

Annfield Plain County J.M. School
Annfield Plain
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Head Teacher: Mrs. I. Burgess

D.F.E. School Number: 2212

Dear Parents,

On behalf of the governors and staff I welcome new pupils and their parents to our school. We hope that your time with us will be a happy and successful experience, which you will remember for a long time after you leave.

Our school aims to develop each individual to their full potential within a stimulating, happy and secure environment. We believe that close links between home and school, as well as with the local community, are extremely valuable. The development of a working partnership between parents and teachers generates more security, from which your child will learn with greater confidence. If you have any questions or worries, please do not hesitate to contact the school for help or advice.

Yours sincerely,

Inez Burgess
Head Teacher

P.S.

The present school building bears the inscription above the Head Teacher's room, "Kyo Laws School Board 1878" which seems to indicate that this building was first used as a school in 1878. This is not the case however, for the first school on this site was the Annfield Plain British National School which opened on 10th May 1875. The fees set at that time were for 4 pence and 5 pence per child a week!



“Together We Achieve”

Our Vision

Our school community believes that everyone has the right to achieve their full potential; socially, emotionally and academically. Therefore, we will work in partnership with our community to provide a safe, stimulating and challenging learning environment. The provision of quality learning and teaching is at the heart of our vision.

In order to achieve our vision

- The School Community (pupils, staff, parents and governors), have rights and responsibilities within both their school and local community.
- All involved within our school have the right to achieve the best that they can socially, emotionally and academically.
- We are an ambitious school where all our pupils are encouraged to become resilient, confident and independent learners.
- We teach a broad and balanced curriculum which promotes logical and creative thinking, preparing pupils for the demands and opportunities of the 21st century.
- We promote a set of moral values – honesty, integrity, self-discipline and good judgement.
- We promote tolerance and respect for others.
- We promote equality, diversity and inclusion; we seek to find creative solutions to meet the needs of all within our school community.
- We work in partnership with others to develop a shared understanding and strategies to achieve the vision of our school.
- Our learning environment will be safe through rigorous safeguarding procedures, stimulating through use of new technologies and challenging through extending the learning environment.

In April 2021, we converted to academy status and joined Stanley Learning Partnership Multi-Academy Trust (SLP). This formalised the successful pre-existing partnership work with local schools.

Section 1 – School Organisation

The School Governing Body

The Full Governing Body meet at least once a term.

Chair of Governors: Mrs. H. Collier

Vice-chair of governors: Mrs. E. Rourke

CO-OPTED REPRESENTATIVES

Mrs. H. Collier

Mrs. K. Graham

Mr. E. Rourke

PARENT REPRESENTATIVES

Mrs. C. Hole-Reddock

Mrs. H. Lolachi

STAFF REPRESENTATIVES

Mrs. T. Dorward

Mrs. S. McGregor

HEAD TEACHER

Mrs. I. Burgess

The governors are a vital part of our school team. They take part in a range of monitoring activities throughout the year, to ensure they can evaluate the quality of education in school accurately and support in school development.

There are currently no parent vacancies.

Annfield Plain County Junior Mixed School is for children from 7-11 years of age and it operates as part of Stanley Learning Partnership multi-academy trust.

Attendance Officer

Our Attendance Officer is Mr Lee Elsdon, who can be contacted on: 07787057938.

Admissions

At present a maximum of 42 children can be admitted to each year group. In the event of more applications being received than the admission allows, the Local Education Authority, in consultation with the Governing Body, will allocate available places. This allocation will be based upon the admission criteria and priority order as detailed in the L.A.'s (Durham Local Authority) "**Schools Admissions Codes and regulations**" document. These criteria relate to medical reasons, sibling links and distance as a reason for over-subscribed applications being considered. A full copy of the admissions criteria can be obtained on request from the school. Parents of children who cannot be admitted have the right of appeal to an Appeals Committee against the decision not to admit their child. Parents are welcome to visit the school when considering whether to apply for admission for their child, preferably bringing their child with them to view the school also.

