

# Welcome to Brampton Village Primary School



*Learning, Enjoying, Achieving!*



**Brampton Village Primary School,  
Brampton, Huntingdon,  
Cambs. PE28 4RF**

Telephone 01480 375063  
[office@brampton.cambs.sch.uk](mailto:office@brampton.cambs.sch.uk)

*Headteacher: Mr Peter Allen*



## **Letter from the Headteacher**

Welcome!

This brochure outlines the aims and values of Brampton Village Primary and provides information about teaching, learning and the life of the school.

The early years of a child's education are very important and we know that choosing a primary school where your child will thrive is one of the most significant decisions you have to make as a parent. We seek to work in partnership with parents to enable children to be happy and confident, to enjoy learning and to achieve the very best of which they are capable. We strive to provide pupils with firm foundations on which they can build happy and successful futures. Each child is unique and special and we aim to find, celebrate and develop their individual strengths and talents.

Brampton Village Primary is a caring, friendly school where every child truly matters. Within our learning community, we place a great deal of emphasis on personal responsibility, respect, consideration and care for others. We aim to develop a supportive environment in which children can learn to work and play collaboratively. We believe that our children help to make the school what it is and we give them a voice with which they can help to influence events and shape the future of their school.

We value the partnership between child, home and school and our flourishing PTA gives everyone in the community the opportunity to become involved in school life. Our Governors work hard to ensure that we can provide the best education that we can. As a growing school over the next few years we are developing plans to make sure that the special ethos of our school remains strong.

The heritage of our school is a proud and happy one; Lady Olivia Bernard Sparrow of Brampton Park founded a village school in about 1840. Her original building complements our modern, spacious and well-equipped accommodation. Brampton Village Primary shares, and is committed to building on, the excellent foundations created by the previous Brampton schools; to develop a rich and stimulating learning environment that enables children to flourish.

The years your child will spend with us are of enormous importance. They are not merely a period of preparation for the next educational stage, but a precious time; a time for the nurturing of the whole child into a confident and independent learner. I look forward to meeting you and welcoming you to our school

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'P. Allen'.

Mr Peter Allen

## About Our School

### Ethos (Our Core Values)

At Brampton Village Primary every child matters and each individual is valued for the unique contribution he or she makes to our community. We expect everyone to show respect for others, to be courteous, responsible and caring, and we actively foster such behaviours. Our aim is to create an environment which promotes children's self-esteem, to make our school a place where pupils feel happy, safe and able to enjoy learning. We strive to provide a learning climate in which children can flourish and achieve their very best; where they can celebrate their differences and develop the skills and confidence to build happy and successful futures. By working closely with parents and the community we aim to build strong and effective partnerships, which help children to thrive.

### Aims

We aim to:

- Create a nurturing environment which supports the well-being of every pupil and enables children to be healthy, emotionally literate and able to maintain positive and fulfilling relationships.
- Provide exciting, engaging and creative learning experiences, which enable all children to become active, independent and effective learners who achieve their very best.
- Develop pupils' understanding of their responsibilities as members of a community, encouraging a positive, respectful and caring attitude towards others & the environment.
- Enable all our children to become enquiring, responsible, resourceful and reflective young people, ready to face the future with confidence and to challenge themselves.
- Foster strong partnerships with parents and carers, valuing the contributions they have to make, encouraging their active involvement in children's learning and developing a relationship based on mutual trust.
- Put the school at the heart of the local community, so that both school and village are enriched, and enable children to appreciate aspects of the wider world



### Our School site

We are very lucky with the standard of our buildings and grounds at Brampton Village Primary. The main school buildings have well-equipped classrooms, halls, libraries, resource or group rooms and a Music room. Entry to the school is controlled by keypad entry to ensure the safety of our pupils.

The school grounds are extensive and include a football pitch, netball courts and environmental areas for the study of pond, insect and plant life. We have three separate play areas, with a mixture of grassed areas, asphalt and modern play equipment for Reception children and for pupils in Key Stages 1 and 2.

## Admissions

Brampton Village Primary School is a community primary school with a published admission number of 60 pupils for Years 1-6 and 90 for Reception. Cambridgeshire County Council is the admissions authority for our school, so parents who wish to register their child for admission to our reception class must apply for a place using the standard Cambridgeshire admission form. The admission form, together with a covering letter and a guide to the application process, will be made available for parents of Reception applicants to pick up from primary schools in the autumn term; it will also be available on request from the local authority and downloadable from the County Council website. The letter will encourage online application, draw parents attention to the full admissions booklet (available on the web), and provide a



tear off slip for them to request a paper copy of the additional information should they require it. The admission form is the only paper-based form on which parents can apply for a Cambridgeshire primary school place. Letters offering school places to Reception applicants will be sent out at the beginning of May prior to their admission.

In the event that the school is oversubscribed, places will be allocated according to the following Cambridgeshire oversubscription criteria:

Children who have a statement of special educational needs that names the school will be admitted. NB. Those children with a statement of special educational needs that does not name the school will be referred to Student Assessment to determine an appropriate place.

1. Children in Care, also known as Looked After Children (LAC).
2. Children living in the catchment area with a sibling at the school at the time of admission.
3. Children living in the catchment area.
4. Children living outside the catchment area who have a sibling at the school at the time of admission.
5. Children living outside the catchment area who have been unable to gain a place at their catchment area school because of oversubscription.
6. Children who live outside the catchment area, but nearest the school as measured by a straight line.

For admissions to year groups other than Reception, parents should apply to the Cambridgeshire Admissions Team. If the number of children in that year group does not exceed the published admission number, and there is no reserve list, a place should be offered.

