



# Wentworth Primary School

## Prospectus 2019-2020



Achieving Happily

## School Details

**Headteacher:** Mr P Langridge BEd, NPQH

**Address:** Wentworth Drive  
Dartford  
Kent  
DA1 3NG

**Telephone:** 01322 225694 / 220451

**Email:** Headteacher@wentworth.kent.sch.uk

**Website:** [www.wentworthonline.co.uk](http://www.wentworthonline.co.uk)

**School Governors**

**Chair of Governors:** Mrs V Churchill

**Vice Chair of Governors:** Mr B Archibald

**Governors**

Mr B Archibald

Mr M Francis

Mr J Coldwell

Mr R Lowrie

Mr A Mayzes

Ms C Gormley

Mr J Quaye

Mrs K Randall

Mr G Swan

**Headteacher**

Mr P Langridge

**Members**

Mr R Ketley

Mr G Swan

Mrs J Western

## Teaching Staff

**Headteacher** Mr P. Langridge

**Deputy Headteacher** Mr L. Pollock

**Assistant Headteacher KS1** Mrs K. Randall

**Assistant Headteacher KS2** Mrs C. Davies

### Teachers

**Key Stage 1**

Miss K. Skipp

Mrs K. Randall

Mr D. Harrington

Mrs A. Margrave

Miss H. Morris

Mrs C. Pinder (0.55) & Mrs E. Harrison (0.55)

Mrs L. Cooper

Mrs A. Born

Miss S. Westbrook

Mrs N. Archibald

Miss J. Dear

Mrs D. Coulson

Mr S. Eate

Mrs A. Diment (0.2) & Mrs Baker (0.8)

Mrs C. Franklin

Mrs V. Forcella-Burton

Miss R. Kerridge

Mr J. Murray

Mrs C. Davies

Mrs S. Turner

Mrs G. Simcock

**Key Stage 2**

**Inclusion Manager**

For 2018–19 our Year 6 pupils went to the following schools, where we hope they will be happy and successful.

## School No. of Pupils

BETHS GRAMMAR SCHOOL ..... 4

CHISLEHURST GIRLS SCHOOL ..... 1

DARTFORD GRAMMAR SCHOOL ..... 7

DARTFORD GIRLS GRAMMAR SCHOOL ..... 1

DARTFORD SCIENCE & TECHNOLOGY COLLEGE ..... 21

HABERDASHERS' ASKE'S ..... 4

HURSTMERE SCHOOL ..... 1

LEIGH ACADEMY ..... 8

LEIGH ACADEMY UTC ..... 4

STROOD ACADEMY ..... 1

TONBRIDGE GRAMMAR SCHOOL ..... 1

ST CATHERINES CATHOLIC SCHOOL ..... 1

WILMINGTON ACADEMY ..... 19

WILMINGTON GIRLS GRAMMAR ..... 2

Parents have the right to apply to any secondary school they wish. Some have specific entry criteria that your child must answer.

We look forward to a positive and successful future with our new pupils and parents.

Mr P Langridge  
Headteacher

### Raising Concerns and Resolving Complaints

From time to time parents, and others connected with the school, may become aware of matters which cause them concern. To encourage resolution of such situations, the Governing Body has adopted a 'School Complaints Procedure'.

The procedure is devised with the intention that it will:

- Usually be possible to resolve problems by informal means
- Be simple to use and understand
- Be non-adversarial
- Provide confidentiality
- Allow problems to be handled swiftly through the correct procedure
- Address all the points at issue
- Inform future practice so that the problem is unlikely to recur.

Full details of the procedure may be obtained from the school office or via the school website.

### When Pupils Leave Wentworth Primary School

Pupils in Year 6 may be assessed as to their suitability for selective education by sitting the Kent or Bexley Test (some parents also opt to sit tests in areas further afield). It is a parental choice as to whether to apply for a child to sit these selective tests. While we can advise and support parents, we cannot offer any guarantee of success.

As a school, we are concerned with ensuring that our children go to schools where they will be able to fulfil their potential. On average, 40% of our children who sit the selection tests are offered Grammar School places. We are frequently asked if we provide tutoring/classes to support pupils entered for these tests. The guidance around this is clearly stated in the 'Instructions for Procedure for Entrance to Secondary Education '(PESE)

*"As the tests are designed for selection purposes, some pupils in Year 6 will certainly find them difficult. COACHING IS NOT REQUIRED OR PERMITTED. If we receive evidence that a school is coaching we reserve the right to "unlink" if from PESE and no longer to send test materials to the premises".*

### Non-teaching Staff

School Business Manager	Mrs A. Collier
School Secretaries	Mrs J. Pearson, Mrs J. Phillips, Mrs J. Boulton
Family Liaison Officer	(FLO) Mrs. P Hill
Site Manager	Mr S. Ralph
Assistant Caretaker	Mr W. Handley

