- Grey, navy or black trousers or shorts.

#### Girls:

- Grey, navy or black skirt or tailored trousers.
- Plain grey, navy or black tights can be worn in cold weather.
- Summer dresses with small checks or fine stripes in blue may be worn, in summer.

All children, new to school, are provided with a school jumper or cardigan at the beginning of the school year. We hope this helps all families.

#### For P.E. the children will need:

##### Indoor:

- Boys and girls: black shorts, white or pale blue tee shirt.
- Black trainers (without fashion logos) to be worn.

All children can come into school in their P.E. Kit on their class P.E. lesson days.

#### Outdoor games and P. E:

- White/light blue tee shirt or polo shirt (school logo clothing available).
- Black shorts for boys, black/ navy gym skirt / skort for girls.
- Blue or white socks, plain, black trainers or plimsolls.
- For cold weather a black or blue track suit may be worn.

No designer labels, please.

**Please note:** Football team shirts are not permitted for PE and games lessons.

Fleece jackets and waterproof outdoor jackets (with school logo) can also be purchased if parents wish.

Certain items are NOT permitted for wearing in school: trainers (unless all black), jeans, leggings, tee shirts with logos or advertising, etc.

Jewellery should not be worn, but one pair of small studs are allowed in pierced ears. Other body/facial piercing is NOT permitted. Hair braids are not allowed as they present a safety problem when taking part in physical activities. Similarly, patterned cuts in hair and "challenging", unusual, haircuts are not appropriate for school. The Governors expect all parents to adhere to this policy. Nail varnish and make up are NOT permitted.

### School Meals

School lunches are provided by North Lincolnshire Catering Service and are of high quality and conform fully to the requirements of the DfE. We have always strongly believed in ensuring children have the opportunity to enjoy and benefit from a good hot meal at lunchtime. We know that this helps them to concentrate and reduces any possible unsettled behaviour.

Menus for the term are on display in the school. They can also be seen on the North Lincolnshire and our websites. Meals are served on a cafeteria system, offering a choice of dishes. "Special Menu" days are organised during the school year.

### Payment

We have moved to "ParentPay" for school meals, the online payment system which is used increasingly in schools very successfully.

### Packed Lunches

Packed lunches may be brought. If your child brings a packed lunch we ask that it is securely packed in a plastic box and drinks are not in glass bottles. Packed lunches are collected and stored in the Servery each morning so they are kept safe and hygienic for lunchtime. Please try to keep to healthy eating options in packed lunches. No more than four items should be included with only one sweet treat. Fizzy drinks should not be sent. A good, nutritious lunch does help children to settle in the afternoon. Advice leaflets are made available. Children must remain on school premises for the whole of lunchtime. We are a NUT FREE school so please respect this to keep all members of our school community with allergies safe.

### Privacy Notice

In line with the The General Data Protection Regulations (GDPR) 2018 please see school website / Key information / Privacy Notice Information.

### Free School Meals

Junior school children no longer receive a universal free school meal as they did in the infant school. However, free school meal entitlement transfers to our school and if you think you are entitled to claim free meals for your child at any time it is important that you apply. This brings additional funding (Pupil Premium) for our school, which we use to enrich the curriculum, provide additional support in the classroom, subsidise school visits and clubs, and so on. Please ask at the school office for details of how to apply.

### Playtime Snack

School provides bagels or fruit at playtime free of charge. We are part of the National Schools Breakfast Programme. Children are NOT allowed to bring sweets, chewing gum and snacks so we can ensure we follow healthy eating guidelines.

### Absence

If your child is absent through sickness or is unable to take part in school activities such as games or P.E. please let us know by telephone or email. We have a telephone answer machine so you can leave your message at any time before school starts.

If your child is absent and we have not heard from you, Miss Wells, Mrs Elliot or Mrs Clifton will telephone you soon after the start of school to make sure your child is safe and has not set off for school. If we are unable to contact you, we will start to call, in order, the contact numbers you have provided us with.

