



Your Essential Guide to Starting School

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Woodlands Park Primary School
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Devon, PL21 9TF

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SCHOOL HOURS**Foundation Stage**

8.50 – 12.00 pm & 1.00 – 3.15 pm (Breaktime: Continuous Provision)

Key Stage One (Years 1 & 2)

Year 1 - 8.50 – 12.10 pm & 1.10 – 3.15 pm (Breaktime: 10.30 – 10.45 am)

Year 2 - 8.50 – 12.20 pm & 1.20 – 3.15 pm (Breaktime: 10.30 – 10.45 am)

Lower Key Stage Two (Years 3 & 4)

8.50 – 12.30 pm & 1.30 – 3.20 pm (Breaktime: 10.30 – 10.45 am)

Upper Key Stage Two (Years 5 & 6)

8.50 – 12.30 pm & 1.30 – 3.20 pm (Breaktime: 10.30 – 10.45 am)



- We encourage all our children, from the very beginning, to be independent and take responsibility for their own belongings. Parents can trust that as soon as their child starts with us they will be supported to organise their own belongings and settle to early morning activities at the start of the school day.
- Parents must ensure that children are dropped off to school from 8.45 am, when the gates are opened. This is to make sure that all children are in school promptly ready for the start of the school day with registration at 8.50 am. All teachers will open their classroom doors by 8.45 am to welcome in their children. The school cannot take responsibility for any child on the premises outside of school hours (except for organised clubs).
- For the safety of all children the following protocol is in place for the end of day procedures. Foundation & KS1 children must be collected at their classroom doors; Years 3 & 4 children are not to walk home alone and must be met by a parent on the school premises at classrooms (their own or a siblings) or the school gate; Year 5 & 6 children are to meet parents on the school premises or with prior permission from the Headteacher allow their child to walk home. Year 5 & 6 children should not be responsible for and are not to walk home any pupils in Years 4, 3, 2, 1 & Foundation Stage. If the class teacher has not been informed by you as the parent/carer of any changes to the end of day, they will not let the child leave the school premises. If you would like someone else to collect your child at the end of the day who is not known to us or not a main contact for your child they will need a password from the school office to collect them from the class teacher, this is in line with our safeguarding procedures. Pupils must be collected promptly at the end of the school day, supervision by staff is not possible. If a child is not collected by 4.30 pm and we are unable to make contact, the school will inform local agencies ie Police, Emergency Social Services.
- As part of supporting a healthy lifestyle we encourage children to walk to school with their parents. There is extremely limited parking near the school so if you do need to drive, please be considerate of our local residents and park a little distance from the school to avoid congestion and to ensure the safety of our children. Please be advised that parking on the zig zag yellow lines directly outside the school is not permitted.

UNIFORM

All items need to be clearly labelled with your child's full name.

GIRLS' UNIFORM		BOYS' UNIFORM	
Winter	White blouse/shirt or white polo shirt. Grey skirt, pinafore dress or tailored trousers. Maroon sweatshirt or cardigan with the school logo. White socks. Black sensible shoes (no trainers or Crocs) .	Winter	White shirt or white polo shirt. Grey tailored trousers. Maroon sweatshirt with the school logo. Grey socks. Black sensible shoes (no trainers or Crocs) .
Summer	Red & white checked dress. White blouse/shirt or polo shirt and grey culottes or tailored shorts. Sun hat (school caps can be ordered through parentpay or the school office).	Summer	White polo shirt and grey tailored shorts or trousers. Sun hat (school caps can be ordered through parentpay or the school office).
PE	White t-shirt with black shorts. Black plimsolls or trainers. PE Bag with drawstrings and clearly named. <u>Additional:</u> Maroon sweatshirt & any plain black jogging bottoms.	PE	White t-shirt with black shorts. Black plimsolls or trainers. PE Bag with drawstrings and clearly named. <u>Additional:</u> Maroon sweatshirt & any plain black jogging bottoms.

Additional Items: Reading Folders, Water Bottles, Summer Caps - Reading Folders are needed throughout school, regardless of what year group your child is in, for their reading books, homework books and letters to and from school. Reading folders need to be brought to school daily and checked at home regularly. Clear water bottles are to be used for water to be consumed at breaktime and throughout the day. Summer caps are optional, so you can buy a school one or bring one in from home.

Uniform Orders - All school uniform orders are processed through Parentpay. New families who do not have a school parentpay account prior to their child(ren) starting school will be issued with an order form. These forms are also available on the school's website or in main reception (a copy is available with a price list at the end of this booklet). Please complete the form with the correct money and pass in to the school office. All orders will be processed in time for your child(ren) starting school and we will advise you when your order is ready for collection.