### Higher Level Teaching Assistants (HLTA)

Mrs C. Hefferman	Mrs J. Sillett
Mrs F. Sullivan	Mrs M. Gillett
Miss L. Rowe	Mrs S. Pritchard

### Learning Support Assistants

Mrs R. Young	Mrs K. Burgess	Mrs S. Button
Mrs D. Kither	Mrs S. Thomas	Mrs B. Burchell
Mrs K. Smith	Mrs D. Quill	Miss V. Watt
Mrs S Harman	Mrs H. Reeve	Mrs L. Koch
Mrs K .Watt	Miss S. Griffiths	Mrs J. Willis
Miss G. Dunham	Mrs J. Chapman	Mrs L. Burrell
Mrs R. Taylor	Mrs V. Bekyarova - Welfare Assistant	

### Midday Meal Supervisors

Mrs M. Sultana	Mrs J. Boulton	Mrs V. Bekyarova
Mrs T. Blatchford	Mrs S. Turpin	Mrs C. Dibbs
Mrs L. Koch	Mrs T. Huckle	Mrs T. Bradley
Mrs H. Reeve	Mrs L. Burrell	Mrs C. Owen
Ms E. Fleming	Mrs F. Flint	Mrs A. Kiss
Miss J. Cooper	Mrs V. Springle	

## Welcome to Wentworth Primary School

Wentworth Primary School is an Academy for pupils aged 4 – 11. The school caters for children from West Dartford and East Crayford. The school is organised into three departments with Foundation Stage, Key Stage 1 and Key Stage 2.

Although we are a large school with over 500 pupils, we are also a friendly and child centred establishment where we want our children to achieve but to also be happy, hence our motto ‘Achieving Happily’. We very much want to develop the ‘whole child’ so as well as providing high quality learning opportunities we encourage the children to participate in drama, art, technology, music and sports activities.

Our culture, ethos and vision is encapsulated in our Charter for Pupils:

### The Wentworth Deal

‘Achieving Happily’

There are a number of key skills and attributes we feel you need to develop during your time at Wentworth. We want you to be:

- Happy, confident, independent and healthy.
- Successful, responsible, honest and reliable.
- Positive in your attitude.
- Tolerant, open-minded and prepared to take risks.
- Communicative, organised and creative.

To learn effectively, you need to be a good listener, have a thirst for knowledge, be reflective of your own learning, be prepared to persevere and to accept both success and failure. This will ensure you are a well-rounded, thoughtful, resourceful and responsive individual.

To be good citizens we want you to be respectful, kind, caring, considerate, friendly, sociable and well-mannered with an optimistic outlook.

If we can share these ideals and work as a team, you will be ready for the next stage of your life.

**To help you develop these skills and attributes the staff of Wentworth Primary School will whenever possible**

- Keep you safe.
- Seek to know each of you well enough to understand your learning needs.
- Have high expectations of you in your work and behaviour, providing you with clear consistent rules and boundaries supported by rewards and sanctions.
- Provide you with purposeful, engaging and interesting lessons and diverse opportunities that make your learning and school life fun.
- Encourage you to have a say and be listened to.
- Treat you fairly with justice, respect and consideration.
- Value you as individuals and celebrate your achievements.
- Give you our support and encouragement, including feedback that will help you improve even further.

**What do we expect from you, the pupils?**

- To attend every day, appropriately dressed, on time and ready to learn.
- To do your best and take a pride in all you do.
- To be aware of, understand and respect school rules and to be well mannered.

## Emergency Telephone Numbers

We may need to contact you at some time during the day and for this purpose we do require an emergency telephone number. If you are not able to be contacted directly, can you please give a number that you can be reached through. This is very important, as emergency medical treatment may depend on your permission being obtained.

## Severe Weather Closure

If weather conditions indicate that by 3:15pm children and staff may have difficulty getting home, every effort will be made to contact you to ask you to come and collect children from school.

If the decision is made not to open the school as a result of deteriorating conditions overnight, an announcement will be made via ParentPay text and/or email messages, or via local radio stations on air or via their websites,

RADIO KENT 96.7fm and 104.2fm ([www.bbc.co.uk/radiokent](http://www.bbc.co.uk/radiokent)) and HEART RADIO 102.8fm and 103.1fm ([www.heart.co.uk/kent](http://www.heart.co.uk/kent)).

## Medicines

If a child is prescribed antibiotics, which are often taken 3 times a day, it is recommended by the School Nursing team that these be given before school, after school and before bedtime. If your child requires antibiotics 4 times a day (lunchtime dose required at school), upon a completed form ‘Parent Authorisation for School Staff to Administer Medication’, the office can give your child their medication, but please ensure this is in the original prescription labelled bottle with your child’s name/medication. Key Stage 2 children who suffer from Asthma should give their inhalers to the class teacher to look after. KS1 inhalers are kept in the First Aid Room and children should be sent to the office. Foundation classes keep their inhalers in the classroom. Please make sure that inhalers are clearly labelled with the **child’s name and class**. (This includes the actual inhaler or bottle, not just the box).