Class Organisation

In 2021-22, children in school are provided for in 5 classes, and accommodated in two separate buildings. The current class organisation is as follows:

Class 6	(Year 6)	Mrs. T. Dorward (Deputy Headteacher)
Class 5/6	(Year 5/6)	Mrs. L. Marley
Class 4/5	(Year 4/5)	Miss C. Buckton
Class 3/4	(Year 3/4)	Mrs. L. Taylor
Class 3	(Year 3)	Miss S. Angus
PPA		Mrs. S. McGregor

Mrs. T. Dorward is our Special Educational Needs Co-Ordinator (SENCO). Support for SEND and in class support is provided by Miss Porter, Mrs. Cryer, Ms Bianchi and Miss Snailham, who are employed as teaching assistants, supporting teachers throughout the school. Mr Anderson, Mrs Blacklock, Miss Smailes and Miss Robb are teaching assistant apprentices in school. Additional support is provided from the Durham L.A. Peripatetic Music Teacher – Mr. James - visits school for one session per week to teach those children learning ukulele and brass instruments, through the local authority music scheme.

Other members of staff are:-

Mrs. B. Howe	Administration Officer
Mrs L. Hume	Administration Assistant
Miss V. Gott	Caretaker
Mrs. A. Crame	Cleaner
Mrs. A. Church	Supervisory Assistant
Mrs. A. Crame	Supervisory Assistant
Mrs. L. Owen	Supervisory Assistant

Taylor Shaw is the current provider of catering. They employ two staff:

Mrs G. Dover	Kitchen Unit Manager
Ms T Davison	Kitchen Assistant

The School Day

The school day starts at 8:45 a.m. and ends at 3:00 p.m.

Children are encouraged to arrive for school from 8:30 am when the school gates are opened, as registration takes place at 8:45 am.

Playtimes and lunchtimes are staggered and the current timetable is as below:

Breaktimes:	Miss Angus Mrs Taylor	Mrs Buckton	Mrs Dorward Mrs Marley
Start of day	8:45 am	8:45 am	8:45 am
Morning break	10:10-10:25	10:10-10:25	10:30-10:45
Lunchtime	11:30-12:10	11:45-12:25	12:15-12:55
End of day bell	3:00pm	3:00pm	3:00pm

Section 2 - Education

The School Curriculum

Annfield Plain Junior School's curriculum aims to provide pupils with a curriculum which is broad, balanced, relevant and progressive in order to prepare them for life in the 21st century and for their next stage of education at secondary school. It is essential to provide pupils with life-long skills to prepare them for an ever-changing, technological world. Our curriculum incorporates the school's values described in the school vision and "Bobby Brain's MAGIC habits for learning". Ofsted in 2020 stated, "The curriculum is varied and fun. It is planned to meet the needs and interests of the pupils within this community....Lessons are interesting and engaging and pupils are enthusiastic about learning....Pupils build their knowledge and deepen their understanding."

We teach the National Curriculum which includes the core subjects of English, Mathematics, Science, Computing and Religious Education. The foundation subjects we teach are: History & Geography, Art, Design Technology, Music, Physical Education, French. Personal, social, health and citizenship education (PSHCE) is also taught, which is inclusive of British Values. We also teach a life skills curriculum. Ofsted in May 2012 stated, "The curriculum is outstanding because the imaginative range of subjects allows pupils to use and apply their literacy and numeracy skills in meaningful ways. In addition, it is enriched by many visits, partnerships, celebrations and events which add interest and excitement to learning and make a strong contribution to pupils' spiritual, moral, social and cultural development."

Our curriculum is also planned to reflect the fact that children learn in different ways. Tasks given aim to be relevant to their present and future lives. We use a variety of teaching styles to cater for all learning styles. We use De Bono's Six Thinking Hats as a means of developing thinking and organisational skills, within the curriculum. Philosophy for Children (P4C) is used to complement thinking hats, developing pupil's speaking and listening.

Our remote learning platform is DB Primary. This is used as our online learning provision for home-learning and communication with pupils, together with programs, such as Reading Plus, Sumdog, Times Tables Rockstars, My Maths, Gooseberry Planet and Spellzone have ensured a variety of learning is able to take place. For use in school, we have this year, bought into Now Press Play interactive learning which adds a new dimension across the curriculum and can be set for use at home during lockdown periods.