If a year group is oversubscribed and parents wish to appeal, they should contact the Cambridgeshire Admissions Team on 01223 699200.

For Years 1-6 we operate two classes per year group, although occasionally classes will have a mixture of ages. For Reception we are operating three classes from September 2016. As the school grows over the next few years we will eventually have three classes per year group.



## Getting Started

### When do children start school?

Children attend Brampton Village Primary School between the ages of 4 and 11, entering our Reception class at the start of the academic year in which they become five years old. We recognise that some children will enter school just after their fourth birthday; our admission arrangements are designed to enable each child to settle well and to become confident and happy in school.



We have a gradual induction of pupils into school over a **two-week** period in September so that children can become familiar with the adults responsible for their care and education and school routines. At the end of the phased induction period, parents are given an opportunity to meet with their child's class teacher to discuss whether he or she is ready for full time schooling.

We strive to respond to children's individual needs; if a child is not ready for full time schooling at the end of the two week induction period, his/her class teacher may suggest gradually increasing the number of full days that a child spends in school until he/she has built up to being full time all week. Children coming part-time will be invited to any special activities that take place in the afternoons.

### Getting to Know You

Our 'Getting to Know You' programme includes a range of opportunities designed to enable your child to make a confident start in school; in the summer term, open afternoons provide parents and children with an opportunity to meet with Reception teachers, to experience some of the Foundation Stage learning activities offered in school and to look around the Reception classrooms. In June, parents are invited to an evening meeting about their children starting school; welcome packs, including information about which class your child will be joining, are given out at this meeting. In July, new Reception children come into school for a morning to meet their teacher and parents are also invited to a meeting with their child's teacher.





## School Routines

### The School Day

The school day starts at 8.55am and finishes at 3.05pm for Reception, at 3.10pm for Key Stage 1 children and at 3.20pm for Key Stage 2 children. Lunchtimes run from 12.00pm to 1.10pm for Reception classes, 12.10pm to 1.10pm for Key Stage 1 children and from 12.20 – 1.20pm for Key Stage 2 children. All children will have a 15 minute break in the morning and Reception and KS1 children will have an additional 10 minute break in the afternoon.



**The gates open at 8.40am and members of staff are available to supervise children from 8.45am when the doors open; for safety reasons children must not be on the school premises before this time. After 8.45am children may go into their classrooms. As the school session begins at 8.55am, it is important that all children are in their classrooms ready for registration by this time.**

### School Uniform

Although a uniform cannot be made compulsory in primary schools, we encourage children to follow this “dress code”:

Sweatshirts - navy; polo shirts - white or navy

Sweatshirts and polo shirts, with embroidered badges, may be ordered from Orchard Clothing – <http://www.orchardclothing.co.uk/schools.php> Parents should click on the Brampton Village Primary School logo/text and log on using the passcode: brapri28. Parents will pay a delivery cost only if the uniform is delivered to their home address. If the order is delivered to school, there will be no delivery charge and the order can be sent home with your child or collected from the school office. Parents who do not have access to the internet, should complete a uniform order form (available from the school office) and the school will place an order on their behalf. Navy jumpers or sweatshirts and white polo shirts may be bought elsewhere, although, we would ask parents to attempt to match the school colours.

Trousers / shorts	Grey, Black or Navy (trousers may be worn by boys and girls)
Skirts / pinafores	Grey, Black or Navy
Socks, tights	White, Grey or Black
Summer Dress	Navy and white checked, or striped, summer dresses.

Footwear should be sensible black, flat shoes; high heels, boots or boot style trainers are not permitted.

Children will also need:

- PE kit of plimsolls, white round-necked T-shirt and black shorts stored in a draw-string bag. Trainers are not allowed for apparatus work.
- Games kit of a warm tracksuit, or something similar, to wear when the weather is cold. Outdoor trainers (not in Reception)

Children go out to play in all but the worst weather and therefore they will need a **coat** most days of the year and **boots** in wet weather. The wearing of **sunhats** at playtimes is also encouraged in hot weather.

Please remember:

- **All clothes should be clearly labelled with your child's name.**
- Jewellery or make - up may not be worn in school. The only exceptions are watches and studs for pierced ears. Pierced earrings must be removed for PE.
- Long hair must be tied back for PE and games.
- Younger children may also require a change of underwear or spare uniform in case of accidents!

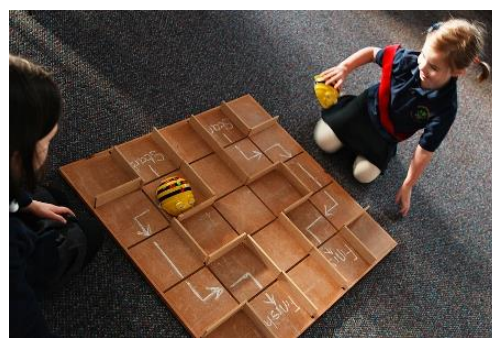
### Learning and the Curriculum

The following principles of learning underpin all the learning and teaching which happens at Brampton Village Primary School:

#### **Children learn best when they:**

- are safe, happy and have robust self-esteem
- take responsibility for their own learning
- are actively engaged in their learning
- see themselves as successful learners and are prepared to take risks
- reflect on their learning and learn from their mistakes
- are able to make choices about how they learn
- are challenged, but not threatened
- are emotionally engaged, but their emotional state is positive

We strive to enable all our pupils to develop positive attitudes for learning by encouraging resilience, reflectiveness, resourcefulness, responsibility and reciprocity (our 5Rs).



