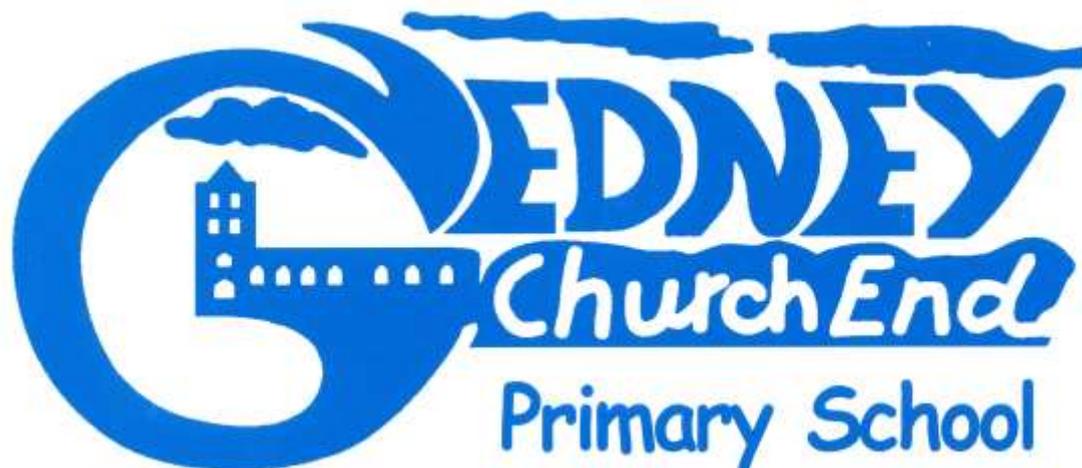


Brochure 2020-2021

Gedney Church End Primary School



**Church End
Gedney
Nr. Spalding
Lincolnshire
PE12 0BU**

**Telephone: 01406 362383
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**Executive Headteacher: Mr. S Pearson
Chair of Governors: Mrs N. Taylor**

A message from the Chair of Governors

It gives me great pleasure to welcome you to Gedney Church End Primary School.

The school is situated in a quiet residential area in the village of Gedney, near Long Sutton. Our children join us from families living in Gedney and many villages in the surrounding area.

The Governors represent an interesting cross-section of the community, and are committed to achieving the school's aims through continued improvement and development.

The prospectus is your first introduction to Gedney Church End School and in the following pages you will find examples and explanations about the Policies of our school. Should you wish further clarification on any matters relating to this prospectus please do not hesitate to contact the Headteacher.

On behalf of the Governors and Staff, may I take this opportunity to thank you for your enquiry.

Natalie Taylor

.....and from the Headteacher

I am pleased to present this school prospectus, which gives you a flavour of what we offer here and the ethos of the school. The school is based in wonderful grounds and combines a beautiful rural setting with the highest of expectations. Please feel welcome to make an appointment to come and look around the school.

We are proud of our achievements here at Gedney Church End School. Within our school we seek to create a supportive, safe and friendly environment, where each child has the opportunity to develop fully.

The Governors, teachers and all involved in the children's learning are enthusiastic and eager that the needs of each child are satisfied and wherever possible their potential is reached and capitalised upon.

Support from home is a vital factor in providing a child with a secure base for learning. We therefore hope to work in partnership with all parents to provide the best possible education for every child.

Scott Pearson

Organisation

As our numbers may vary from year to year, so might our class groupings. However, we are committed to maintaining three classes whilst the school budget allows in order to keep class sizes to a minimum.

Whichever class grouping your child is in, the work, based on National Curriculum guidelines, National Numeracy Strategy and National Literacy Strategy, will reflect their individual needs at the time.

The class teacher is responsible for the planning and delivery of the curriculum and the pastoral care of children in that class.

Gedney Church End Primary School is federated with Lutton St. Nicholas Primary School and the staff, including non-teaching staff, work together as a team for the mutual benefit of everyone in the federation.