Jewellery - In the interest of health and safety, no jewellery should be worn to school, except for earring studs. Ideally earrings should not be worn on PE days. Where not possible, children should remove **their own** earrings, putting them in a safe place. If children are unable to do this, earrings should be covered with masking tape available in the classroom. **No responsibility will be accepted for any losses, for example wrist watches. NB: Smart watches are not permitted.**

Hair - Children's hair should be neat and not restrict vision. Long hair needs to be tied back during the school day, so that they can safely enjoy all activities at school. Hairbands and grips need to be functional rather than fashionable. Extreme haircuts are not permitted. Extreme forms of hairstyles are not permitted and extreme fashions must be avoided i.e. tramlines or mullets. Permitted smart haircuts include short back and sides with a fade (minimum grade 2 on the top).

Lost Property - Most items are initially picked up and placed in the junior cloakroom area before being transferred to the infants' cloakroom. Please come via the office for access.

LUNCH & BREAK

Woodlands Park kitchen is run by Devon Norse. This catering service meets the demand for quality, tailor made operations with the emphasis on healthy, fresh and locally sourced food.



Free School Meals

If you think your child might be entitled to free school meals, due to your family circumstances then please contact the office for advice and an application form. Alternatively, you can apply on line through Devon County Council at: http://www.devon.gov.uk/free_school_meals.htm.

If you are eligible you must register as it attracts a considerable amount of extra funding for your child's education, even if your child is entitled to Universal Infant Free School Meals or chooses to have a Packed Lunch from home.

Universal Infant Free School Meals (UIFSM)

In September 2014 the Government introduced the Universal Infant Free School Meal for Foundation Stage and Key Stage 1 children which, entitles them to free school meals. **Please do not confuse this with the Free School Meals entitlement for families in receipt of benefits.**

Key Stage 2 School Meals

As UIFSM does not apply to KS2 children, all meals must be paid for in advance unless you are in receipt of Free School Meals. If you would like your child to have a school meal, please pay online once an account has been set up for your child with parentpay, there is a link via the school's website for ease. An example menu is enclosed at the back of this booklet.

Packed Lunches

Some children prefer a healthy packed lunch. Sandwiches are the usual mainstay but some parents are particularly inventive and send in small bowls of pasta, salad, fresh fruit and vegetable pieces. Please do not put chocolate bars, sweets or fizzy drinks in lunch boxes and, as there are some children in our school who have allergies to nuts, we are a nut free zone.

Break Time

Children are encouraged to bring in some fresh fruit or vegetables or healthy snacks and a bottle of water for their morning break. Water bottles should be see-through.

Free Fruit

This is available to Foundation Stage and Key Stage 1 children as part of the School Fruit & Vegetable Scheme. They will usually have this in the afternoon.

Free Milk

This is available to Foundation Stage children up until their 5th birthday after which parents have the option to continue the milk scheme at a subsidised cost via www.coolmilk.com. Children entitled to income based free school meals are also offered free school milk.

ABSENCES, LATENESS, HOLIDAY REQUESTS

Sickness

If your child is going to be absent from school due to illness, you must phone the school every day before 9.00 am to record your child's absence on **Tel: 01752 690046, option 1**. If we do not hear from you, we will send a reminder text in the first instance to the parent/carer with a follow up call if necessary. This is part of our safeguarding procedure to ensure the safety of all our children.

When your child returns to school after an absence of 2 days or more you must send them in with a letter of explanation for the period of absence. This letter is linked to the attendance register to match the absence and code accordingly. With regards to pupils off with sickness and/or diarrhoea with an exclusion period of 2 days (48 hours) we do not need a letter unless they absent for 3 days or more. The 2 day exclusion period for sickness and/or diarrhoea is to stop the spread of infection within the school as detailed in the 'Guidance on Infection Control in Schools' booklet available on the school's website for information.

Absence Requests

For all absences during term time for exceptional circumstances including appointments that cannot be made outside of school hours, exams, enrichment days etc please complete an 'S2 Absence Request' Form and attach copies of accompanying paperwork such as appointment letters (the

office is happy to copy these for you). The request for absence must come from a parent/carer with whom the child normally lives.

NB: When taking children in and out of school during the day for any reason they **must** be signed in or out by an adult through main reception.

The Law

The law states that every child must receive a suitable education appropriate to their age, ability and needs. It is the responsibility of parents/carers to make sure that all their children of statutory school age are receiving an education. The overwhelming majority of parents/carers choose to send their children to school and having done so they are then required to ensure that they attend regularly.

The Government considers that children should attend school on every day the school is open for pupils unless there is an unavoidable cause such as illness or other exceptional circumstance. Parents should always provide the school with a reason for an absence. It is then the schools decision whether to record the absence as authorised or unauthorised.

National research shows that children who attend less than 85% of the time do significantly less well at school.

If parents/carers fail, without a reasonable excuse, to ensure that their children attend regularly they can be prosecuted or a Penalty Notice may be issued. The maximum penalty is a £2500 fine and/or imprisonment.