## Pupil and Parent Voice

As part of the partnership, we always listen to the views of our pupils and parents by sharing perceptions, we develop our processes, practices and procedures.

Children have a School Council which meets regularly to review issues raised by the pupil body. They have responsibility and a budget for implementing ideas and resources from their peers. An annual survey is carried out, analysed by the Leadership Team and Governors to review our performance and the children’s satisfaction. This process is an important part of our citizenship teaching programme and has been remarked on as being ‘outstanding’ by Ofsted. Parents are invited to discuss any issues with the staff.

### Absence

We require an explanation from parents, by 10am on the first day of absence from School. This can be in the form of a telephone call to the Secretary, a personal visit, or a letter to the class teacher. If we receive no explanation, you will receive a formal request for a reason for absence. Following no response, your child will be recorded as an "unauthorised" absence.

We follow this procedure so that your child is never away from School without your knowledge.

Percentage of Authorised and Unauthorised absences for 2018-19

**Authorised – 3.14% Unauthorised – 0.67%**

For your child to make progress, we expect pupils to attend school every day when the school is open.

Research has shown performance is affected by low attendance. If we become concerned regarding levels of absence, we will contact you for clarification. We work closely with the LA to support parents in ensuring their children are at school. A copy of the school attendance policy is available for parents from the school office and on the website.

### Leave of Absence

Parents may, in 'exceptional circumstances', request a Leave of Absence for their child. Each request is viewed individually and is relative to that particular request. Authorisation does not provide any precedent for the future or other families.

The authorisation will be given in 'exceptional circumstances' at the discretion of the Headteacher.

The exceptional circumstances are to be one-off situations and any authorisation will take into consideration a variety of factors:

- Nature of the request
- Time and length of request
- Record of attendance
- Examination periods and the month of September
- Any request for Leave of Absence for any reason must be made in writing with accompanying evidence.

If the school does not agree to the absence and the pupil takes leave, then the absence will be unauthorised. If an unauthorised absence of ten sessions (1 morning and 1 afternoon session) which equates to five days or more is taken a Penalty Notice will be issued for £60.00 per parent paid within 21 days, increasing to £120.00 per parent if paid within 28 days. Failure to pay a Penalty Notice in full by the end of the 28 day period may result in prosecution by the Local Authority. If parents keep a child away for longer than was agreed, any extra time is recorded as unauthorised. Exceptionally, if a pupil fails to return within 10 school days of the agreed return date the pupil may be deleted from the roll - unless of course the protracted absence is due to a good reason, e.g. illness. If a child is off school for more than ten days due to illness/accident, the school will normally set work for him or her to complete whilst away.

### Lateness

We expect every child to arrive at School in good time for morning and afternoon school. Children who are persistently late for School will be questioned as to why they are late and parents will be contacted.

### Leaving School During Normal Hours

If you wish your child to leave school during normal school hours, we do require prior notice e.g. medical appointments. Children will need to be collected from school in person.

An electronic entry and exit system is provided for you in the School Entrance lobby. This must be utilised to sign your child in and out of school. If you are unsure as to how to use it please contact one of the secretaries on arrival and you will be shown the correct use..

All Visitors or Helpers entering the school building MUST first report to the School Office, where they will sign in electronically and be issued with identification.

- To be organised, enquiring and responsive.
- To develop independence.
- To listen and to engage in learning (including homework).
- To be honest and to respect people and the environment.

### How can the parents of our children support us?

By;

- Working with us as partners, recognising we have the interests of the children at heart.
- Recognising our decisions are in the best interests of the child and the school community as a whole.
- Having trust and developing positive communication.
- Ensuring children are rested and fed, attend school and are punctual.
- Informing staff of important health/social issues and to attend meetings and specialist appointments.
- Encouraging independence.
- Providing the correct resources, supporting homework and promoting home learning.

### How can we support the parents of our children?

By;

- Ensuring our communications to you are clear and concise.
- Keeping you informed and running workshops to support your understanding of the learning process.
- Being open, honest and friendly.
- Speaking to you in a sensitive manner, demonstrating understanding.
- Demonstrating our knowledge of your child as an individual.
- Celebrating your child's achievements with you through direct contact with home.
- Ensuring our website is up to date and informative.

### How can our Governing Body support us?

By;

- Providing a strategic (not operational) overview.
- Showing trust and support.
- Having positive involvement and a high profile.
- Communicating clearly with us.
- Linking with subjects and/or classes.
- Having an agreed programme of visits and discussions with staff.
- Having a good knowledge of the staff and the organisation of the school.
- Having a good understanding of the progress and attainment the children make.
- By supporting the school to develop further.