The current staff (Gedney):

| | |
|---------------------|--|
| Mr Scott Pearson | Executive Head Teacher |
| Mr Andy Dearlove | Assistant Head Teacher |
| Miss Diane Jacob | Jaguars Class Teacher/Senior Teacher |
| Miss Keeley Pearson | Puffins Class Teacher |
| Mrs Louise Wright | Woodpeckers Class Teacher/KS1, EYFS & Phonics Lead |
| Mrs Helen Taylor | SENCO |
| Mrs Natasha Parnell | Senior Administrator/Bursar |
| Mrs Chelsea Powley | Education Care Officer |
| Mrs Jayne Waters | Teaching Assistant (Early Years) |
| Mrs Jolene Bulbrook | Higher Level Teaching Assistant |
| Mrs Jodie Rackham | Teaching Assistant |
| Mrs Heidi Barrett | 1:1 Teaching Assistant |
| Miss Brooke Yates | 1:1 Teaching Assistant |
| Mrs Linda Hyland | Senior Midday Supervisor |
| Mrs Natalie Mascall | Midday Supervisor |
| Mrs Sarah Bailey | Breakfast Club Provision/Midday Supervisor/Cleaner |
| Mr Rodney Hall | Caretaker |

The School Governors

| | |
|----------------|------------------------|
| Mrs N. Taylor | Chair of Governors |
| Mr S. Pearson | Executive Head Teacher |
| Mr J. Tolliday | Co-Opted Governor |
| Mrs. J. Speed | Co-Opted Governor |
| Mrs C. Brookin | Co-Opted Governor |

Clerk to the Governors

Mrs G. Smith

All governors can be contacted via the Clerk at the school.

Class Organisation at Gedney

The classes this year are divided into groups as follows:

| Woodpeckers | Puffins | Jaguars |
|--------------------------------------|----------------|----------------|
| Early Years Foundation Stage, Year 1 | Years 2 & 3 | Year 4, 5 & 6 |

Autumn Term 2020

| Day | Date | Open and Close | Time |
|------------|---------------------------|-----------------------|-------------|
| Tuesday | September 1 st | INSET DAY | Staff Only |
| Wednesday | September 2 nd | INSET DAY | Staff Only |
| Thursday | September 3 rd | School Opens | 8:50/9:00 |
| Friday | October 23 rd | School Closes | 3:10/3:20 |
| Monday | November 2 nd | School Opens | 8:50/9:00 |
| Thursday | December 17 th | School Closes | 3:10/3:20 |
| Friday | December 18 th | INSET DAY | Staff Only |

Spring Term 2021

| Day | Date | Open and Close | Time |
|------------|---------------------------|-----------------------|-------------|
| Monday | January 4 th | INSET DAY | Staff Only |
| Tuesday | January 5 th | School Opens | 8:50/9:00 |
| Friday | February 12 th | School Closes | 3:10/3:20 |
| Monday | February 22 nd | School Opens | 8:50/9:00 |
| Wednesday | March 31 st | School Closes | 3:10/3:20 |

Summer Term 2021

| Day | Date | Open and Close | Time |
|-----------|------------------------|----------------|------------------|
| Monday | April 19 th | School Opens | 8:50/9:00 |
| Friday | May 3 rd | School Closed | May Bank Holiday |
| Friday | May 28 th | School Closes | 3:10/3:20 |
| Monday | June 7 th | School Opens | 8:50/9:00 |
| Wednesday | July 21 st | School Closes | 3:10/3:20 |

The Aims and Values of the School



1. To promote a happy, secure and stimulating environment in which children can enjoy learning from a broad-based curriculum.
2. To develop a sense of loyalty to the school, family and the wider community.
3. To provide opportunities for high standards of personal, social, spiritual, moral and physical development for all children.
4. To ensure that the standards of teaching and learning encourage the highest possible individual achievement in all curriculum areas.
5. To prepare our children so that they are fully equipped for their future life.

Useful information in alphabetical order

Absences

1. A phone call from an adult at the start of the school day is required when a child is ill, to avoid concern as to the child's safety (see below)
2. Following an absence, a note of explanation from an adult should be sent to school if no phone call was made

Absences without explanation are regarded as unauthorised under County policy and have to be recorded in the child's records. Our school operates a 'First Day Call' policy where we will make contact with the family of any child who is recorded as being absent without explanation. This will be in the form of a telephone call between 9.15 and 9.30.

Accessibility

Our school aims to be an inclusive school. We make all children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a physical disability, she or he will be treated in the same way as any other applicant for admission. We make appropriate adjustments to ensure that pupils with disabilities are not placed at a disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. All schools are required to have an Accessibility Plan, and ours is currently in the process of being updated. Copies are available from the school office, if required.