Devon County Council has commissioned Devon Education Services to monitor school attendance and to support schools in their efforts to raise school attendance. Their Education Welfare Service does this by encouraging schools to take a 'whole school' approach to attendance by, for example, rewarding pupils with excellent attendance or by holding attendance competitions between classes. The Service also accepts referrals about individual children where the school has concerns about their attendance.

Educational Welfare Officer

Should you have any concerns about your child's attendance or need support please contact the **Education Welfare Service Tel: 01392 880664. Our Educational Welfare Officer is Rebecca Brooks.**



**THIS SCHOOL IS A NO SMOKING AREA &
NUT FREE ZONE.**
**Please also note that dogs are not permitted on the school grounds and
mobile phones are not to be used in school when visiting classes.**

MEDICINES

Administration of Prescribed Medicines

Parents who wish **prescribed** medicines to be given to their child in school must give written permission for this to be done on the 'Parental Agreement to Administer Prescription Medicines' form **available from the school office or the school's website.**

The school policy is that – whenever possible – the parent concerned should come to school to give the prescribed medicine themselves. However, as some parents, due to work commitments, are unable to do so, the Headteacher allows essential medicines to be given to the pupils by a named and authorised First Aider at Work.

Prescribed medicines must be worked around the school day so parents/carers are asked to ensure that any medicine needed falls during break and/or lunchtime. Please note that we cannot administer creams or eye drops. Medication and inhalers must be in the original bottle with a spoon from the pharmacy and properly labelled. Parents/carers please be reminded that it is your responsibility to ensure that any medication kept in school for your child is regularly checked and in date.

Children are responsible for and permitted to self-administer sun creams in school. In exceptional circumstances we will allow named lip creams in school to be kept by the class teacher and administered when necessary.

Asthma

If your child suffers from asthma, please ensure their medication is given to school in a small drawstring bag with their name clearly marked on. This is kept in your child's classroom and taken on trips as necessary. **Parents are responsible for checking their child's medication is in date.**



Child Hurt or Ill in School

If your child falls over, gets hurt during the school day, they will be checked and treated as necessary by a first aider. You will receive a 'white' accident report form for more serious accidents and the first aider will call you to inform you of the incident, what first aid measures have been taken and offer any follow up advice. If your child is taken ill at school, we will ring you. Please ensure your contact details are always kept up-to-date.

HEAD LICE

Head lice are part of school life! You can help to keep this in check by regular inspection and frequent brushing of your child's hair. Keeping long hair tied back while at school will help. If you find your child has nits or lice, please treat your child at home before he/she returns to school. It is recommended by the School Nurse that the first line of treatment is combing through wet hair with conditioner, using a 'nit comb'. If further treatment is needed, contact your local Pharmacist or visit [www/Headliceadvice.net](http://www.Headliceadvice.net) for further information.

DATA PROTECTION/GDPR

As a school it is necessary to hold information about your child in order for administration purposes. Any information we have regarding your child is secure. From time to time however, schools are required to pass on some information to a new school and the DFE (Department of Education). This is done in line with the GDPR (General Data Protection Regulation) and the UK Data Protection Act 2018. The school privacy notices are available on the school's website with more detailed information and you will be informed when these are updated.

MOBILE PHONE USE/MOBILE DEVICES

Please be aware that visitors to the school must not use their mobiles phones whilst on the school site except for:

- Taking personal photos of their own children (a sheet for any parents wishing to do this should be available to sign on entering the hall).
- Contractors making necessary work calls or using their device for professional purposes whilst visiting areas of the site.
- On a school trip or sporting event where contact needs to be made between different groups or the school and staff.
- Work-related calls whilst on residential.

Years 5 and 6 may bring mobile phones for their walk to and from school. These must be deposited safely in the school office for the duration of the school day. On entry and exit of the school, these must remain in bags/pockets until outside of the school gates.

SAFEGUARDING & CHILD PROTECTION

We take this seriously whilst retaining a balanced and human approach. We have excellent recruitment procedures; every member of staff has full checks and up to date references, as do visitors, regular volunteers, supply teachers and governors. All staff receive appropriate training at regular intervals. We have policies and practices that focus on ensuring the health and well-being of the children, for example: risk assessments before every class trip, an annual safety check of our playground and a medicines in school policy. We have well-established systems of monitoring and responding to incidents of concern, for example: unexplained absences, difficult behaviour and

significant changes in physical or emotional appearance. The ethos of the school is open so that staff, parents and children feel able to share concerns. Parents who volunteer on a regular basis and are unsupervised with children, will be asked to undertake full DBS checks.

Use of Images (School)

When your child starts Woodlands Park Primary School and for the duration of their education here, parents/carers will be asked to complete a permission form to allow images of your child to be published by the school on the school's website or in press releases. If you would like to change your parental preference then please contact the school office.