### Safeguarding/Child Protection

As a school, we are very aware of safeguarding processes and procedures. We have systems in place for the vetting of staff and helpers that meet with National guidelines. We have trained staff in child and family welfare issues including online safety. We can support families, guide or refer them to agencies that will offer professional services.

Safeguarding/Child Protection procedures are available on our website along with contact details of our designated safeguarding lead and deputies.

## **Admissions and Procedure**

Applications for admission to the School should be made via your own Home Authority. The size of the intake is set by the Local Authority. If the School is over-subscribed, then the Kent criteria is used in determining a priority list:

1. Children in Local Authority Care or previously in Local Authority Care.
2. Current family association - an elder sibling in the School at the time of entry.
3. Health, social and special access reasons for either child or parent: for which a medical certificate/and letter from doctor/consultant or other written evidence from a suitably qualified medical or other practitioner which can demonstrate a special connection between these needs and the particular school which show a demonstrable and significant need to attend the school.
4. A child of staff at school, where; member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
5. Distance of child's home by straight line from point on school site to central point of child's home.

## **Aims and Objectives**

- To enable every child to reach their full potential.
- To develop the whole child through the provision of high quality learning, artistic, dramatic, technological, musical and sporting opportunities.
- To know each child well enough to fully understand their learning needs.
- To enable each child to become a responsible and caring citizen of the Wentworth community.
- For every child to be safe.

## **Organisation**

There are 19 classes that have pupils of varying abilities. The organisation of the classes depends on year group numbers.

To accommodate the number of children who apply to Wentworth in all key stages we arrange our classes so that some are mixed age.

The school is currently undergoing expansion with the 90 pupils in Foundation Stage moving up through the school with 90 pupils replacing them each academic year.

At Key Stage 2 there is no limit to the number of pupils you can have in a class. However the quality of learning and the practical concerns of classroom accommodation have to come into consideration. We currently have 9 Key Stage 2 classes., some of which are vertically grouped.

Mixed age teaching occurs in over 70% of primary schools and our most recent Ofsted Inspection concluded that the mixed age classes did not present a problem. The children cover all the requirements of the National Curriculum and to ensure that there is no repetition for children in vertically grouped classes for two consecutive years an alternative programme of study is available and planned for. However, as our school expands the need for vertically grouped classes will reduce until we have one straight three from entry establishment.

## **School Meals**

A cooked meal is available for pupils at midday. The catering contract is presently held by Accent Catering. All meals are cooked on the premises using locally sourced fresh ingredients. The cost of school meals is payable in advance every week via your child's ParentPay account (we are a cashless office so cannot accept any cash). Please ask the office for the cost of a meal which can be paid for weekly or termly. A minimum of one week's notice is required should you wish to change either to or from school meals.

Children are encouraged to eat what they choose. They can request the amount they wish. In certain circumstances children may be eligible for free meals. Information on their eligibility can be gained from the School office. Children in Foundation, Years 1 & 2 are entitled to the Universal Free School Meal.

Alternatively children may bring a packed lunch if parents prefer. This is eaten in the dining room or school hall. Your child's lunch box should be clearly marked with their name.

## **School Rules**

For the School to function smoothly and for each individual to attain the best education, we have rules for the good of the Whole School community.

## **Discipline**

We encourage all children to adhere to the organisational rules of the School known as The Wentworth Charter and to show a great deal of self-discipline in their behaviour in lessons and around the School. Children soon become aware of our expectations and rules. They are reinforced by all Staff who engender in the children a feeling of care and thought to property and others.

## **The Wentworth Charter is as follows:**

To be a caring and responsible citizen of the Wentworth Community, I have to follow these rules:

- I will be respectful to others in what I say and do.
- I will keep myself and others around me safe.
- I will take care of my school and its equipment, both inside and out.
- I will walk quietly and calmly around the school.
- I will listen when others are talking.
- I will be polite and helpful.
- I will tidy up after myself.
- 

## **School Uniform**

We require the children to wear our School Uniform as outlined earlier in this Prospectus. It is practical for School, it encourages a sense of belonging and pride to be part of the Wentworth community. Polo shirts, sweatshirts, cardigans, P.E. kits and caps are available from the School (details from the Secretary) and the remainder is widely available in the local chain stores.

## **Jewellery**

It is not practical for children in School to wear jewellery, as it is easily lost and can be dangerous. We accept the need for pierced ears to have small plain studs. Staff cannot give assistance in the fitting of these earrings. If the earrings are not removed for P.E. they must be taped over with micropore, which must be provided by the parent. Watches may be worn, but are the responsibility of the owner, if lost.