### The Curriculum

We provide a broad, balanced and inclusive curriculum. Great emphasis is placed on planning learning so that each year the children are building upon the skills, knowledge and understanding acquired the previous year.

The Early Years Foundation Stage Curriculum for **Reception** children comprises seven areas of learning and development:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

When planning and guiding children's activities in each area of learning, teachers consider each child as a learner using the **Three Characteristics of Effective Learning and Teaching** as detailed below:

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The curriculum for Years 1 – 6 is based on the National Curriculum (a statutory requirement for English schools):

- **5 core subjects:** English, Mathematics, Science, Personal, Social and Health and Education (PSHE) and Religious Education
- **Foundation subjects:** Art & Design, Computing, Design Technology, History, Geography, Modern Foreign Languages (MFL), Music and PE.

Whilst our curriculum is planned in advance, we always try to find time for those valuable learning opportunities that arise spontaneously in the course of the term.

### English

Language unites the curriculum; it is essential to all forms of communication. Children learn language through speaking and listening, reading and writing and develop their language skills throughout the curriculum.

### Speaking and Listening

Children learn how to communicate successfully with others in group situations and how to express their ideas through drama. They learn to use language in a variety of situations, for various purposes and for a range of audiences. Confidence comes from regular practice in expressing opinions, discussions, message giving and receiving and drama, so speaking and listening is a key skill developed through all school activities.



### Reading

By sharing books and stories from an early age children learn to become readers. We value books and actively encourage children to read for pleasure and enjoyment in a variety of contexts. Teaching and learning in English focuses on enabling children to read with



confidence and understanding. The children study both fiction and non-fiction books, in order to:

- Interpret the author's meaning.
- Make reasoned judgements and statements about the books they read.
- Use reference books effectively.

In Key Stage 1, pupils will bring home a Home/School Reading Record Book and a coloured Target Sheet, informing parents about the reading skills on which their child should focus. In KS2, a greater degree of independence is encouraged and, whilst reading logs are not used, from time to time pupils complete reading reviews. Children throughout the school are encouraged to read a wide range of texts – not just books!

### Writing

We encourage our children to write for a range of purposes and audiences. Over their primary years, children experience the broad variety of shapes, styles and forms in which our written language is moulded. They learn the rules of punctuation, grammar and spelling so that they can express their ideas, opinions and views with clarity and confidence. Regular attention is given to presentation of work and handwriting.

### Libraries and Books

We have several libraries in school and children are encouraged to borrow books to read for pleasure and information. We ask parents to read with their children at least three times every week and record this in their home/school reading log.

**Lending Libraries:** Children may choose “Home books” to share with their parents or read independently. Parental help is always welcome to maintain these areas. Please contact the office if you are able to offer your services. If books are lost or damaged, we would very much appreciate payment towards their replacement.



### Maths

Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life. It is integral to all aspects of life and, with this in mind, at Brampton Village Primary school we endeavour to ensure that children develop positive attitudes towards mathematics that will stay with them always.

We aim to foster a sound understanding and enjoyment of all elements of mathematics, providing opportunities to develop skills through challenging, engaging and practical mathematical experiences. Through structured learning, pupils are encouraged to become **fluent** in the fundamentals of mathematics, with the ability to **reason** mathematically and apply skills and knowledge to **solve** mathematical problems.

We provide pupils with a rich mathematics curriculum. and high quality teaching, to produce individuals who are numerate, creative, independent, inquisitive, enquiring and confident.

Our pupils should:

- Have a well-developed sense of the size of a number and where it fits into the number system
- Know by heart age appropriate number facts such as number bonds, multiplication tables, doubles and halves
- Use what they know by heart to figure out numbers mentally
- Calculate accurately and efficiently, both mentally and in writing and paper, drawing on a range of calculation strategies
- Make sense of number problems, including non-routine/'real' problems and identify the operations needed to solve them
- Explain their methods and reasoning, using correct mathematical terms
- Judge whether their answers are reasonable and have strategies for checking them where necessary
- Suggest suitable units for measuring and make sensible estimates of measurements
- Explain and make predictions from the numbers in graphs, diagrams, charts and tables
- Develop spatial awareness and an understanding of the properties of 2d and 3d shapes

### Science

In their Science work, children develop their scientific knowledge and understanding through studying biology, chemistry and physics. We encourage them to develop an enquiring mind by placing a strong emphasis on practical, experimental and investigative work. Working scientifically is encouraged where questioning, examining and answering questions based on their scientific knowledge and understanding are the essential tools of the young scientist.

We teach most of our scientific work in themes, which enables us to make the work meaningful for the children and allows us to offer greater depth of study. Elements of the programme of study common to both key stages are: materials, all living things, light, sound, plants and animals, including humans.

The school benefits from two environmental areas, which are situated in the school grounds. These areas contain a pond, many species of trees, shrubs and ground cover plants, to which children have access for observation and recording. In addition there is an outside classroom available for practical lessons.



### PSHE (Personal, Social and Health Education)

PSHE (Personal, Social and Health Education) teaches children to value themselves, to begin to develop personal values and to be aware of, and respond to, the needs of others. Through PSHE we aim to help equip pupils with the knowledge, skills and understanding they need to

lead confident, healthy and independent lives and to become informed active, responsive citizens. It is taught through:

- Designated class time.
- Other curriculum subjects.
- Enrichment activities e.g. Circle Time

With regard to Sex and Relationship Education, the school has a policy of answering children's questions as they occur during classroom discussions so that they find out about growing and changing, both physical and emotional, in a natural and caring learning environment. Parents are always given the opportunity to discuss the details of the programme and view the resources used before sex education begins. Parents may withdraw children from those elements of sex education not required by the National Curriculum Science Order. Such a request should be made to the Headteacher in writing.