Use of Mobile Devices that can take photos and videos, (Parents/Carers) - 'THINK BEFORE WE POST'

Woodlands Park Primary School are happy for parents and carers to take photos and videos at school events for personal use but please could we remind you that these images must not be distributed or put online unless they are only of your own children. This is to protect and safeguard all members of the community.







The General Data Protection Regulation (GDPR) and UK Data Protection Act 2018 does not stop parents from taking images or videos at school events but you would breach it if you did not have the consent from other parents whose children might be captured in those photos or videos.

Useful Link: [Devon Safeguarding Children Board \(DSCB\) Website](https://www.devonchildrenandfamiliespartnership.org.uk/)
 (https://www.devonchildrenandfamiliespartnership.org.uk/)

How can parents help with keeping children safe?

- Make sure all addresses and contact numbers are up to date;
- If someone different is picking your child up, please let us know;
- Be at school on time every day at 8.50 am and 3.15/20 pm;
- Notify the school about your child's absence – unexplained absences are a key trigger for concern;
- Take full note of the advice to parents if you are accompanying a class trip and ensure that you attend the briefing meeting;
- Share any concerns you may have about another child with any of the school's safeguarding leads.

SAFEGUARDING LEADS:

<p>Safeguarding Lead</p>  <p>Deputy Headteacher Miss L Ramsey</p>	<p>Deputy Safeguarding Lead</p>  <p>Headteacher Mrs E Vollans</p>	<p>Deputy Safeguarding Lead</p>  <p>Year 5 Lead Mrs L Pearce</p>	<p>Deputy Safeguarding Lead</p>  <p>EYFS Lead Miss L Walker</p>	<p>Deputy Safeguarding Lead</p>  <p>Senior Administrator Mrs H Prout</p>	<p>Deputy Safeguarding Lead</p> <p>Family Support Worker</p>  <p>Family Support Worker Mrs H Dudytsch</p>
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WOODLANDS PARK FRIENDS ASSOCIATION (WPFA)

As a parent of Woodlands Park, you automatically become a member of WPFA. The Friends Association organises various events throughout the year to raise funds for extras that the school needs. Any help you can give is always much appreciated.

NEWSLETTERS

A School Newsletter is emailed out fortnightly with lots of information to keep everyone up-to-date. Copies of newsletters are available on the school's website and hardcopies are kept in main reception for those parents without internet access.

MUFTI DAYS

The children and Friends of Woodlands Park organise Mufti Days to raise money for school/charities. On these days children are asked to either wear their "own" clothes or sometimes there will be a theme. A small contribution is made via ParentPay. Charities are identified at the start of each academic year to support and children gain an understanding of different organisations and what they do.

MUSIC LESSONS

Music is taught as part of the normal curriculum and extra music lessons are available within school mainly for Key Stage 2. If you would like further information about what instrumental lessons are available and the cost of these lessons then please contact the school office.

CLUBS

The school has a programme of Clubs each term, these are provided on a voluntary basis by teaching staff. We also have a few clubs that are provided by professional, qualified coaches for a small fee. Clubs are mostly available to Key Stage 1 & 2 with Foundation Stage integrated from the Spring/Summer Term. A letter is sent out termly to subscribe.



OUR VISION

Together we all discover, learn, grow and succeed.

We aim to achieve this through our core values:

- W** - Well-Being
- A** - Aspire and Achieve
- R** - Relationships
- M** - Motivation
- T** - Trust
- H** - Holistic

Well-being: Everyone needs to feel safe and cared for if they are to learn and succeed. We create a warm, safe and nurturing environment that meets and matches the needs of everyone in our school community. We understand that people encounter many ups and downs within their lives and at times may need more support than others; this includes supporting our children, parents and teachers during times of transition. We teach our children empathy and understanding, and adults' model this at all times.

Aspire and Achieve: We ensure all our children become confident, independent learners with an enthusiasm for acquiring knowledge. Challenge is at the heart of successful learning and everyone aspires to 'achieve or be more'. Children are taught to understand how they learn and the skills they need to work through and conquer each new challenge. They are taught the process of learning and understand that making mistakes are part of this process and are to be seen as positives. We continue to ensure that strong leadership is embedded at all levels and provide a challenging and motivating environment for staff so that they are supported to be the best they can be. Teachers actively seek out and participate in developing collaborative networks that have the capacity to sustain continuous improvement.

Relationships: We support our children to develop and maintain positive relationships and have respect and value both themselves and others. Teachers model this in their relationships with the children in our care, with each other and with parents who we see as valued partners. Opportunities are provided for children to build relationships within our community that encourage our children to be proactive in their responsibilities towards the local community and the wider world. As a community we celebrate diversity, ensure equal opportunities are created and given to all and welcome everyone regardless of their background, race, culture or religion.