### **Sporting Aims and Provision for Sport**

- a) Physical Education is taught to enable children to:
- b) Be physically active and find enjoyment in physical activity.
- c) Develop physical skills, habits and interests that will promote a healthy lifestyle.
- d) Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure.
- e) Learn how physical exercise affects the body.
- f) Understand the need for safe practice in physical activities.
- g) Learn to swim.

The Programme of Study for Physical Education at both Key Stages offers a varied format in line with National curriculum expectations.

In order to enrich the curriculum, a wide range of extra-curricular activities take place, such as football, netball, cricket, rounders, athletics etc.

Strong links with other agencies have also been forged, such as:

- a) Participation in local sports meetings with other primary schools.
- b) Visits from and liaison with, professional sports players.
- c) Liaison with PE. Advisors.
- d) Visits to, and liaison with, outdoor education centres and agencies.

Pupils are encouraged to join Swimming Clubs and their successes are celebrated in assemblies. Year 3 and Year 5 pupils follow a programme of swimming in line with the National Curriculum requirements.

Parents are asked to encourage their children to participate in sporting activities, and positive parental support at sports fixtures is welcomed. A celebration of school sport is held as a 'sports day' each Summer Term.

### **School Money**

The School receives a budget from the Education Funding Agency, part of the Department for Education to run the School. This provides for the cost of salaries, building maintenance, books, stationery etc. The money is allocated to the School according to the number of pupils on roll.

The School also has a School Fund, which is a holding account for money coming into the School for trips, visiting speakers and theatre groups, uniform etc. The money is then paid out again and the School derives no benefit from the fund. Parents may from time to time be asked to pay a donation towards the fund to cover the costs of learning experiences organised by the School as an extra to the National Curriculum requirements e.g. theatre groups. The School may also organise sponsored events to help support this fund, to the benefit of the children. We would welcome your support as the School Fund pays for all those extra experiences that we would otherwise be unable to afford.

### **Visits Out of School**

To enrich the curriculum, we look for opportunities to take the children out into the environment. Unfortunately, these often cost money and these activities must be self-financing and without your support, may need to be cancelled. Contributions are only requested for activities not funded by the School Budget.

Where felt appropriate year groups will be set for core subjects of Literacy and Numeracy. This allows teachers to target effectively levels of learning for children of varying ability. The placement of children is reviewed regularly and groupings are dependent on teacher assessment and pupil performance. The School for this academic year will be arranged as follows:

### **Key Stage 1**

Reception Mrs Pinder/ Mrs Harrison  
Reception Miss Morris  
Reception Miss Skipp  
Year 1 Mrs Archibald  
Year 1 Mrs Margrave  
Year 1 Mrs Born  
Year 2 Mrs Randall  
Year 2 Mr Harrington  
Year 2 Miss Westbrook

### **Key Stage 2**

Year 3 Mr Eate  
Year 3 Mrs Forcella-Burton  
Year 3 Mrs Diment/Mrs Baker  
Year 4 Mrs Franklin  
Year 4 Mrs Turner  
Year 4/5 Miss Dear  
Year 4/5 Miss Kerridge  
Year 5/6 Mr Murray  
Year 5/6 Mrs Davis  
Year 5/6 Mrs Coulson

### **The School Day**

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
<b>Morning:</b>	8:55am - 12:00pm	8:55am – 12:15pm
<b>Break:</b>	10:30am - 10:45am	
<b>Lunch:</b>	12:00noon – 12:55pm	12:15pm - 1:10pm
<b>Afternoon:</b>	1:10pm - 3:15pm	
<b>Break:</b>	2:00pm – 2:15pm	2:10pm – 2:25pm

The weekly hours for contact teaching excluding Assembly, Playtime, Lunchtime and Registration is 23 hours and 30 minutes at Key Stage 1 & 2.

The Staff will be on duty from 8:45am onwards. It is essential that children arrive at school on time to avoid disruption to their learning.

### **Extra-Curricular Activities**

There are a variety of extra-curricular clubs offered by staff and external providers. At present these include:

Music lessons	Maths games	Drama	Computers	Dance
Debating club	Netball	School Band	Art	Choir Tennis
Football	Athletics	Summer Sports	Games	Rounders
Gymnastics	Girls football	Cricket	Library club	Homework club
Table games	Newspaper Club	Keepfit		Irish Dancing

Clubs may vary according to the availability of Staff.

We try to provide a wide range of extra-curricular and cultural activities. As well as those listed, your child has the opportunity to learn a musical instrument which is not part of the National Curriculum and lessons have to be paid for.

The school has received national recognition for its Study Support Programme with the Quality in Study Support quality mark.

## **Before and After School Childcare Facilities**

West Hill Life Limited operate before and after school child care facilities from our site. Their operating time for the morning session is 7.30am to 9.00am and after school from 3.15pm to 6.00pm. Please contact them direct for prices and further information/registration forms on 01322 278677 or via their website [www.westhilllife.co.uk](http://www.westhilllife.co.uk).