In order for effective partnership working between home and school, we anticipate that parents will want to:

- inform the school at the earliest opportunity if their child has a disability and the exact nature of it;
- provide the information school needs to plan effectively for the child to be a full member of the school community;
- acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Head Teacher must consider is the effect of the proposed change on all members of the school community;
- recognise the importance of the school and home working in partnership.

Admissions Policy

The Local Authority acts as the Admissions Authority for community schools such as Gedney Church End Primary School. This means that the school uses the Lincolnshire County Council Admissions Policy. This Policy can be found in

the current edition of 'Going to School in Lincolnshire' Booklet, which can be obtained from the School Office. Parents need to be aware that the Local Authority prefers web-based resources and all the required guidance, including application forms, are available accordingly. The link is as follows:

www.lincolnshire.gov/schooladmissions

Pupils are admitted to school in September of the academic year in which they are five years of age. There will be a maximum of 30 children in each Foundation Stage and Key Stage 1 class, ensuring full compliance with the Infant Class Size Initiative. Our Published Admissions Number (PAN) is currently 15.

Application packs are available from the School Office. Applications should be completed and returned to County Offices, Lincoln. Places will be confirmed to parents by the Local Authority in Spring.

Pre-Admission Arrangements

Parents of pre-school children are welcome to make an appointment with the Head Teacher, to visit during the school day. Towards the end of the Summer Term, we invite the new children to spend some sessions in class, where they can meet their teacher and other children of their intake year.

Mid-year Admissions

Allocations of all places will take into account the PAN for the school. Parents may apply directly to the school, through the Schools Admissions Team at Lincoln County Offices on 01522 782030 or via the County website (see above).

If the year group is oversubscribed, parents have a right of appeal. Please consult the Head Teacher for further advice.

Art and Design

All children will be given opportunities to develop their creative skills using a variety of different media. Their talents are recognised and encouraged; their work is valued and displayed. They are introduced to the works of other artists by way of example and to help them to develop appreciation of different styles.

Assemblies

An act of worship of a broadly Christian nature takes place daily. Rev. Rosemary Goddard takes some assemblies and periodically each class gives a presentation. Parents have the right to withdraw their child from assemblies on religious grounds. Please discuss this matter with the Head Teacher if this applies to you.

Behaviour

The class teacher is concerned for the personal and social development of your child as well as educational progress. We try to combine high expectations with a sympathetic approach. Sometimes, however, problems arise that require a joint approach by both parents and school. In such cases, parents will be involved at an early stage. Likewise, it is helpful if we are informed of any changes or problems at home.

We have a REWARDS and sanctions system that encourages positive choices and supports children to become responsible for the behaviours they display. Copies of the school's Positive Behaviour Management Policy are available from the school office on request.

Behaviour – Code and Conduct

To make our school a happy and safe place to be, we have drawn up a Shared Code of Conduct as follows:

- * Set a good example - the youngest copy the oldest.
- * Move quietly around the school - always walk, stand aside for others, hold open doors, lend a helping hand.
- * Speak politely at all times - even when feeling bad-tempered! It is discourteous to shout.
- * Always respect other people and their possessions.
- * Take care of each other. Do seek adult help - but not just to tell tales to get someone into trouble.
- * Listen and wait patiently for your turn - interrupting is bad manners.

Breakfast Provision

We recognise that children will benefit from a healthy and nutritious start to the school day. To assist, we provide free Breakfast Provision for all pupils from 8.15-8.25. If your child wishes to attend, there is no need to notify us; just turn up on the required day and we will ensure they receive a breakfast that conforms to the National Healthy Schools Standards.

Charging Policy

The Governing Body are fully committed by the terms of successive Education Acts to:

1. Maintain the right to free school education

2. Establish that the activities offered wholly or mainly during the normal teaching day should be available to all pupils regardless of their parents' ability or willingness to meet the cost
3. Emphasise that there are no statutory requirements to charge for any form of education or related activity, but to give the LA and the schools the discretion to charge for optional activities proved to be wholly or mainly outside school hours
4. Confirm the right of the LA and the schools to invite voluntary contributions for the benefit of the school or in support of any activity organised by the school whether during or outside school hours

The Governing Body wants to ensure that all pupils can take advantage of the whole range of activities provided by the school to broaden children's experiences. Such activities may include residential trips, non-residential trips, swimming and clubs.