Motivated: Teachers are passionate about teaching and learning and the subjects they teach. They are relentless in finding ways that engage, enthuse and inspire the learners in their care. Children are encouraged to be curious and have a 'thirst' for knowledge. They know what their next steps are and want to achieve.

Trust: Teaching and learning is a three way process. Teachers trust that children will be ready to learn and actively engage in every learning opportunity. Children trust that their teachers will be well prepared and able to meet their individual needs with understanding whether these be educational or emotional. Parents trust teaching staff to be honest in regards of their child's needs and know that these needs will be met. As a school we trust parents to actively participate in their child's education, supporting their child to succeed and achieve.

Holistic: We deliver an exciting and innovative curriculum for everyone that engages and develops the whole person. We ensure that the curriculum and resources are flexible, adaptable and relevant for the needs of all learners in an evolving world and encourage individuals' interests and aptitudes to flourish.

MISSION STATEMENT

Through a passion for learning rooted in mutual respect and warm, honest relationships our school community provides a platform for **all** to succeed and achieve.

POSITIVE RELATIONSHIPS AND BEHAVIOUR

Positive relationships are at the core of a positive teaching and learning environment. We support our children, develop relationships and friendships and work with them to create class values that help everyone have a clear understanding of what positive behaviours are needed to ensure everyone can learn and succeed. Class values are displayed as 'Rainbow Rules' in each classroom. Children know that they are responsible for their own behaviour choices and rewarded with positive praise, stickers and other agreed methods including receiving a certificate for our Superstar Gallery. These certificates are presented for good learning and behaviour by the Headteacher in Assemblies and the children's names are celebrated in the fortnightly newsletter.

SCHOOL COUNCIL

There is an active School Council comprising of two representatives, elected by the children themselves, from each class. Their role is to make suggestions to develop and improve our school and manage the school council budget. They meet weekly and consult with the rest of the school before making recommendations and decisions. It is an honour to be elected to the School Council and the children prize it highly.



The home school partnership starts when you make the decision to send your child to our school.

We have an open door policy and are happy to talk with parents/carers about any questions or concerns you may have or if you have information that you feel the teacher needs to know concerning your child's well-being. The end of the day is always best. Occasionally you might need to have a longer discussion and appointments can be made to facilitate this.

We use your child's reading folder to regularly send out letters for trips, parent consultation appointments etc so please do check them regularly. Most other communications are through text messages or emails such as homework, fortnightly newsletters, upcoming special events and parent workshops. This information is also posted on the school's website for reference just in case you miss something to ensure you are kept fully informed of 'school life'.

During the school year our communication will include:

- Half termly curriculum overviews.
- Parent Consultation Meetings – Autumn & Spring Terms.
- End of year report – Summer Term.

PARENTS HELPING IN SCHOOL

We welcome parents helping in school. If you are interested please speak to your child's class teacher. You will need to have a DBS (Disclosure & Barring Service) check which is free of charge and the school can organise this for you.

POLICIES

Please familiarise yourself with all the relevant school and statutory policies on our school's website at www.woodlandspark.devon.sch.uk.

IMPORTANT PERMISSION FORMS FOR COMPLETION

The following Microsoft forms will be emailed to you to be completed when your child starts school:

- Home/School/Child Agreement.
- Local Trips Permission Form.
- IT Acceptable Use Agreements for KS1, KS2 & Parent/Carers (E-Safety Policy refers).
- Images Consent Permission Form (E-Safety Policy refers).

Additional Information (this will be emailed):

- Privacy Notices Pupils & Parents.

Other useful information available on the website:

- S2 Absence Request Form (Absence Policy refers).
- Details of Woodlands Park Friends Association (WPPFA).
- School Menu for information.

OUR CURRICULUM

Learning is at the heart of all we do at Woodlands Park Primary School. Our teaching staff have the highest expectations of what each individual child can achieve and the progress they can make. The National Curriculum guides **what** it is we teach, while up to date research, including action research and an excellent understanding of how children learn, guides **how** we teach.

We have drawn upon this knowledge and understanding to produce a challenging and rigorous curriculum that:

- Ensures every child has access to a rich, broad and balanced range of learning opportunities.
- Promotes British Values and Citizenship; spiritual, moral, social and cultural experiences are woven throughout the curriculum to broaden the experiences of our children and support them in understanding their place in our global community.
- Values each child as individuals and supports them in their understanding of positive relationships and knowledge of self through embedding the school's values and the teaching of PSHE (Personal, Social and Health Education).
- Challenges all learners, supporting them to reach their learning goals and make excellent progress.
- Engages children through building on their interests, ignites their curiosity and allows them to think creatively.
- Provides opportunities for all children to develop skills and allows them time to deepen their knowledge and understanding so promoting mastery.
- Supports children to make links between different curriculum areas through a 'themed' approach.
- Offers our children first-hand experiences to reinforce their learning and to underpin their growing knowledge, skills and understanding. These experiences may take the form of school visits, visiting groups, outdoor learning opportunities, phase group residential or through the use of 'immersion' projects.