English

Whilst at Annfield Plain Junior School, in English all children will have experience in the following areas: speaking and listening, reading, writing, grammar spelling and punctuation, as well as handwriting. Children are encouraged to communicate their ideas through writing and speaking which includes: drama, performance, creative writing, poetry and prose. Children's work is celebrated both in school through display and out of school on the school website, through publications and competitions.

In teaching reading, children are encouraged to read for both meaning and enjoyment. Reading skills are developed both for pleasure and information. At our school there are five strands to the teaching of reading, staff are trained in delivering a consistent approach with each strand:

1. The development of the fluency of reading.
2. Decoding and comprehension.
3. Book Talk to develop each pupil's ability to talk about books, develop confidence and re-shape ideas following discussion.
4. Reading for Pleasure.
5. Vocabulary Teaching which ensures the acquisition of and command of a language-rich vocabulary.

All children will progress through the school's graded home reading levels: from early reading phonics books moving, then to level 5 through to level 13+. After 13+ a pupil will be deemed to be a free reader, able to choose books from level 13+ or the school's well-stocked library. Pupils are encouraged to read daily at home, either with a reading book from school or online with Reading Plus. Parents and carers are encouraged to hear their children read, ask questions about the text and sign the reading record in their child's planners. Planners have a list of suggested questions for parents to ask their child when hearing reading to check for understanding. Please write any comments in the planner too.

Reading is an integral part of English and is taught both discretely and with opportunities for reading throughout the curriculum. School uses consistent strategies to teach reading skills and assesses reading termly for progress. Online programs are used: Reading Plus. Interventions are also used to support pupils to fulfil their potential and accelerate progress e.g. FFT Lightning Squad, Additional Literacy Support, Phonics, Read Write Inc., Reciprocal Reading. Ongoing formative assessment takes place throughout the year and summative reading assessments (tests) take place at the beginning of a new year, mid-year and the end of the year. This gives pupils

a standardised score to allow each pupil's progress to be tracked. Reading levels are assessed termly and each child takes a Schonell reading test annually to analyse progress in reading age.

The school library is open at lunchtime for upper school and for lower school at playtime. Children may borrow books or read in the library. The well-stocked library has a range of fiction, non-fiction, poetry, magazines and children's newspapers to choose from. Pupils will also be encouraged to take home a reading for pleasure book each week to read on their own.

Pupils in all classes read a class novel each term, which includes both classic novels and novels with specific links to cross-curricular work. Book Talk and the teaching of comprehension skills are developed through the reading of the class novel. School's reading spine ensures pupils read a variety of novels and genres exploring fiction, non-fiction and poetry. Novels are used to challenge and educate pupils on a range of issues e.g. "The Boy in Striped Pyjamas", "Wonder", "Holes" etc. Each term the whole school delivers work through an "Enjoy & Achieve" week where they all read the same book/texts, enjoy visitors (storyteller, magician, illustrator/author, drama teacher), produce writing, take part in maths and science challenges.

Speaking and listening is delivered through Philosophy for Children (P4C). This is delivered initially through discrete lessons and also through cross-curricular themes. All staff are trained in delivering P4C which provides consistency across the key stage. De Bono's Six Thinking Hats are also used to aid pupil's ability to explain their thinking. Speaking and listening progress is assessed annually through teacher assessment. For pupils needing additional social and communication support, a social skills intervention targets required areas for development.

Writing involves the teaching of fiction and non-fiction genres. Varied resources are used: interactive whiteboard materials such as Wordsmith, Jane Considine writing units, other resources such as websites, current affairs programme "Newsround" and children's newspaper "First News", textbooks. Publishing for an audience is an essential part of writing, with pupils writing for a purpose e.g. to share through displays, competitions, on the school website, in the community newsletter "Annfield Appletree", in whole school publications such as the "When I Grow Up...Project". Writing is assessed termly through joint moderation of pupil's independent work in books. Pupils needing additional support in writing take part in Read, Write Inc and Freshstart interventions.