Some pupils are entitled to remission from certain costs e.g. music tuition, trips, residential experiences etc. These are usually but not exclusively for children in receipt of Free School Meals (FSM). If you wish to check on either entitlement or remission, please speak to either Mrs. Parnell or the Head Teacher.

Child Protection

It may be helpful to know that the Authority requires Head Teachers to report any obvious or suspected case of child abuse which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that Head Teachers risk upsetting some parents by reporting a case, which on reflection proves to be unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is to carry out this delicate responsibility, would accept that the Head Teacher was acting in what were the child's best interests at the time.

Clothing

We actively encourage the wearing of school uniform to give a sense of belonging and to foster a feeling of pride in our school. The uniform is kept simple to avoid unnecessary expense and comprises a blue sweatshirt/sweat cardigan with school logo which can be purchased directly from the School Trends website. This is worn with either grey/black trousers or grey/black skirt. No football shirts or jogging outfits, please.

We ask you to discourage the wearing of certain clothing and high heeled shoes for safety reasons. Children need to be able to run freely at playtimes, and their school clothing must allow them to do so safely.

Light weight PE shoes, T-shirts and shorts are required for all pupils during the school year. A PE kit, including a bag but excluding plimsolls, can be purchased from the office if required.

Safety, comfort and hygiene are considered to be crucial elements of the Physical Education programme.

Swimwear will be required at certain times. You will be informed of the times your child will be swimming well in advance.

All clothing should be clearly named - especially sweatshirts which are all identical!

Clubs

Out of school clubs broaden the children's experiences, and reflect their interests. They may include keyboard, craft and cookery, drama, knitting, gardening, multi-skills, chess, netball, football, recorders, guitar, reasoning skills, archaeology, film making and French, as interest demands. Belonging to a club requires a degree of commitment and we ask that you encourage your child to give of their best through good attendance and practice. With a little bit of application and commitment, who knows what they will be able to achieve!! We also ask that you should be responsible for your child's safe return home.

Complaints Procedure

Everyone in school strives to deliver the best possible education to all our pupils and to have a high regard for their health, welfare and safety at all times. However, occasionally, there may be some thing which causes you concern. If so, please come to school to speak to either the class teacher or the Head Teacher. Any little fears or misunderstandings can usually be dispelled easily in this way. If we are not aware of these worries, we are unable to help set your mind at rest.

We follow a stepped procedure, as follows:

1. Informal Complaint
2. Formal Complaint to the Head Teacher
3. Formal Complaint to the Governing Body
4. Formal Complaint to the Local Authority

Copies of our procedures are available, on request.

Curriculum

The curriculum is concerned with the education of the "whole child"- intellectual, physical, social and moral skills are taught. We try to help our pupils develop to the best of their individual abilities; encouraging lively, enquiring minds and full consideration of those around them.

According to the Education Reform Act we are required to follow the National Curriculum programmes of study at the appropriate level for each child. English and Maths are taught with regard to National Strategies. English, Maths and Science which are formally assessed against National Standards at the end of Years 2 and 6.

History, Geography, Technology, Art, Information Communication Technology, Music, RE, and PE which are assessed internally.

Reception children follow the Early Years Foundation Stage (EYFS) where learning is underpinned by the Early Learning Goals (ELGs). This builds on their pre-school experience where children follow a similar curriculum. There are 7 areas of learning, all of which have equal weighting:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

In EYFS, the majority of learning will take place through play based opportunities within a creative and stimulating learning setting. Adults will also lead learning through focus group teaching or through intervention in the children's play. Careful records of development are maintained through the Foundation Stage Profile and parents are also encouraged to contribute to this record through Home Profiles.

The delivery of the curriculum is the responsibility of each teacher. Many teaching styles, methods and groupings will be employed to ensure a full and satisfactory coverage.

English

English is one of the 'core' subjects of the National Curriculum and is divided into three Attainment Targets; Speaking and Listening, Reading and Writing.

Use of language begins at home. At school we endeavour to develop these communication skills further with purposeful, structured activities.

Spoken language and listening skills are practised during discussion and sharing times, during role play and drama, and in Assemblies when children are encouraged to speak clearly, audibly and with relevance, and to listen attentively without interrupting.