## **The Curriculum**

The Governing Body views all the learning experiences of the children, whilst at the School, as part of their curriculum. This includes the core and foundation subjects of the National curriculum, moral and social development, attitudes and behaviour.

## **Foundation Stage**

This is the last year of the children's Early Years programme. Our children work within a 'unit' where we provide a 'continuous provision' model of teaching. The children follow the Early Years profile of National expectations and are assessed continuously to ensure progress and development. The process of teacher directed and child initiated learning are influenced by the needs of the child.

## **Key Stage 1**

In Year 1 children move into the National Curriculum (Yr. 1 – 6). Maths and English are taught as distinct subjects. The children follow the agreed National Curriculum.

## **Key Stage 2**

The core subject of Maths and English are taught as standalone subjects. There is an emphasis on teaching children the skills concepts, processes and practices that will give a solid foundation for further development to be built upon.

We have a cross curricular thematic approach to the teaching of foundation subjects. This process has been found to be highly successful over many years and is based on solid educational ideology reinforced over some 40 years of primary education. Themes will provide the children with motivating, enjoyable and intrinsically rewarding opportunities. The child will be encouraged to become the enquirer and be a partner in the learning journey. Where possible the core subjects of Maths and English will also be included. Here the teacher guides, teaches and is the facilitator for the child to be immersed in their own learning.

## **Reading across the school**

A vital life skill. We work collaboratively with the child's 'primary teachers', their parents in a partnership to encourage children to read for enjoyment once they have been taught the basic decoding skills.

The school has a wide range reading material to appeal to all children's interests. We use a range of 'real books' plus books from the Oxford Reading Tree, Heinemann, Story World, PM Library, Talisman, Totem, Dandelion and Fuzz Buzz to encourage children to scan, read and review.

Key Stage 1 reading is further supported through the 'Better Reading Stamina' approach and Key Stage 2 children are incentivised to read through the 'Accelerated Reading Programme' and its range of comprehension quizzes.

The teaching of reading by staff is an eclectic process using a range of phonic programmes such as, 'Letters and Sounds' and 'Jolly Phonics' which is supplemented with 'Phonics Play'. This is partnered with an apprenticeship approach to reading.

We are well resourced with a range of both fiction and non-fiction books.

## **Reporting to Parents**

Your child's progress will be closely monitored by their class/set teacher through formative assessment. This marking will identify children's strengths and identify the next steps in their learning.

There are three formal parents' consultation meetings during the year (one in the Autumn, Spring and Summer) where teachers will describe what your child knows, understands and can do. We actively encourage parents to maintain contact with the school and appointments are available at mutually convenient times to discuss progress or any issues concerning your child's development.

A formal written report is reviewed with parents at the Summer Term meeting.

At parent consultation evenings, we actively encourage children to attend with their parents so they can receive praise for their efforts and targets/constructive feedback for their further development.

At the end of KS1 and KS2 children will participate in National Tests. Information in relation to these tests will be communicated to you as appropriate.

## **Parents and Teachers Association**

All parents are automatically members of the Parent Teacher Association. This is a registered charity, which organises events throughout the year to enhance the schools partnership philosophy and raise money for additional resources for the children.

Every parent is encouraged to attend the A.G.M. held in the first half of the Autumn Term and also to join the committee which meets once a month to plan for events.

## **School Uniform**

It is an expectation that all children wear school uniform. The uniform is as follows:

### **Boys**

White, navy or sky blue polo shirt or shirt  
Grey or black trousers or shorts  
  
Navy sweatshirt, jumper or cardigan  
Plain grey or black socks  
Black shoes or trainers

### **Girls**

White, navy or sky blue polo shirt or blouse  
Grey or navy skirt/pinafore /culottes  
or tailored trousers  
  
Navy sweatshirt, jumper or cardigan  
White, navy or grey socks or tights  
Black shoes or trainers  
  
White sandals with socks (not jellies) - summer  
Navy or sky blue checked summer dress

**Tracksuits, Joggers, white trainers should not be worn.**

## **P.E. kit**

In the interest of hygiene children are asked to remove their normal school clothes before changing into their P.E. Kit. The P.E. Kit consists of a house colour t-shirt, white or black shorts and plimsolls, although most gymnastic and dance work is done in bare feet. T-shirts in your child's house colour may be purchased through the school office.

For the sake of Health and Safety appropriate kit should be worn and all jewellery and other personal effects should be removed before a P.E. Lesson.

For outside games the children require their P.E. kit, sports socks and outdoor trainers. When the weather becomes colder they may require a tracksuit or suitable warm clothing. For KS2 house coloured sweatshirts are available through the school office.

Outdoor games lessons are only cancelled if the weather conditions present a danger to health and safety.