Drugs Education focuses on personal safety and keeping safe and is taught through PSHE lessons. For the teaching of Sex and Relationship education at Brampton Village Primary, the school adheres to a community policy developed by Cambridgeshire PSHE Service.

### Religious Education

Brampton Village Primary's policy for Religious Education is in line with the Cambridgeshire Agreed Syllabus for Religious Education. During their time at Brampton, children study many of the main world religions including Judaism, Buddhism, Sikhism and Islam. But particular emphasis is given to study of the Christian Religion.

By exploring and learning about issues within and across faiths, pupils learn from them, enabling them to understand and respect different religions, beliefs, values and traditions. RE encourages children to consider the meaning and purpose of life and to reflect on their own beliefs and values as well as those of their community.

Parents have the right to withdraw their children from Religious Education, including any Acts of Worship, after consultation with the Headteacher.

### Computing

Our aim is to equip children to use computational thinking and creativity to understand and change the world. Computing has strong links with Maths, Science and Design Technology too. The core of computing is computer science; understanding how information technology and digital systems work and how to put this knowledge to use through programming. We use programmable toys and simple program software to understand how we can create, affect and change elements of the world around us. Children need to be digitally literate (be able to use and express themselves and develop ideas through IT) for the future workplace; we learn how to present and share our ideas in a variety of ways, including blogging, still and moving images, and presentations. A vital aspect of our curriculum is to demonstrate responsible e-safety to enable them to be SAFE and active participants in a digital world; our learning platform STARZ will help children to acquire these essential skills.

### History and Geography

History is 'brought to life' by the active engagement of children in historical enquiry through drama, visits, interviews and the use of a range of sources, including artefacts, for research. Children study the lives of people, past and present, and key events, in order to develop a sense of chronology and the order in which history unfolds. A thoughtful, enquiring approach

to interpreting the past is encouraged, so that children may begin to understand from where they have come.

Children are taught the skills of geographical enquiry and use maps, photographs, digital technologies, globes and first hand fieldwork to answer key questions including: Where is this place? What is it like? How and why is it changing? How does this place compare with other places? How and why are places connected? Children learn about the interaction between physical and human processes, and of the formation and use of landscapes and environments. They also consider the effect that man has on the environment and how, as citizens, they have a responsibility to look after it.

#### Art, Music and Design Technology

Art, for most children, is a natural form of expression, a means of communication and a source of great pleasure. Art helps children to observe, and interact with, their environment and to develop a sense of wonder and curiosity about the world. At Brampton Village Primary children are encouraged to experiment with and investigate a wide range of media such as pencils, pastels, paint, charcoal, print, textiles and clay and to learn about the place of art and artists, both past and present.

Music plays an important part in the life of the school; it is an expressive subject and pupils are encouraged to be creative through music making. We aim to encourage and develop the children's understanding and enjoyment of music through active involvement in singing, performing, composing and listening.

Children are encouraged to develop their talents and enthusiasm through extra curricular activities. A children's choir and orchestra meet weekly. Peripatetic teachers visit the school and give lessons on the piano, recorder, flute, clarinet, violin, guitar, percussion and a variety of brass instruments. Full details of instrumental music lessons are available from the office.

Our approach to Design Technology is cross-curricular. We provide our children with opportunities to work with a wide variety of materials such as wood, clay and textiles. We also enable children to participate in cookery activities. Pupils learn to design, evaluate and modify their ideas, to choose the best materials for the job and to handle tools safely and appropriately.



## PE

Through our high-quality Physical Education (PE) curriculum, we aim to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Children are provided with opportunities to become physically confident through experiencing a range of creative, competitive and challenging activities and sports. We believe that providing opportunities to compete in sports helps to embed values such as fairness and respect.

Pupils in Key Stage 1 develop fundamental movement skills, become increasingly competent and confident; they have access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils in Key Stage 2 continue to apply and develop a broader range of skills; they have opportunities to enjoy communicating, collaborating and competing with each other.

Children in Year 3 receive swimming instruction at the local swimming pool whilst pupils in Years 4 and 6 have the opportunity to go on residential trips. The latter incorporate elements of outdoor and adventurous activities which enhance our PE curriculum. Brampton School is part of the Hinchbrook School Sports Partnership so specialist sports coaches teach units of work in PE from time to time.

The school runs a variety of extra curricular sports clubs. Children attending these clubs often compete against other local schools in tournaments or friendly matches as part of the School Games programme.

## Assessment

Through continuous assessment we aim to build a complete picture of a child's development; not only academic, but also emotional, social and physical. Assessment information enables us to plan the next steps a child needs to take in the learning process and to set learning goals.

Assessment takes many forms. We assess children through discussion and close observation of them at work, as well as through more formal testing procedures. Children's progress in National Curriculum subjects is assessed with the aid of optional tests in reading, writing, spelling, mental and written maths.

National testing arrangements mean that all children are formally assessed, by a combination of teacher assessment and SATs tests, in English and Maths, towards the end of Year 2 and Year 6. Children in Reception are assessed on entry and throughout the year.

## Special Educational Needs and Disabilities (SEND)

All children are unique and special and have different learning needs. We strive to ensure that the needs of all children are met appropriately. Sometimes it becomes apparent that a child has specific needs, either because he or she has a learning difficulty or because he or she is gifted or talented in certain curriculum areas. In such cases we work closely with parents to identify the best sources of guidance and support.