***'Teaching children is an accomplishment.
Getting children excited about learning is an achievement'.***

Robert John Meehan

TEACHING AND LEARNING

Rationale

'At the heart of effective learning, there is the impassioned teacher with an expectation of excellence, with the ability to set the pace for pupils and with the knowledge of that magic moment of intervention, which moves youngsters from the unknown to the knowing'.

National Primary Centre.

At the heart of Woodlands Park Primary School is a whole school commitment to the continued development and improvement of teaching and learning. All teaching staff are committed to raising standards and providing the best education for all pupils regardless of their starting points. This policy seeks to identify the features of effective teaching, which translate the aims of the school and the curriculum into relevant and challenging learning experiences for all pupils.

Developing Learning Behaviours

At Woodlands Park Primary School we know that anyone can be a good learner. A good learner is someone who understands that learning is a never ending process that includes, building on prior knowledge, struggle, making mistakes, practise, asking questions and facing and overcoming challenges. They understand the emotional process that goes hand in hand with learning and are able to acknowledge and articulate these feelings appropriately. A good learner is resilient, actively seeks success, while understanding that they may fail initially and knows when and how to ask for help. They are able to work alone and also as part of a group knowing how supportive this can be and valuing others roles within the group.

We want our children to be 'good learners' to enable them to embrace and cope with life's challenges. We want them to be 'good learners' to ensure they are able to be successful and make a positive contribution to the world in whatever they choose to do, achieving a sense of fulfilment along the way. We want them to have the skills needed to actively participate in our democratic society through making informed choices, having the courage to stand up for their own beliefs whilst being able to be empathetic and work successfully with others.

As teachers we support our children to be successful learners through:

- Talking about what makes a 'good learner' and giving examples of children showing these skills in our school.
- Supporting children to really understand the key aspects of what quantifies a 'good learner' eg unpicking what resilience is and through this giving the children the knowledge of HOW to be a 'good learner'.
- Having an excellent understanding of what needs to be in place to support ALL children succeed: W-A-R-M-T-H.
- Knowing and supporting ALL children achieve their next step through personalised provision.
- Working with parents as partners, keeping them informed throughout the year of their child's progress and how they can support their child develop educationally and emotionally.
- Modelling being a 'good learner' ourselves: we will constantly be learning and developing our craft.

Developing Learning Behaviours across the School

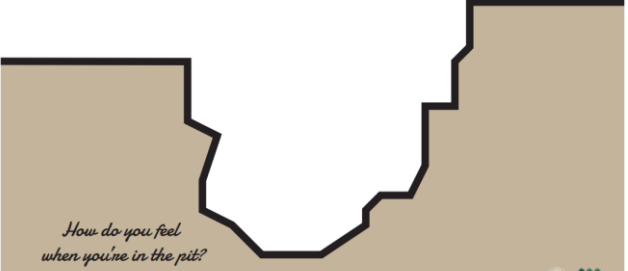

In the Foundation Stage, Characteristics of Effective Learning is the heart of the curriculum. The characteristics of effective learning can be summarised as being:

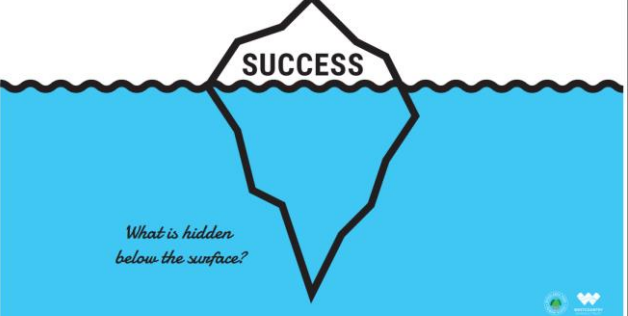
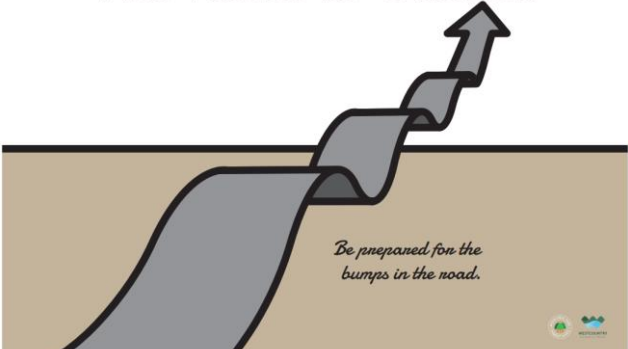
Playing and exploring	Active learning	Creating and thinking critically
Engagement	Motivation	Thinking
<ul style="list-style-type: none"> • Finding out and exploring. • Playing with what they know. • Being willing to 'have a go'. 	<ul style="list-style-type: none"> • Being involved and concentrating. • Keeping trying. • Enjoying achieving what they set out to do. 	<ul style="list-style-type: none"> • Having their own ideas. • Making links. • Choosing ways to do things.