Grammar, punctuation & spelling (GPS) and vocabulary are taught, where possible, through writing and reading. There are times when discrete lessons

may be appropriate. Phonics and spelling rules are taught, dependent upon ability. A spelling pack is given to each pupil at the beginning of the year for them to practise at home. School uses a variety of resources, including “No Nonsense Spelling” scheme and on-line programs: Spag.com and Spellzone.

Assessment for English takes place through summative NFER entry, mid-year and end of year assessment tests to track progress, as well as ongoing formative assessment. Ofsted 2020 stated, “Assessment supports teachers’ planning to meet pupils’ individual needs. This helps pupils to catch up.”

Handwriting is taught through Senter handwriting – a scheme of handwriting used by both Annfield Plain Infant School and ourselves, in order to provide consistency across the two key stages.

School uses a variety of online resources for English including: SPAG.com, Spellzone and Reading Plus. Many of these are also available at home and usernames/passwords will be provided.

Maths

At Annfield Plain Junior School, we consider Maths to be essential to everyday life - critical to science, technology and engineering and necessary for pupils' financial literacy and future employment. Therefore, we aim to give our pupils a high-quality mathematics education which provides a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment about the subject.

The aims of our mastery maths provision are in line with those of the national curriculum for mathematics, which ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, investigating relationships and making generalisations, as well as providing a justification or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

We follow the national curriculum for mathematics which breaks learning initially into four strands. These are: number, measurement, geometry and

statistics. By year 6 the additional strands of algebra and ratio & proportion are built into the programmes of study. We teach Maths by developing the use of concrete materials, pictorial and abstract, before progressing on to mastering concepts through varied fluency, reasoning and problem-solving activities.

Alongside daily 'formative' methods of teacher assessment (used to judge pupils understanding of concepts and strategies in order to know what the next steps of learning may be), pupils are assessed on entry, mid-year and end of year in all year group using NFER assessment tests. This method of 'summative' assessment ensures that each pupil's progress is carefully tracked and helps teachers identify gaps in learning, areas of strength and areas needing further support. Ongoing daily formative assessment also takes place throughout the year, to support staff in assessing pupils' understanding and application of skills.

School uses a variety of resources including on-line sites and schemes: Rising Stars, White Rose units, NCETM progression strands, My Maths and Testbase. Online programs used by schools, which also can be accessed at home are: Sumdog, My Maths and Times Tables Rockstars. A range of practical equipment is used to support learning, such as numicon, diennes etc. When needed, maths interventions are used to provide additional support e.g. power of one and after school small group tuition. Visitors are used to enrich the curriculum e.g. Mathmagician workshops, Crystal Conundrum problem solving workshops and Puzzle Days. When possible, workshops are also provided for parents to attend events.

Computing

Computing plays an important role by supporting learning and providing opportunities to understand the changing world in which we live. The 2014 Computing Curriculum is separated into three distinct strands that our children have opportunities to excel in:

Digital Literacy

Digital Literacy is concerned with developing pupils' awareness of internet safety and the safe and appropriate use of technology in wider society. Each class is timetabled to cover at least two half terms' work on Digital Literacy each year. Each class uses the South West Grid for Learning Planning to support the teaching of Digital Literacy. In addition, the online Gooseberry Planet and units on DB Primary are used to deliver e-safety.

Coding

Code and computer programming was introduced as a key element of the National Curriculum for Computing in 2014. The computing scheme of work

has been developed to allow pupils to become proficient at following and sequencing algorithms, debug programmes and design their own computer games & programmes. Each class have computing lessons for at least two half terms, following planning that includes using specially adapted programmes such as Scratch and Kodu. We also use Samlabs which incorporates progressive STEM activities.

Information Technology

In Years 3 and 4 pupils receive additional Information Technology lessons in order to become efficient technology users. They will practise using word processing programmes, creating presentations, researching using the internet and become proficient at saving and organising their work. In Years 5 and 6 pupils are encouraged to apply these skills more readily to their work across the whole curriculum. Opportunities to use IT in the curriculum have been mapped.