Our school aims to be an inclusive school. We strive to give all our children a sense of belonging, to make them feel happy and to enable them 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 disability he or she will be treated no less favourably than other applicants for admission. We take all reasonable steps to ensure that people with a disability are not treated differently, without lawful justification, and make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan (in the School Office) describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

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

In order for effective partnership working between home and school to take place, 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 Headteacher must consider is the effect of the proposed change on all members of the school community.
- Recognise the importance of school and home working in partnership.

Further information about special educational needs and disability is available on our website.

### Gifted and Talented

We recognise that some children may demonstrate a particular talent or high level of ability in a specific area, whilst others may have a multiplicity of talents. We regularly monitor, assess and respond to the needs of individual pupils.

Our aim is to develop the potential of all pupils, whatever their abilities or talents. We recognise the need to extend and challenge gifted and talented children in the school and so make provision for them in our planning.

### How you can help your child

In English - Make time to talk. Use real situations to develop discussion, to encourage imagination and to share experiences. Use travelling, cooking or shopping times to talk, tell stories, listen to tapes or sing nursery rhymes. Share books and read widely with your child. Computer screens can trigger the urge to read! Encourage your child to follow a recipe, read instructions, find telephone numbers and have fun with words. Encourage your child to write shopping lists, thank you letters, postcards, invitations, keep a diary, write labels, and write messages to friends and family.

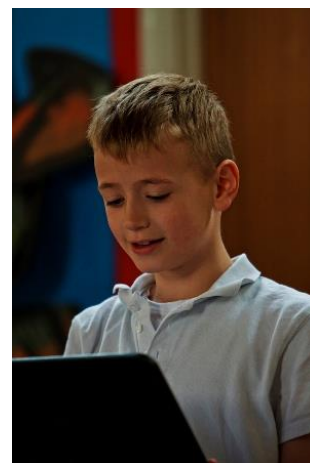
In Maths - Teach counting rhymes from a very early age, read stories where numbers, size and shape are included, count stairs, steps – anything! Help your child to be aware of and tell the time. Play board games together. Discuss prices and sizes as you shop at the supermarket. Add up money and work out change. Encourage your child to budget using his/her pocket money. Develop their cooking skills while emphasising weights and measures. Use different containers at bath times to find out which holds the most.

In Science - You can encourage care and curiosity about our environment, share the process of cooking, and observe the uses of heat and energy to enable melting and freezing. Help to find the answers to questions, like 'Why is the sea salty?', and 'Why and where does the tide go out?', through research in books and online.

In History and Geography - Share stories about historical figures such as Henry VIII. Talk to older relatives about their memories and visit places of historical interest together.

Find out where a range of food comes from. Use globes and atlases, the Internet and Google Earth. Show children how to follow instructions and interpret road signs and symbols in their every day environment. Read a map on a car journey or make a map for a treasure hunt.

In Creative Arts - Sing with your child and listen to a wide range of music. Make pictures and cards for the family. Use natural materials and everyday objects to make models. Provide a range of constructional toys for both boys and girls. Involve your children in finding practical solutions for problems at home, talk through your ideas.



### **Parents in Partnership - Supporting Children's Learning**

Research shows that active parental involvement in a child's education is a more powerful force than family size, social class or the level of parental education, for raising children's levels of achievement. We welcome parents into school believing that we are partners in the education of your children.

There are many opportunities for parents to become involved in the work of the school and to gain a greater understanding of that work. Parents are invited to attend concerts, sharing assemblies, Christmas productions and sporting events. Many parents spend some time each week helping in classrooms working with small groups of children or individuals. This work may involve reading, cooking, technology or other craft work. Parents also regularly accompany children on educational visits. If you are interested in becoming involved, please contact your child's teacher.

Weekly parent newsletters, termly class letters and the school website aim to keep you up to date with events and the curriculum. There is parental representation on working parties and parents' views are regularly sought through questionnaires.

### Brampton Parent Teacher Association

Although all parents are automatically members of our PTA, we do rely upon an active group to join the Committee and attend the twice-termly meetings. The school looks forward to meeting you at the various functions, which the committee arranges during the year.

### Governors

Governors work in partnership with the Headteacher, staff, parents and local authority to make decisions about how the school is run. They aim to secure the best possible education for every child at Brampton Village Primary, by forming a framework of policies covering the curriculum, the school environment, finances, staffing and welfare.

### Consultation Evenings

We hold parent consultation evenings twice a year which is when you have an opportunity to discuss your child's progress with their class teacher and to see their work. Please do not feel you have to wait until these meetings, however, if you wish to talk to your child's teacher. We encourage parents to make every effort to talk to us when there are problems or to share any concerns they have about their child at home or at school. Pupil progress reports are sent home to parents at the end of the summer term.

### Useful websites

[www.brampton.cambs.sch.uk](http://www.brampton.cambs.sch.uk)

[www.bbc.co.uk/learning](http://www.bbc.co.uk/learning)

[www.bbc.co.uk/parenting](http://www.bbc.co.uk/parenting)

[www.bbc.co.uk/schools/parents](http://www.bbc.co.uk/schools/parents)

## Caring For Your Child

### Pupils, Staff and Parents Working Together

We believe that children are happier at school and learn best when there is good communication between home and school and where links between the two are strong.

Class teachers are normally available in the playground at the end of the school day to share any concerns you or your child may have. In an emergency, you may speak to your child's teacher before school starts, but we do ask that **only urgent messages be given to teachers in the mornings**, as they will then be free to give full attention to the class at the beginning of a new day. Messages can always be passed to the Office staff who will ensure that they are given to the teachers. You may make an appointment to see your child's teacher at a mutually convenient time, if you wish to discuss any concerns in greater detail.