In Key Stage 1, the children's learning is supported by learning characters. These learning characters have been developed from Guy Claxton's Building Learning Power (BLP) principals and are used in lessons to promote learning behaviours by making them visible, accessible and achievable.



In Key Stage 2, the children continue to develop the learning behaviours associated with the KS1 learning characters. In addition, learning behaviours are developed through a range of learning metaphors such as:

The Learning Pit	Learning Zones
<p data-bbox="255 313 654 380"><i>The Learning Pit</i></p>  <p data-bbox="175 627 343 683"><i>How do you feel when you're in the pit?</i></p>	<p data-bbox="877 313 1356 380"><i>Our Learning Zones</i></p>  <p data-bbox="1276 481 1380 560"><i>It's great to be out of our comfort zone.</i></p>

The Iceberg Illusion	The Road to Success
<p data-bbox="215 851 694 918"><i>The Iceberg Illusion</i></p>  <p data-bbox="247 1142 391 1198"><i>What is hidden below the surface?</i></p>	<p data-bbox="885 851 1340 918"><i>The Road to Success</i></p>  <p data-bbox="1125 1142 1284 1198"><i>Be prepared for the bumps in the road.</i></p>

Key Principles for Effective Teaching and Learning

The following principles are the cornerstones of all teaching and learning at Woodlands Park:

1. Teachers have high aspirations of every child.
2. Teachers prepare and teach lessons, sequences and topics that inspires and challenges every child through effective pitch and match.
3. All children make excellent progress both within a lesson and through a sequence of learning.
4. Teachers provide a learning environment and culture that supports the learning of all pupils; children are resourceful and independent.
5. Pupils are nurtured and supported enabling them to thrive through effective modelling, purposeful practise, flexible groupings and a balance of guidance and independence.
6. Children are self-motivated, collaborative, determined and resilient. They display and develop positive learning behaviours.
7. The learning environment fosters the development of positive relationship. This enables children to take risks in their learning.
8. Effective questioning and oral feedback develops high quality speaking and listening, improves engagement and increases assessment for learning opportunities.
9. Assessment for learning informs practice both within a lesson and between lessons. This is supported by effective marking, feedback and assessment in line with school policy.
10. Subject knowledge of teachers supports effective teaching; both in terms of subject specific knowledge and pedagogy.

The most important thing you can give your child when they are at school is your support.

HOMEWORK

Recommended Time Allocation

Normally, homework challenges are set once a week with a week given for completion. Homework activities, on average, should take approximately 1 hour to complete across the school. This does not include reading.

Homework should never be too onerous nor should it create stress within the pupil's family.

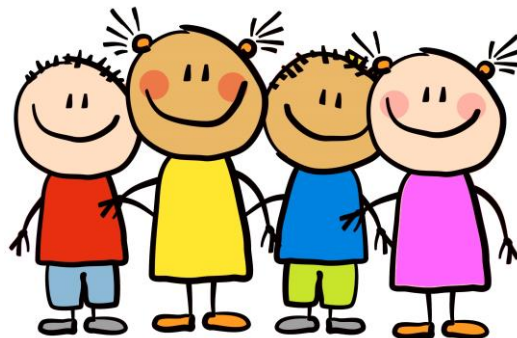
Reading at Home

As a school, we recognise the importance of reading at home so that pupils can develop a love of reading and have the time to make progress in this core area of the curriculum. However, we also recognise the importance of being actively involved in out of school activities that can inhibit the amount of time or energy needed to read at home.

We therefore expect our children to read their book from school at home at least 5 times a week for at least 10 minutes. In addition, you might want to share a book with your child at home and develop and encourage a wider reading base (eg newspapers, websites, leaflets etc...)