The teaching of reading is based upon a wide range of books, both fiction and non-fiction. Children are encouraged to take home books to share with their parents. Additional help is supplied through support materials such as games and exciting web-based resources. Children are encouraged to make

choices and develop reading strategies to aid their fluency. One aspect of the teaching of reading is phonics. This is where children learn the individual letter sounds and then blend them together to make more complex sounds. A number of resources are used to support the teaching of phonics but the Letters and Sounds scheme is the main one that we use. As a staff, we understand that many strategies are required for children to become independent readers but above all else, we wish to see our children enjoying high quality literature that is matched to their level of development and interest.

The development of writing is more complex and includes handwriting and presentation skills, creative writing, factual accounts and poetry. Spelling (Letters and Sounds) and handwriting (Nelson Handwriting Scheme) are supported throughout the school and help our children to be both creative and grammatically correct in their use of the written word.

Mathematics

There are four Attainment Targets in Maths, as follows:

1. Ma1: Using and Applying Mathematics
2. Ma2: Number and Algebra
3. Ma3: Shape, Space and Measure
4. Ma4: Handling Data

They are taught in conjunction with the Numeracy Strategy which is running throughout the school as well as number activities, problem solving and investigative tasks. Maths is known as a core area of the curriculum which highlights its importance.

Science

Children are required to observe, investigate, experiment and arrive at conclusions in a range of different contexts. There are 4 Attainment Targets in Science, as follows:

1. Sc1: Scientific Enquiry
2. Sc2: Life Processes and Living Things
3. Sc3: Materials and their Properties
4. Sc4: Physical Processes

Sc1 is the most important Attainment Target and all activities will contain an element of Scientific Enquiry. This is the vehicle for teaching some of the knowledge components that constitute Sc3, Sc3 and Sc4.

History and Geography

In accordance with National Curriculum guidelines, these subjects emphasise the environment, people, places and events near and far, old and new. Map work and visits, television and video, books, computers and eye-witness

accounts will enhance the learning in these areas. A topic approach is favoured with the children in classes 3 and 4 learning about the same aspect of History or Geography on a 4 year rolling programme.

Design and Technology, Information Technology, Art and Design, Music, PE and RE.

These subjects are all taught in accordance with the National Curriculum Programmes of Study and often follow a theme. The curriculum is shared between the 2 schools within our federation which broadens the range of opportunities the children will encounter.

Data protection

All schools hold information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. The school has to comply with the Data Protection Act 1998. If you require further information please ask at the school office for a copy of our Fair Processing Notice.

Federation

As mentioned previously in this brochure, our school is part of a federation. Our partner school is Lutton St. Nicholas, which is approximately 3 miles away. As a federation, we share a Head Teacher and a Governing Body. All of the advantages of a federation are actively pursued, including all of the following:

- Cost enabling us to keep our class sizes small
- Shared curriculum and staff expertise
- Wider social development opportunities for pupils
- Extended reach of both schools helping us to recruit children from further afield
- Economies of scale
- Shared visits
- Shared forms of school organisation

Fundraising

We have an active group of willing parents and friends who organise fundraising and social events for the school. The extra funds that these bring in are an invaluable asset and pay for the little extras not normally covered by the school budget. The group are known as FOGS, which stands for the Friends of Gedney School. Every parent is eligible to be part of this group so please feel free to come along and join in the fun!

Governors

The running of the school, its organisation, discipline and management is the responsibility of the Governing Body in partnership with the Head Teacher and

staff. The governors and the Head Teacher meet regularly to decide on strategies for dealing with budgetary, staffing and curriculum matters.

Governors serve for a four-year period and come from a variety of sources, including the Local Education Authority. Parent Governors are elected as vacancies occur, but in any case, every four years. If there is a vacancy, the school will notify you and, as a parent, you will be eligible to stand. Being a governor is a responsible but very rewarding role. If you feel you may be interested, please feel free to speak to the Head Teacher or Chair of Governors.

Health, Sex and Relationships Education

Health matters and sex education are dealt with as a normal part of the teaching programme throughout the school. Questions and discussions are dealt with factually, clearly and at an appropriate level within the context of family life, loving relationships and respect for each other.

Other professionals sometimes support school in the delivery of high quality sex and relationships education ensuring that all children understand key aspects of growing up before they experience them. Our preference, however, is for these lessons to be delivered by the staff that children are most comfortable with, namely their class teacher.