### Security

Access to the school is controlled at all times, other than at the beginning or end of the school day. Visitors wishing to gain access to the school must enter through the front entrance and are required to sign the Visitors Book and wear an identification badge.

### Safety

To ensure the children's safety, at the beginning and end of the school day, they are asked to **enter and leave the school site using the appropriate entrances and not through the car**

**parks.** Parents are requested not to bring dogs on to the premises. They may be safely tied up to the fence bordering the school grounds and the staff car park.

The **lay-by outside the school** should be used solely for the **dropping off of children** and not for parking. As the road outside the school is heavily congested it is important that parents drive with extreme caution and observe the marked parking restrictions.

### Pastoral Care

Caring for your child means many different things. These include:

- Providing an environment which promotes pupils' emotional, physical, social and mental health and well-being and providing appropriate education, support and guidance to foster these.
- Enabling children to develop a sense of belonging so that they can support and encourage one another.
- Enabling pupils to develop as self-disciplined, caring young people who are well-behaved, polite and considerate and who make positive contributions to their community.
- Establishing a clear and shared understanding of what constitutes bullying and how it is dealt with.
- Having a commitment to pupils' spiritual, social and moral development.

We have developed the policies and procedures described in this section of the prospectus to help us achieve this caring environment.

### Collective Worship

Daily collective worship is an important part of the school day. Assemblies are broadly Christian and the focus is on learning to live harmoniously and showing care and respect for one another. Members of the local clergy regularly come in to school to lead assemblies.

Parents have the right to withdraw their children from collective worship, after consultation with the Headteacher.



### Discipline

We believe that positive reinforcement and the rewarding of good behaviour is more powerful than punishment. By consistently rewarding positive behaviour we make it clear to pupils what sorts of behaviour are acceptable and encouraged.

However, the school has a policy for dealing with unacceptable behaviour and such behaviour is always challenged and dealt with. Teachers usually resolve problems by talking to children and, when necessary, removing privileges. In the event of persistent misbehaviour, parents are invited to meet with the child's teacher, or Head teacher, so that a strategy for improving his or her behaviour can be put in place.

### School Rules

At Brampton Village Primary we have school rules which are designed to keep your child safe, healthy, happy and able to learn, and which promote respect for people and the environment.



### Our Behaviour Code

- Do be gentle – Do not hurt anyone
- Do be kind and helpful – Do not hurt people's feelings
- Do work hard – Do not waste yours or other people's time
- Do look after property – Do not waste or damage things
- Do listen to people – Do not interrupt
- Do as you are asked by adults in school – Do not ignore an instruction or answer back
- Do move safely around the school – Do not run indoors

Rights, responsibilities and class rules are discussed and agreed with the pupils and displayed clearly in each classroom.

### Anti-bullying culture

Bullying in any form is unacceptable and is not tolerated or condoned at Brampton Village Primary School.

Allegations of bullying, or deliberate hurtful or humiliating behaviour which is repeated over time, are always taken seriously and are dealt with promptly according to the school's Anti-bullying Policy. Education is powerful means of creating an anti-bullying culture. Strategies for dealing with bullying are taught through PSHCE lessons, circle times, carpet times and assemblies.

### Houses

There are four 'houses' in school named after gem stones. Every child is a member of a house: *Emerald – Green; Diamond – Yellow; Ruby – Red; Sapphire – Blue*

Houses are a means of building team spirit through sporting and other competitions and the rewarding good work. Children will join their houses at the end of their Reception year.



### Support Services

Several external services, including those from Health and the Office for Children and Young People's Services, support the school. They all have an important role to play in helping the school to meet children's needs.

### Child Protection Procedures

Brampton Village Primary School is a protective school, which fully recognises the contribution it makes to child protection and its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children. Our Child Protection Policy applies to all staff and volunteers working in the school.

Schools must 'make arrangements to safeguard and promote the welfare of children'. We will endeavour to provide a safe and welcoming environment where children are respected and valued.

The school will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The school should make parent/carers aware that records of welfare concerns may be kept about their child. Parents should be informed that school staff will seek, in general, to discuss any concerns with them including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/carers.

In accordance with local Information Sharing protocols, we will ensure that information is shared securely and sensitively. Information will only be shared with other services when it is deemed necessary and proportionate to ensure that children are safe and receive support from the right service.

The School will seek advice from Social Care when there is reasonable cause to suspect that a child may be suffering or likely to suffer significant harm. Occasionally, concerns may be passed on which are later shown to be unfounded. Parents/carers should appreciate that the member of staff with responsibility for Child Protection (known as the Designated Person for Child Protection) was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Under Section 3 of the Children's Act 1989, schools or any person who has care of a child "may... do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare." This means that, on rare occasions, a school may need to "hold" a child in school whilst Social Care and the police investigate any further concerns.

### Dealing with Racist Incidents

Under the *Race Relations (Amendment) Act 2000* and *Home Office Code of Practice on reporting and recording racist incidents (2000)* schools are required to record and investigate all racist incidents and to report them to the Local Authority on a regular basis.

Cambridgeshire Local Authority and schools, as advised by the Home Office, adopted the definition of a racist incident recommended in the Stephen Lawrence Inquiry Report 1999: *'A racist incident is any incident which is perceived to be racist by the victim or any other person.'*

This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded and investigated as such, however minor it may seem. Incidents involving children and adults will be recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a racist incident does not necessarily have a victim.

Termly reports of incidents on the Local Authority Racist Incident Database (RaID) will not identify individuals, but this information will be kept at school level, in line with other records on behaviour and incidents of bullying.

The school will seek advice from Cambridgeshire Race Equality and Diversity Service (CREDS) as and when required and parents/carers may also discuss any concerns regarding racist incidents with the Service.