Here are some ways we actively promote British values

#### Democracy

We have an active school council where the children elect their own members in a democratic way. The school council is used to encourage students to respect and participate in the democratic processes. This should enable the children to have an understanding of how citizens can influence decision-making through the democratic process. Democracy should be discussed and used to vote for house captains. Children are to be given opportunities to have their voices heard regularly. For example: This could be at the beginning of a new topic to plan according to the children's needs; contributing towards the choice of clubs available at the school.

#### The Rule of Law

The importance of rules is discussed initially at the beginning of the school year when each class discusses their class rules. At Wentworth we ask parents, children and staff to sign the school charter in order to make sure that the rules are clear, agreed and available to all. School rules are reinforced throughout the year through assemblies. Pupils are taught the value and concerns behind laws, that they protect and govern us, the responsibilities that citizens have and the consequences when laws are broken. Visits from authorities such as the Police, Fire and ambulance services help to reinforce this message.

#### Individual Liberty

Children are actively encouraged to make choices, knowing they are in a caring and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and 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 P.S.H.E. lessons. Whether it is through choice of challenge, how they record, or through participation in our numerous extra-curricular clubs, pupils are given the freedom to make choices. Topical news items are used to start discussions where children are encouraged to share their views, emphasizing that we all have the freedom to have different opinions.

#### Mutual Respect

Our school's core ethos revolves around mutual respect. Children are encouraged to develop their self-knowledge, self-esteem and self-confidence through P.S.H.E. lessons, school council, assemblies, interventions and extra-curricular clubs. When a child makes an achievement it is celebrated through our achievement assemblies, class talks, excellent work displayed in class, postcards sent home to parents and certificates such as head teacher's awards.

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

This is achieved through enhancing pupil's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. We use assemblies, P.S.H.E. and R.E. lessons to learn about the similarities and differences between religions. A diverse range of different faiths and beliefs are encouraged to share their knowledge. This then enhances learning within classes and the school. For religious education we follow the Kent scheme of work. We also use teaching resources from a wide variety of resources to help pupils understand a range of faiths.

#### School Ethos

Our School Ethos is described in our Charter for Pupils 'The Wentworth Deal'.

#### Complaints Regarding Curriculum or Religious Education and Worship

Our School procedure for dealing with complaints is set out as follows:

- We expect all our pupils, staff and parents to listen carefully and respectfully to each other.
- Minor complaints should be dealt with by the class teacher. If you are not satisfied contact the Assistant Headteacher in the relevant Key Stage to make an appointment to discuss the matter with them.
- Parents who are unhappy about something should contact us at once. The Headteacher will always meet concerned parents in order to resolve difficulties.

Full details of the complaint procedure is available on the school website.

#### Subjects

The National Curriculum requirements are met by the class teacher following extensive planning and preparation with colleagues, looking at a programme of study that will cover the seven years of Primary education. The current academic ability of the individual child is assessed and work given differentiated to the level applicable for that child's progress. All children will be taught: English, Mathematics, Science, Art & Design, Computing, Design & Technology, Geography, History, Primary Foreign Language in KS2 (French) & Japanese in Year 6, Music and PE. These may be taught in subject lessons or topic work, which will be cross-curricular in nature.

#### Home School Agreements

In line with statutory requirements, the School has a Home School Agreement that parents, children and the School sign. The Contract sets out the basis of the School's partnership, philosophy and formalises what the parties can expect in support of the three-way partnership. Our Home School Agreement is termed 'The Wentworth Deal'.

#### Homework

The School has a Homework Policy, which involves all pupils in taking responsibility for their 'own learning' in some way.

Tables and Spellings are given each week and tested by the child's teacher as appropriate. The School also has a Shared Reading Policy, where children are encouraged to take their reading books home and be heard to read or be read to by you at the direction of the class teacher. This own learning programme will also involve English and Maths, project work and research exercises. There is a Contact Book for a positive dialogue to be built up between you and school.

Within our ethos of partnership with parents we would welcome support and encouragement of your child by giving time and a home environment in which homework/own learning can be done. Children benefit from being able to discuss what they have done with their parents. Constructive comments enable the child to develop a better understanding of the work and reinforces what is being taught in school. Reading is crucial to your Child's academic development across the curriculum. Even 10 minutes in hearing them read, or reading to them, you are making a valuable contribution to their learning.

#### Collective Worship

A collective Act of Worship is held every day. The morals and beliefs imparted reflect our multi-cultural and multi-ethnic society. Festivals are celebrated and other faiths honoured. Christianity is the faith which assemblies draw on the most.

#### Religious Education

This is part of the curriculum and is based on the agreed syllabus from Kent County Council. Parents do have the right to withdraw children from Worship and Religious Education. If you wish to exercise this right you must make a written request to the Headteacher at the School.