If your child has to be out of school for any reason during the day (for a hospital visit, dentist, etc) we will allow him/her to go only if you, or a previously notified representative, collects and returns him/her to school. All such absences must be recorded at the office to ensure your child is never at risk of being taken out of school by anyone other than you or your representative. Please do not go to the classrooms to collect your child.

### Attendance

We would like every pupil to aspire to achieving 100%. The DfE has stated that if a child has an attendance record of 90% or less they are classed as persistently absent, so please ensure your child attends unless there is a valid reason for them not to do so. Similarly, lateness is recorded and parents will receive a letter reminding them that punctuality is important.

### Mobile Telephones

Mobile phones must NOT be brought to school. Our school advises all parents to discourage all pupils from bringing mobile phones to school on the grounds that they are valuable and may be lost or stolen and have, sadly, led to children being distracted and involved in accidents.

However, we appreciate that there may be very exceptional circumstances for Year 6 children to bring a mobile phone. Phones are, in practice, brought to school very rarely.

If, in these circumstances, a pupil needs to bring a mobile phone to school, parents must make a request to the headteacher, in advance, giving the reasons. These requests will be granted only in exceptional cases and emergencies. The mobile phone must be labelled with the child's name and switched off. Permission is given for a short period only, whilst the emergency lasts. The headteacher's decision is final.

Requests will not be considered for pupils in Years 3, 4 and 5.

Phones MUST be taken to the office first thing in the morning and NOT kept in bags. They should be turned off when in school.

If these guidelines are not followed we reserve the right to stop a child bringing their phone.

### Homework

We do believe in children doing work at home to supplement what they do in school. It is good training in self-discipline to make sure the work is completed, or facts learnt. The homework will be to practise reading at least five times a week - we hope you will share books with your child. All children have a Home-School Planner Book which gives information on what they need to do each week. This will include learning multiplication tables and spellings. You can help by checking them after your child has tried to learn them. At other times it will be to do some research connected with their topic work or work from a maths investigation. Here we hope you will work with them, supporting and encouraging and gradually letting them take the initiative.

The homework is to support what has been learnt in school - it should never be allowed to cause great distress or upset. Please talk to your child's teacher if there are repeated problems.

We subscribe to several online practice sites for reading, spelling and times tables. All children have passwords for these and are encouraged to use them at home as well as at school.

We use Class Dojo to communicate homework and reward points.

### Medicine

If your child needs to take routine prescribed medicine during school time this must be provided, with full instructions, in a dose size amount in a suitable container. It must be given to a member of staff and kept in the school office. We will see that it is given at the correct time. On no account must any medicine be kept in classrooms or in bags. There is a medical form to complete. A record is kept in the school office.

### Asthma

If your child suffers from asthma it is important you complete a record sheet and give us full information about the condition and the type of inhaler your child uses. We have to keep an asthma record.

If your child needs an asthma inhaler at school we will keep it in the office, where it will always be available immediately. We do ask you to keep us informed about the inhaler and to keep the refills replenished. We do not like children to keep the inhalers in their bags or drawers as they could be misplaced, or misused by others, and not immediately available.

### Swimming

When children are in Y4 they receive eight one hour lessons at Riddings Pool, funded by the LA. The aim is to make sure all children have at least a basic competence in swimming.

### Clubs

Teachers and TAs lead extra-curricular clubs, usually after school, covering such activities as choir, art, cooking, football training, dance, computing and School Council. Some clubs are provided by specialist coaches. The clubs may have a small charge to cover staffing costs and materials.

### Charging Policy

We recognise that a wide range of additional activities, including clubs, visits and visitors can make a valuable contribution to pupils' personal and social education. It is hoped parents will be prepared to make the necessary voluntary contributions towards these activities. No child will be excluded from the activities but it is unlikely the activities will take place without sufficient funding. Our Pupil Premium funding is used to subsidise visits. Please contact the school office, in confidence, if you would like further information.

### Parental Involvement

Parents and grandparents are encouraged to take an active part in their child's learning, both in school and at home. We want there to be a partnership which can only be to the benefit of your child.