### [Illness and Absence from School](#)

Schools have a statutory responsibility for accounting for absence and teachers have to code registers accordingly. Parents are asked to follow the procedures indicated below. Unauthorised absences have to be recorded and published each year.

### [Sickness Absence](#)

When a child is absent from school through illness an e-mail or telephone message **of explanation is needed as soon as possible on the first day, and every subsequent day, of illness.** Messages can be left before school starts – telephone 01480 375063 or e-mail [office@brampton.cambs.sch.uk](mailto:office@brampton.cambs.sch.uk).

Please do not send your child to school too soon after an illness as we often find they are not strong enough to cope with a full day. If your child has to be away from school for a long period due to illness your child's teacher will be happy to discuss a homework programme with you.

If your child has to leave school during the day to visit the doctor or dentist, please make sure that the school office is notified in writing beforehand.

### Medicines

Please note that school staff cannot normally administer medicines. In the case of a long term complaint such as asthma, diabetes, heart condition, eczema etc, please contact the school and special arrangements can be made in consultation with the School Nurse. Asthmatic children will obviously use their inhalers as and when necessary. For children at risk of anaphylactic shock, the school will need a treatment protocol and the appropriate medication. It is the responsibility of parents to ensure that this medication is within its expiry date.

GPs are advised by School Health to prescribe antibiotics which require only three doses a day so children do not need to take them in school. If, however, a dose is needed during the day, parents will need to make arrangements to come into school to administer the medicine. If this is not possible, parents should complete and sign a medical consent form (available to download from the school website or in hard copy from the school office).

Medicine should be handed to a member of school staff in the container in which it was dispensed so that storage and dosage instructions can be checked. A medicine spoon should also be provided. Only prescribed medication can be administered by school staff, and other than asthma inhalers, medicine will not be entrusted to the custody of pupils during or at the end of the school day. Staff cannot take responsibility for any missed doses.

First Aid is given in school for minor accidents. In the event of more serious illnesses, accidents or injuries, every effort will be made to contact the parents. If parents are not available, attempts will be made to contact the emergency number or the child's doctor.

In an emergency the child will be taken to the health centre or hospital. We shall act as any responsible parent would, and our main concern will be the welfare of the child.



### Holidays During Term Time

The governors of Brampton Village Primary School recognise that parents' circumstances vary enormously. However, the school is required to ensure that children miss school only if it is absolutely unavoidable since absence during term time interrupts the continuity of teaching and learning and may disrupt the educational progress of individual children.

Recent government regulations have removed the discretion on Headteachers agreeing to term time holiday requests except in exceptional circumstances, which will be considered on a case by case basis by the Headteacher. Permission must be requested on a leave of absence

form at least ten school days before the absence is due to begin, unless the circumstances themselves prevent such notice, for example a family funeral.

It is extremely unlikely that leave will be authorised if:

- A child's attendance is already poor
- It is near or during test times
- It coincides with the start of the school year
- The school believes that it may have a harmful effect on the child's education.

The fact that a term time holiday is less expensive would not be recognised as an exceptional circumstance.

As a parent you can demonstrate your commitment to your child's education by not allowing your child to miss school for anything other than an exceptional and unavoidable reason.

### School Meals and Healthy Eating

Meals are cooked on the premises and we are able to offer a wide range of foods to cater for all diets. Parents and children are regularly provided with sample menus.

All children in Reception, Year 1 and Year 2 are entitled to a free school meal every day. Children are asked to choose which of the three meal options they want at the start of the school day.

For children in Years 3 and above, the charge will be £2.25 per day. Payment for school meals should be made using our online payment system, and we ask that accounts are kept in credit. Pupils are welcome to mix packed lunches and school meals, though we do ask that parents of Key Stage two children commit to a meal pattern. Children are asked to select one of the available lunch options at registration.

If you believe that your Key Stage 2 child may be eligible for free school meals, application can be made online or using the form available outside the school office.



### Packed Lunches

Facilities are provided for children to bring a packed lunch. Please mark the **outside** of your child's lunch container with his/her name and ensure that they can be easily opened by them. Any drink should be in a non-breakable plastic container. Fizzy drinks, in cans or bottles, and sweets are not permitted.



**As there are children who are allergic to peanuts we would ask parents to consider substituting all foods containing nuts (particularly peanut butter) for those that do not. However, please let your child's teacher know if any of the packed lunch has peanuts as an ingredient.**

### Mid-morning Snack

Every day children in the Reception class and Key Stage 1 are provided with a piece of fruit as part of the Government's healthy eating project. However, if you want to exempt your child from this scheme, he or she may bring a mid morning snack of fresh or dried fruit from home.

The Government scheme does not extend to pupils in Key Stage 2. However, the school runs a healthy snack scheme and a reward system is in place to reward and encourage the eating of healthy snacks.

Some parents choose to send in treats for their children's birthdays. For ethical or religious reasons, a number of our children are unable to eat foods (including sweets) containing gelatin; please consider this when selecting treats.

### School Milk

The school operates a free/subsidised milk scheme via CoolMilk.com. Children under five and those eligible for statutory free school meals (i.e. the family is in receipt of certain benefits) are entitled to a free carton of milk every morning. Other children may also receive subsidised milk every day, once they have been registered with the milk scheme and payment has been made to School Milk. Details of how to register can be obtained at the school office.



### Drinking Water

As part of our commitment to the Health Promoting Schools Project we recognise the importance of water to children's well being. Therefore, children in Years 1 – 6 are invited to **bring a named water bottle to school**. (Reception children have water made available to them in the classroom.) Water bottles should be taken home at the end of each day so that they can be replenished with fresh water. In the interests of children's dental hygiene please **avoid filling the bottles with flavoured water**. If a child forgets to bring their water bottle, they may take a drink from the water fountains located in the corridors.