#### Special Educational Needs and Disability (SEND)

At Wentworth we have developed a comprehensive SEND policy based on the updated Code of Practice published in September 2014. This revised code reflects significant changes in the field and is to be read in conjunction with the Children and Families Act also published in 2014.

Children are identified as having a special need or disability through a collaborative approach which will always involve the parents, the class teacher, the Inclusion Manager and sometimes the children themselves or outside agencies. Once an additional need has been agreed it may be necessary to include the child on the SEND register.

There are several levels of support for children at Wentworth. Some children with significant needs may require an Education, Health, Care Plan (EHCP), formally known as a statement of special educational need. Children that require support for a difficulty that is 'permanent and different' will be monitored at SENS or SEN Support and children at Wentworth who have short term interventions are also monitored at In School Provision. Please note that children engaging in short term interventions are not placed on the SEND register.

We have a wealth of experience within the school to deliver a truly huge range of high quality, well-resourced interventions that may take place in the class room or outside of the classroom. Some interventions are 1:1 and some are as part of a small group. Some interventions take place during lessons and some happen during registration time or assembly time and some happen before school.

The school remain entirely committed to ensuring the curriculum is fully accessible to all pupils and we pride ourselves on the inclusive ethos embedded in all areas of practice.

There are professional pathways that can be accessed by the Inclusion Manager if a child would benefit from outside agencies such as a counsellor, a play therapist, an educational psychologist or member of the specialist teaching and learning service and approaches to these services are always agreed collaboratively with the class teacher and parents.

Children identified as 'more able', formally known as gifted and talented, will be given the opportunity to extend the depth and breadth of their learning within the classroom and where possible extra curricula activities will be planned throughout the year.

Unusually, Wentworth provide a significant mentoring programme for some of their Year 6 pupils that spans the entire year and provides the pupil with an appropriate role model and additional point of contact for the child.

Transitions are managed carefully at Wentworth. We are especially aware that big transitions such as when children join from nursery, move from infants to juniors or move on to secondary school there needs to be a coordinated and planned transition to ensure that children's anxieties are kept at a minimum. The team meet with pupils, parents and the setting from which the child is coming or onto which the child will be moving, to ensure that such children are fully supported in the move. We also recognise that moving from year group to year group may be difficult to manage for some pupils. With this in mind we run a transition programme and produce transition booklets for children to take home over the summer to lessen any worries over the unfamiliar.

Children with medical needs are fully included at Wentworth and the school has recently been given an award for good care of pupils with diabetes. Last year Wentworth developed a policy for caring for pupils with medical needs and many staff members are trained in the use of epi-pens, how to control hypers and hypos for a child with diabetes, how to manage children with bowel problems and moving and handling training for children with physical disabilities.

#### **Sex Education**

In the 2014 National Curriculum there is not a statutory duty to teach Sex Education until KS3. However , we feel we have a moral obligation to inform children of the changes they experience as they go through puberty. We therefore provide sex education in years 5 and 6. Our policy statement is available on the website.

#### **Equal Opportunities**

The "curriculum" that the School offers and the experiences provided by the School are open to all children, there is no discrimination. The curriculum that we offer will reflect the needs of the individual and that of society. We aim for each child to experience diversity of learning that will involve a wide range of activities and experiences. We aim to offer a non-stereotyping approach. The resources provided by the School will take into account the need to reinforce this approach in roles of gender/race etc.

#### **Racial Equality**

The School has a comprehensive Racial Equality policy which promotes a pluralist philosophy throughout all aspects of school life. We positively promote cross fertilisation of cultures, traditions, beliefs and customs to educate the children to care for and appreciate other aspects of our diverse society outside of their home experiences. The school has a Racial Equality Action Plan reviewed each year.

Wentworth Primary School welcomes the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfil their full potential regardless of background, identity and circumstance. We are committed to creating a school community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors, visitors and our local community.

#### **British Values**

At Wentworth Primary School we actively promote British values. We teach British values in through P.S.H.E., religious education, assemblies, history and English curriculums. We also encourage and enable students through extra-curricular initiatives.

The D.F.E. produced departmental advice for independent schools, academies and free schools on 'Improving the spiritual, moral, social and cultural (SMSC) development of pupils' in November 2013 (updated November 2014).

We follow their guidance in that we:

- Encourage pupils to respect specified fundamental British values.
- Do not promote extremist views, or partisan political views, through their curriculum and/or teaching.
- Offer pupils a balanced presentation of views when political issues are brought to their attention.

We ensure that pupils are taught to have:

- An understanding as to how citizens can influence decision-making through the democratic process.
- An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy.
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- An understanding that bodies such as the police and the army can be held to account to the people, through the democratic organs of government.
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.
- Some understanding of the problems of identifying and combating discrimination (based on protected characteristics as listed in the Equality Act 2010).