We welcome help in school, helping children to choose books, helping with creative activities, and cooking for example. There is the opportunity to work with children in the garden and to learn skills yourselves.

All children are encouraged to take books home to read with their parents and to share and enjoy them. All reading should be recorded in the Home School Planners.

We have parent/teacher meetings to discuss progress each term. Each summer term parents receive an annual report about their child's progress.

Parents/grandparents who volunteer to work in school will have to complete the clearance form required by the DBS. We hope parents will see that this is an additional safeguard for their children, and will continue to volunteer to give their valuable help. There is no charge for this.

### Seeking Permission

We always seek parent permission for activities outside school hours. If there are away matches we will aim to provide transport but on occasion parental support may be useful. Parents must be aware of the legal position when providing lifts for children.

### Contacting Parents

If your child is ill or injured whilst in school we will make every effort to contact you or your representative, so a decision can be made. In serious cases it may be necessary to move your child immediately to hospital, in which case parents will be notified as soon as possible. It is, therefore, essential that your contact details are always kept up to date.

We have a text messaging service to alert parents to important messages. We know this service is appreciated as it enables us to instantly update parents and to target specific groups or classes.

### Special Educational Needs and Additional Support

If children have learning difficulties they are helped initially in the classroom by their teacher through high quality first teaching.

Our TAs are fully trained and provide support in class, to targeted groups outside the classroom and to individual children.

Where a child has an Education, Health Care Plan we have trained TAs to support them. These TAs work closely with the class teachers and SENCO. Outside agencies, including the Educational Psychology Service, are called on to give their advice and support as appropriate.

Where appropriate a Dyslexia Screening programme is used so the most effective provision can be put in place.

We recognise that all children are individuals with their own specific needs, gifts and talents.

### School Council

Our School Council represents the views of all our pupils and gives all children the opportunity to make their voices heard and to feel part of our school community.

They meet every few weeks, with children from each year group being elected by their peers to serve for a year.

The Council helps with a range of things, such as:

- Organising fund raising and deciding on how the funds should be spent
- Deciding on equipment for the playground and wet playtimes
- Reviewing suggestions made by their peers and putting them forward for consideration by the staff.

### Buddy Mentors

These are a team of older children, who are trained by a member of staff to help look after their peers, resolve minor disagreements and make sure all children feel cared for and supported.

They meet with other schools to discuss their ideas and make a valuable contribution to the life of our school and across the local authority.

### Outdoor Learning

We believe all children should have the opportunity to take part in gardening and learning outdoors. Our school grounds are a valuable resource. All children experience growing activities which produce many types of fruit and vegetables. These are used in the school kitchen, curriculum cooking and in the cooking club.

We have developed new areas in our grounds in recent years – a Memory Garden, in which children can sit quietly and think or read and appreciate the beauty of plants and flowers and a Shakespeare Garden which was developed to commemorate the 400th Anniversary of Shakespeare's death. This area has a story-telling chair and benches for children. It has a "bug hotel" in Tudor style, a willow cauldron with 'witches' and fairy doors.

The plants will be linked to Tudor times. Our grounds are constantly evolving and children are encouraged to care for, and respect, their surroundings.

We are proud of a superb metal sculpture of flowers and bees to celebrate our work on the Polli:Nation project. We have a World War 2 garden with an Anderson Shelter. We are grateful for the support and involvement of parents, grandparents, governors and other volunteers.



“

#### Parent:

I can't recommend Leys Farm Junior School enough: they have encouraged both of my sons to push themselves and be the best they can be. My youngest has a much more confident outlook on venturing to senior school now. Also on a personal level they were supportive and helped myself through a very tough time, which goes above and beyond what I would have expected from a school. I can't thank ALL the staff enough. Any parent sending their child here will know they have made the right choice.

”

### Why do we need policies?

For a school to offer high quality education and care, it needs policies. Policies help develop and define a set of consistent rules, regulations, procedures and protocols.