### Lost Property

Lost property will be displayed at the end of each half-term and is kept in the main reception area.





## Policies

### Equal Opportunities

Brampton Village Primary School is determined to provide an ethos and learning environment which challenges gender, ability and socio-economic stereotyping and which genuinely accepts cultural and ethnic diversity as one of society's richest assets. We are committed to a policy of equality of opportunity in education for *all* pupils. We will endeavour to remove any obstacles which may prevent a child reaching his/her full potential. We believe that all children should be equally valued and their beliefs equally respected.

We understand the particular importance of preparing all our children for life in a world where they will meet, live and work with people of differing cultures, religions, languages and ethnic origins. We are aware that the school is a very powerful source of information, attitudes and opinions for children and recognise the need for all staff to be well informed. Reports of racial incidents will always be treated seriously and dealt with in accordance with guidelines issued by the Commission for Racial Equality.

### Positive Handling Procedure

Brampton Village Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare deal professionally with incidents involving aggressive or reckless behaviour. Physical intervention is used only as a last resort. If used at all it will be in the context of a respectful, supportive relationship with the pupil with the aim of minimising the risk of injury to pupils or staff. All interventions will be recorded and all parents will be informed after an incident where physical intervention is used with their child.

### Complaints Procedure

We would like to assure you that we place the highest value on good home-school relationships. The Governing Body has adopted Cambridgeshire's Model Policy for considering complaints; a copy of this policy can be obtained from the school office.

We strive to ensure that complaints are resolved as quickly and effectively as possible. If you have a complaint, please discuss it with your child's teacher in the first instance. If the complaint is of a more serious, or sensitive nature, please make an appointment to speak with the Headteacher. If a complaint is not resolved to the parent's satisfaction by the Headteacher, then he or she should contact the Chair of Governors.

### Charges for Breakages

Very occasionally there are incidents when a child is responsible for breaking or damaging an expensive item of school equipment. The Governing Body has agreed that parents should be asked to make a contribution towards repair or replacement in cases of wilful damage.

### School Documentation

Copies of School Policies, and Schemes of work are available to parents. Please contact the school office should you wish to come in and read any documents.

The Freedom of Information Act 2000 requires schools to publish information about its policies and sets out parents' rights of access to information held by schools and other public bodies. The Governing Body has approved a policy for the publication of information available under the Freedom of Information Act. If you would like to see a paper copy of this policy, please contact the school office.

## Extending Learning

### Extra-Curricular Activities

A range of extra-curricular clubs, encompassing sporting, musical and artistic activities, is offered. Several clubs are free, however, where external agencies provide services, a small charge is made to cover the cost of tuition fees.

### Music Tuition

Parents will be asked to meet, in full, the cost of individual and small group private music tuition. This tuition is provided either by teachers provided by Cambridgeshire Music or self-employed music teachers. Financial assistance for music fees is available for children where the school receives pupil premium payments linked to low income. Please speak to the school office about music tuition in the first instance.

### Educational Visits

Whilst a pupil at Brampton Village Primary School, your child will participate in educational visits such as:

- Local walks around Brampton.
- Day visits to museums, art galleries and environmental centres.
- Sporting fixtures.
- Residential visits.

Educational visits, together with visits to school from artists or other groups, enrich the school curriculum and offer children stimulating, exciting, first-hand learning experiences, which support and extend the learning, which takes place in the classroom.

At the beginning of each academic year parents will be asked to sign a permission slip giving permission for their child to make local visits within walking distance of the school. Visits are always supervised by an appropriate ratio of adults to children.

### Residential Visits

The school offers two residential visits for pupils in Key Stage 2. These visits are optional for pupils and there is no expectation that pupils attend both of them. Each visit offers something different but both provide the challenging, but rewarding, experience of being away from home and the opportunity to engage in new activities or see new environments and places. Details of residential visits are published annually at the beginning of the academic year.

### Charges for Educational Visits

In common with other schools we rely on parental voluntary contributions to pay for educational visits, occasional visits by theatre groups, storytellers, residential visits and the cost of cooking ingredients.

A policy for charging and remissions for additional activities is available in school for parents to see. In the exceptional circumstances of insufficient contributions being made the school reserves the right to cancel the visit and refund any monies received.

If parents have temporary or long-term financial difficulties regarding payment for visits they should contact the Headteacher in confidence.

### Wrap-around Care

A breakfast and after-school club, Brampton Kids Club, is located on the school site. It is Ofsted registered and offers wrap around care and holiday clubs for Brampton Village Primary School children. Details of the club are available from Nic Evans 01480 375064 or [bramptonkidsclub@icloud.com](mailto:bramptonkidsclub@icloud.com).

After-school care is also provided by local childminders. A list of local childminders is available on the following website: <http://www.opportunity-links.org.uk> or by telephoning 0845 04 54 014.

### Community Involvement

We are delighted to say that we have a variety of links with the local community. We welcome visitors from different denominations and faiths both to our assemblies and to work alongside us in class.

### Brambles

There is a pre-school setting on site, known as The Brambles Pre-School. This currently accepts children who are 3 years old. We work closely together on transition, especially for those children who are allocated a place at the school following the application process. More details are available from the staff at Brambles.



*We hope that this brochure has given you a glimpse of the learning community we share at Brampton Village Primary. We hope too that, having read our brochure, you will want to find out more about our school.*

*We look forward to meeting you and welcoming you and your child to our school.*