Pupils have regular access to computers, laptops and i-pads. We currently have provision for 1 computer for every 2 pupils and all pupils who need to loan a laptop for home can do. Each class is equipped with i-pads, free access to computers, an interactive whiteboard. School twitter is used to provide an easy way to share our successes with the wider community.

Pupils have access to a number of quality subscriptions. School buys into the County Computing and Website Service Level Agreements to ensure staff receive up to date training in computing and developing the school website annually.

The school also has its own website which is easily accessed, by parents and the wider community, to find a range of useful information about our school.

Science

Every child has a natural curiosity about the way the world works. At Annfield Plain Junior School, we aim to develop pupils' enjoyment and interest in science within all aspects of everyday life. Using a range of planned investigations and practical activities, we build on pupils' curiosity and sense of awe in the natural world. At the same time, the children are able to develop their ability to plan fair tests, make predictions, record results using ICT, diagrams, graphs, tables and charts and to make generalisations about their learning. We also value the use of scientific vocabulary and model this with our children, encouraging them to use it to explain their scientific thinking.

Science is taught in line with the new National Curriculum, following the Collins 'Snap Science' scheme of work. School also uses on-line site Tigttag

Science. Children's scientific knowledge and understanding are assessed termly and progress is measured throughout Key Stage 2.

Religious Education (R.E.)

Our school is non-denominational. The R.E. curriculum is taught in accordance with guidelines laid down by Durham Agreed Syllabus 2012. Christianity is taught and compared to other religions, mainly Hinduism and Sikhism. R.E. is taught using a variety of resources and methods to engage pupils, predominantly following the Jigsaw R.E. scheme. Visits and visitors are used to enrich the curriculum e.g. to the local church, to a Gurdhwara, Barnabas R.E., Drama workshops, Kurtiga workshops.

Daily collective worship reflects the broad traditions of Christian belief and we aim to ensure our pupils gain respect, awareness and understanding of other world religions. We also, through collective worship, aim to develop a community spirit and promote a common ethos and shared values within our school; including British values, rights respecting work, anti-racism, anti-bullying and equality. Current affairs, both national and international, are also explored in assemblies through Newsround. Regular visitors lead world of work assemblies, community care assemblies and staying safe assemblies.

Celebration assemblies are held weekly, on Friday, to celebrate personal academic achievements (house point awards), behaviour achievements (termly bronze, silver and gold certificates), pupil of the week, attendance awards, sports awards and house team winners.

All parents have a right to withdraw their child from daily assembly and/or R.E. lessons on religious grounds. Any parents wishing to do so will have their wishes respected but are asked to discuss their wishes with the headteacher first.

Physical Education (P.E.)

At Annfield Plain Junior School, P.E. plays an important part of the school's curriculum. We aim, both in PE lessons and in extra-curricular sports clubs, to develop both individual and team skills. We encourage pupils to develop the sporting values of respect, passion for sport, honesty, team work and self-belief; we aim to have pupils who by the end of the key stage can demonstrate enthusiasm, a healthy respect for natural talent and an understanding of the value of fair play.

We provide a sports curriculum which develops skills through PE lessons, SAQ training sessions (speed, agility and quickness), swimming, cycling proficiency and road safety training; as well as an Outward Bound Howtown residential week for Years 5 and 6.

PE is also part of the life skills curriculum with 'Health and Fitness Week' taking place every May. It allows all children within the school to participate in a range of sports and activities which don't involve competition e.g. rock climbing, hoola-hooping, skipping and box2bfit. Competitive sports also take place e.g. house teams' yard sports day.

After school, sports-coaching takes place regularly to allow children to participate in different sports and engage in team games e.g. football, cricket, basketball, tennis, rugby, yoga, dance, cheer-leading and dodgeball.