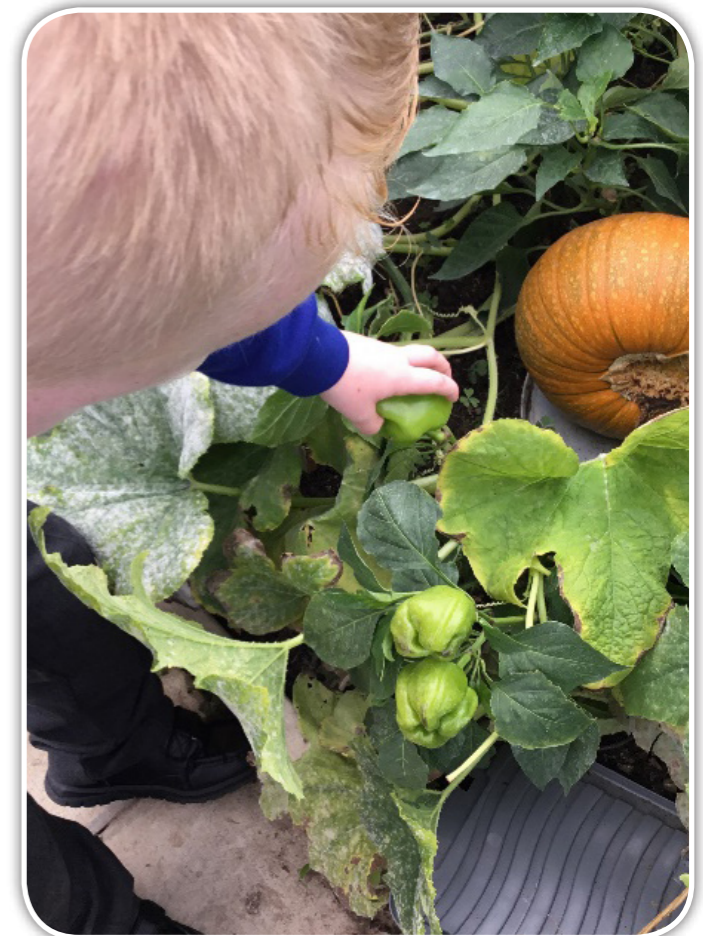
#### Parents need policies

Policies are also useful to parents. For example, a prospective parent might wish to view a school's behaviour policy or special educational needs policy, before deciding whether to apply for their child to attend the school. If you want to know what policies we have, you can either call the school office or visit the school website: [www.leysfarm.org.uk](http://www.leysfarm.org.uk).

### Key policies

Some of our key policies are:

- British Values statement
- Anti-bullying
- Acceptable Use Agreement / Online Safety
- Behaviour
- Charging
- Complaints
- Safeguarding and Child Protection
- Mobile phones
- Pupil Premium
- SEND Information Record



Monday, 4th September – **Staff Training Day**

Tuesday, 5th September – **Children Back for Start of New Academic Year!**

Friday, 20th October – **Half-term**

Monday, 30th October – **Children Back**

Thursday 21st December – **End of Term**

Friday 22nd December – **Staff Training Day**

Friday, 5th January – **Staff Training Day**

Monday, 8th January – **Children Back**

Friday, 9th February – **Half-term**

Monday, 19th February – **Children Back**

Thursday, 28th March – **End of Term**

Monday, 15th April – **Staff Training Day**

Tuesday 16th April – **Children Back**

Monday, 6th May – **CLOSED – BANK HOLIDAY MONDAY**

Friday, 24th May – **Half-term**

Monday, 3rd June – **Children Back**

Friday 19th July – **End of Term**

Monday 22nd July – **Staff Training Day.**



Leys Farm Junior School  
Park Avenue  
Bottesford  
Scunthorpe  
North Lincolnshire  
DN17 2PB

Headteacher: Miss S. Thomas  
School Business Manager: Miss D. Wells  
Pastoral Manager: Mrs A. Elliot  
Administrative Officer: Mrs T. Clifton  
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