The following progression is observed across both schools in our federation:

| | |
|----------------------------|---|
| Woodpeckers (Reception) | <ul style="list-style-type: none"> ▪ Recognising the importance of family and friendship ▪ Communities: people who help us in and outside of school – who to go to if we need help ▪ Keeping myself safe ▪ How friends/family make us sad or happy ▪ How do we communicate those feelings? |
| Woodpeckers (Year 1) | <ul style="list-style-type: none"> ▪ How friends/family make me feel afraid or angry ▪ How to deal with those emotions ▪ How do I make someone else feel special? ▪ How does my behaviour affect those around me? ▪ How do I cope with change in my relationships? (The arrival of a sibling, the death of a pet etc) ▪ How do I support my friends during sad times and times of change? ▪ Name common body parts |
| Puffins | <ul style="list-style-type: none"> ▪ How have my relationships changed since I was an Infant? ▪ How do I resolve problems when relationships go wrong? ▪ What do I look for in a good friend? ▪ How can I be a good friend to others? ▪ Being responsible for my own decisions, including rights and responsibilities ▪ How has my body changed since I was young? ▪ Puberty, including periods* |

| | |
|---------|---|
| | <ul style="list-style-type: none"> ▪ Name all body parts, including sexual organs |
| Jaguars | <ul style="list-style-type: none"> ▪ Peer pressure – how to say no ▪ How will I change in the future? ▪ Sexual intercourse ▪ Contraception ▪ How babies are born ▪ Changing relationships ▪ Facing changes – my body, my school ▪ Supporting friends through change ▪ Peer pressure – secondary transfer survival strategies ▪ How to recognise changing and conflicting emotions |

* Targeted towards Year 4 pupils

As parents, you have the right to withdraw your child from any lesson within the Sex and Relationships Education programme. If you are considering this, it might be a good idea to speak to the Head Teacher because these lessons can often empower to make positive health and life choices as they grow older.

Helpers

We recognise the wealth of expertise that parents have to offer and welcome your help in school. There are a multitude of tasks that you can perform, both in and out of the classroom. We always need extra people to give the children a chance to practise their reading skills, for example. If you would like to spare us some time, and be of additional support to your children, please see one of the teachers. In common with all schools, helpers are required to complete a Criminal Records Bureau Enhanced check.

Holidays

If you are, unfortunately, unable to stick to school holiday periods and need to take a break mid-term, you are required to complete a holiday form, available from the office. However, any absence not authorised by the Head Teacher is considered to be unauthorised and any holiday absence that takes the total number of absences for holiday beyond 10 school days (20 sessions) during the school year is also considered unauthorised.

It is obviously important to deal with each case on its merits and as a school, we understand some of the cost differentials involved. We do, however, wish to see our children in school as often as possible.

When a holiday absence request is made, the Head Teacher will also look at the following 2 indicators:

1. Current attendance – this needs to be at or above 95%
2. Progress – we expect all our children to be making sufficient progress to meet the challenging targets we set for them

If your child's attendance is below 95% or they are not on-track to reach their learning targets, the Head Teacher might not be in a position to authorise the

absence. Where this happens, the school will contact you direct to discuss the matter further.

Holiday Absence Request Forms can be obtained from the school office or downloaded from the website.

Homework

In line with Government guidelines, every child is encouraged to take reading books home, learn a few spellings or times tables, engage in a piece of research, or complete a piece of work begun at school. It is suggested that up to an hour a week for infants and two hours or more for juniors should be provided. Where homework becomes an issue, please make an appointment to see either the Head Teacher or your child's class teacher.

Illness and Accidents

We do our utmost at school to ensure safety at all times, but there are some occasions when minor accidents do occur. You will always be informed as quickly as possible in order that appropriate action can be taken. In the case of a child feeling unwell, staff will monitor the child's condition and will contact parents if it is considered necessary. It is vitally important that we have a daytime contact telephone number in case of such an emergency and it will be your responsibility to ensure the school office is notified of any changes.

ICT

Children are taught computing skills and use computers to enhance their learning in all subjects in the classroom.

We are very aware of some of the dangers children face online and actively teach e-Safety is part of our ICT curriculum. Stringent filtering is also in place to ensure that children remain safe online at school. E-Safety is a shared responsibility between the home and school and information evenings will be offered to support parents in this most challenging area on an annual basis.

Jewellery

Jewellery can be a danger and is easily lost. We ask therefore that jewellery should preferably be left at home. Children with pierced ears should only wear stud earrings. All jewellery is brought to school at the owner's own risk and must be removed by themselves for all forms of PE. This represents the Local Authority's Health and Safety Guidance and is non-negotiable.