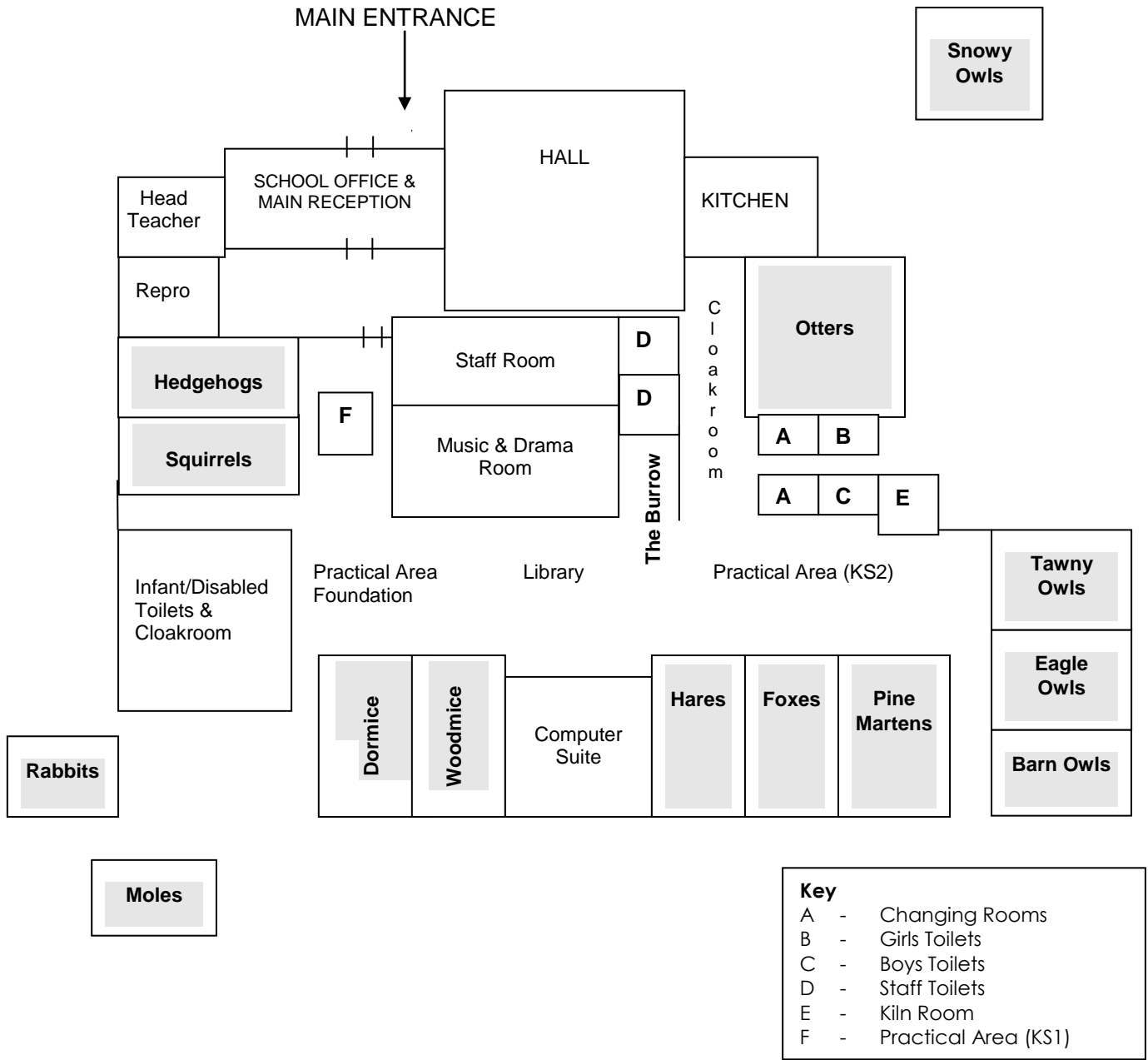
Please refer to the school's website for the Homework Policy or alternatively accept for a copy from the school office.

All teachers will acknowledge and mark your child's homework on a regular basis.



BASIC PLAN OF WOODLANDS PARK PRIMARY SCHOOL

(Showing Layout & Class Names)



FORTHCOMING TERM DATES

2023/2024

Autumn Term 2023	<p>Wednesday 6 September to Tuesday 19 December</p> <p>Half Term: Monday 23 to Monday 30 October (inc)</p> <p>Staff professional training days: Monday 4 September & Tuesday 5 September and Monday 30 October</p>
Spring Term 2024	<p>Wednesday 3 January to Thursday 28 March</p> <p>Half Term: Monday 12 to Monday 19 February (inc)</p> <p>Staff professional training day: Monday 19 February</p>
Summer Term 2024	<p>Monday 15 April to Friday 19 July</p> <p>Half Term: Monday 27 May to Friday 31 May</p> <p>May Day (Bank Holiday): Monday 6 May</p> <p>Staff professional training days: Monday 22 July & Tuesday 23 July</p>

2024/2025

Autumn Term 2024	<p>Wednesday 4 September to Friday 20 December</p> <p>Half Term: Monday 28 October to Friday 1 November</p> <p>Staff professional training days: Monday 2 September & Tuesday 3 September</p>
Spring Term 2025	<p>Tuesday 7 January to Friday 4 April</p> <p>Half Term: Monday 17 to Friday 21 February</p> <p>Staff professional training day: Monday 6 January</p>
Summer Term 2025	<p>Tuesday 22 April to Friday 18 July</p> <p>Half Term: Monday 26 May to Friday 30 May</p> <p>May Day (Bank Holiday): Monday 5 May</p> <p>Staff professional training days: Friday 27 June, Monday 21 July & Tuesday 22 July</p>