Late arrivals

We are responsible for the safety of your child from 8.15 (provided they attend Breakfast Provision) to 10 minutes after school. Where children do not attend Breakfast Provision, we will assume responsibility for them from 8.35

onwards. They should, therefore, be collected promptly and never be left unattended.

Late arrivals need to enter school by the office since the other door is kept locked during the day. Parents are reminded that lateness is counted as Unauthorised Absence. Registers close at 8.50am and 1.10pm.

As a school, we closely monitor attendance on a termly basis. If your child's attendance dips below 95%, we will write to you at the end of each term to offer support in helping attendance to improve. Similar monitoring arrangements exist for pupils who are late but we also wish to ensure that we give the full range of support to families who are experiencing difficulties, including the use of the Education Welfare Service. We place a strong emphasis on partnership and would always prefer to work with you in this important area.

Letters

News and information letters are sent home regularly, sometimes requiring a reply. Please check your child's bag regularly or contact school. We always take care to ensure that important dates are notified early on and it might be a good idea to retain these letters when they are published. They tend to come out in table form and clipping them to your fridge front door should usually do the trick! Please also keep in mind that important dates can be downloaded from our website.

Lunch Boxes

We provide hot meals for those requesting them and for those entitled to free school meals; the remaining pupils have packed lunches. Please ensure that the box is clearly named. We also ask that you consider the food value of the contents, and likes and dislikes of your child, as we are keen to promote a healthy life-style as well as discouraging wastage. Our school provides every child with a new named water bottle and the children have access to water at all times during the day. Milk and water are available for those children having a hot meal. We have been awarded Healthy School Status (2011) and ask that you try to follow guidance issued by the Schools' Food Trust. This can be accessed via the following link:

<http://www.schoolfoodtrust.org.uk/schools/projects/packed-lunches/packed-lunch-ideas>

Free meals are available to pupils of families receiving Income Support or Income Based Jobseeker's Allowance or Child Tax Credit (with an annual income of less than a certain amount) or Guarantee Element of State Pension Credit or support under part VI of the Immigration and Asylum Act 1999. Application forms are available in school or online from the Local Authority.

Medical and dental checks

Some Reception children will receive a medical check in their first year at school. Other children may be re-checked from time to time. If any further action is required parents are informed and may see their own medical personnel.

Medicines

Unfortunately, we are unable to administer any medicines other than those which control conditions such as asthma, diabetes etc., so please do not send them to school.

If your child suffers from a medical condition please let us know. If you have any concerns in this area, please make an appointment with the Head Teacher as soon as possible.

Music

Music is taught throughout the school, in class groups, using a variety of sources and genre. Performing and composing are an important part of the understanding of music, as is the appreciation of the works of others gained from listening to many forms. Musical knowledge includes singing, playing instruments, understanding pitch, rhythm, tempo, timbre, tone and structure and appraising the works of others.

Peripatetic music tuition is also available at a subsidised cost. We currently have opportunities available for strings and woodwind. We have recently put together a ukulele group with the support of the Local Authority for pupils in Year 6.

At Gedney, we have a strong musical tradition and our children have performed at the South Holland Centre on a number of occasions.

Open evenings

Parents will be given opportunities to come into school to talk to the class teacher about their child's progress at intervals during the year. You will be notified of dates and times when it is appropriate.

Meetings usually take place during the autumn and spring terms. You will receive a full written report in July and the option to discuss it if you wish.

Personal accident insurance for pupils

All pupils are insured for Personal Accident during the normal school day. We use the county scheme, details of which can be provided on request.

Personal property

Personal property is the responsibility of its owner. Wherever possible, items should be clearly named. The bringing of toys and jewellery is discouraged as loss or breakage can cause great upset to the owner. Handheld

electronic games and are not appropriate but we understand that in some cases, parents may wish to send their older children into school with a mobile phone for safety reasons. If this is the case, please could you notify the school immediately and we will ensure that the phone is kept safely in the school office throughout the day.

Playtime snacks

In order to alleviate a serious litter problem, and to promote a healthier lifestyle, better dental hygiene, and improved appetite for lunch, we allow only fruit and vegetables for mid-morning snacks. If you have an issue with this please make an appointment to see the Head Teacher.

All children in Key Stage 1 receive a free piece of fruit daily as part of the National Fruit for Schools Scheme. Our School Council operates a Fruit Tuck Shop at playtimes charging a small amount per item.

Pupil premium

The Pupil Premium is an amount of funding that is provided by the government to remove barriers to learning for children from less advantaged backgrounds or who are deemed to be 'vulnerable.' It is calculated by the maximum number of pupils who are eligible to receive Free School Meals (FSM). Last year, our allocation was £33,000 and this was used to provide additional tuition, curriculum enrichment opportunities, resources and small subsidies.

Our current allocation is £40,500 and this is being used to support a number of different programmes in school, most notably intervention, enrichment (including residential learning), high quality resources, additional tuition and specialist training for some support staff.

Religious Education

RE is taught according to the Lincolnshire Agreed Syllabus. Whilst it reflects the broadly Christian nature of our country, other major religions of the world are studied. In a multi-cultural, multi-faith society, it is important for children to have an opportunity to learn about other religions as this will help them to gain a better overall understanding of the society in which we live. Enrichment opportunities are regularly planned including visits to places of worship both near (St. Mary Magdalene's) and slightly further away (Peterborough Mosque and Cathedral).

We are obliged to point out that parents are allowed to withdraw their children from all or part of RE lessons. Please consult the Head Teacher if you feel this may be appropriate.

Residential learning

As a federation, we are strongly committed to residential education. Two trips are offered across Key Stage 2, as follows:

1. Year 4: 2 nights and 3 days at Ilam Hall, Derbyshire
2. Year 6: 2 nights and 3 days at Kingswood Residential Centre

Costs are kept to a minimum and the school will seek to support all families as we wish to see 100% attendance.

School Security

School security is of paramount importance. Our site exceeds national recommendations for perimeter security and entrance to the school building is monitored via the school office through a locked door. In the morning, all children will enter the building through the main front door. They will be buzzed into school via the security door which is operated from inside the main office. At the end of the day, they will leave across the main playground where parents are encouraged to wait for them. The gate will be unlocked from 3.10. Children attending clubs will be dismissed from the front door by the staff responsible for each club.

Secondary Education

Lincolnshire still has a selection process for children turning 11 during the school year. On completion of the selection test (11+), children usually go to Spalding Grammar and High Schools. Those who do not sit or get through the 11+ can apply to The University Academy Long Sutton, or The University Academy Holbeach.

The 11+ is non-compulsory therefore parents do not have to enrol their child. The school will, however, offer a structured programme of support for pupils in Year 5 through our Reasoning Club which meets once per week after school

Special educational needs

The school has a policy for supporting children with special educational needs which is revised every year. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

All pupils are regularly assessed. If we consider that any child needs extra help or support we have a range of different strategies, as follows:

- Intervention: Interventions are used when children fall below target in their learning. We recognise that this can be for a number of different reasons but a short, intensive programme of targeted support, usually lasting no longer than 6 weeks, often proves to be effective.
- Individual Education Plan: Where children experience more significant challenges in their learning, with the consent of parents, school will raise what is known as an Individual Education Plan (IEP). An IEP will detail how the school intends to support the child, the expected outcomes, methods of teaching and any adaptations that might be required to the curriculum. Sometimes outside agencies are used to

support learning including use of the Speech and Language team, specialist medical providers e.g. Occupational Health or physiotherapists, the Educational Psychologist, school nurse or paediatrician.

- Statement: This is for children with the most profound learning, physical or behavioural needs and will trigger additional 1:1 support that is funded by the Local Authority.

Detailed records of the child's achievements and programmes of work are kept, and parents will be consulted at all times.

Sporting Activities

All children take part in physical education for two hours per week in the form of gymnastics, games, dance and swimming. Further sporting events take place outside school hours e.g. a netball club and access to wider sporting opportunities through the Inspire plus run programme. Sporting links with other local schools are also encouraged to help foster a sense of team spirit, fair play and competitiveness. We work closely with our Secondary School partners and other providers of sporting excellence including a developing number of local clubs. An annual Sports day is held in the Summer Term.

Transport

Many of our children travel to school using school transport. If you think your child may qualify please contact the school office for a Transport Form.

Visitors

Visitors are welcome. We ask that they announce their arrival by ringing the bell. They are asked to sign in and wear an identity badge during their visit.

The information in this folder is correct at the time of publication. You will be informed of any necessary changes that are made in the future.

If you require any more information, please do not hesitate to get in touch with the school at any time. Your enquiry will be treated with prompt, confidential attention.