Competitive sport is also an important part of P.E. Sports teams compete with other local schools in football, cricket, basketball, cross-country, athletics and rugby. Links with local sports teams have raised the profile of competitive sport, with coaches from the following teams coaching pupils in school: Newcastle Falcons Rugby Team, Newcastle United Football Team, Annfield Plain Cricket Team. School competitions also take place for sports teams and in school regularly to allow all pupils to compete – in house team rounders competition and house team yard sports day. An annual trophy celebrates the winner of the house team sports trophy. School also presents an annual trophy to the winner of the, "Sports Person of the Year", at the end of the academic year.

Assessment for P.E is currently undertaken through fitness tests, throughout the year, to track and monitor improvements in a range of areas of fitness and strength, to assess the children's needs and strengths as they move through the school. This has been funded through the sports premium.

The recent addition of the sports premium funding being given to schools each year has increased P.E's profile and given us a range of opportunities. In recent years this has been used to fund coaches to introduce children to different sports, training to upskill staff, additional swimming tuition, more opportunities to enter festivals and competitions, setting up of a fitness assessment system. This year sports premium funding has paid for the employment of a sports apprentice in school and sports coaching. (See school website for current year's sports premium spend.)

History and Geography

Emphasis within the delivery of History and Geography is placed upon learning through an enquiry process, through real and relevant experiences using a range of sources and activities. Different historical periods and a range of geographical areas are studied to ensure pupils understand chronology and study a range of cultures and communities. Skills lessons ensure children have good map reading skills and historical sources are used to develop a range of historical skills. Ongoing teacher assessments are used to track progress and ensure skills are being developed throughout the year groups.

Visits and visitors are used to bring a real-life element to history such as visits to Hadrian's Wall, Segedunum, Arbaiea Roman Fort and Durham Cathedral. Local museums such as Beamish are also used a resource to explore different historical periods. Visits to the Botanical Gardens and Durham, along with using the local park and surrounding areas, allow all children to develop their geographical skills outside of the classroom.

Resources used are varied including textbooks, maps, atlases, globes, on-line sites, primary sources and on-line site "Curriculum Visions", which pupils can also access at home. Geography and History have been central to whole school projects developing pupils' understanding of their local community in the past, present and future; our current project is "Who am I?"

French

French is the modern foreign language taught at Annfield Plain Junior School, to ensure progression into the secondary school. We have in recent years partnered with schools in France, Mexico and China. We have been accredited with the Intermediate International Award.

The main aims for teaching French are:

- to increase confidence e.g. listening and practising, using language independently;
- to increase understanding e.g. of language, grammar, culture, languagelinks;
- to increase complexity e.g. saying more, developing accuracy, asking questions.

To teach French we use a range of resources, including those provided by Durham LA, La Jolie Ronde schemes, Early Start French and Education City on-line site. Durham's framework objectives, the core structures, key questions, grammar points and phonemes are at the heart of the long-term vision of primary languages. During their time in school pupils will meet most

of the core and phonemes twice; this is so that the first time they may take it more passively and the second time they might use it more actively, in full sentences and ask questions. Pupils will be asked both to speak and write French. A recent visit in world book week, from Lingotots, allowed pupils to explore a familiar story in French, "The Hungry Caterpillar".

Art

Art is taught in line with the National Curriculum, allowing pupils to develop their creativity and imagination. It is taught discretely and also applied cross-curricular. In discrete art lessons a variety of art forms are studied: drawing, painting, sculpture, digital imagery, textiles, print, collage and weaving. Artists and sculptors, both past and contemporary, are studied; Picasso, Giacometti, Lowry, William Morris, Monet, Van Gogh, mining artists are some of those studied.

Art is celebrated around school and pupils also use a sketch book both for sketches and collection of research & art across the key stage. A developmental sketch is completed annually in the back of the sketch books. Artists and illustrators are regular visitors to school, the most recent being artists Susan Warlock & Peter Swidrak and illustrator Liz Million.

Design Technology

Design Technology helps children to become problem solvers through practical tasks, using creativity and imagination. Children take everyday or familiar objects and investigate how they actually work and who they are really aimed at. Working with a variety of materials and through the new skills they learn, children get to design, make and evaluate a range of products from slippers to moving toys, Christmas decorations to musical instruments. Design technology is a subject all children can enjoy individually or as part of a team and gives them the opportunity to become innovators.

Each year pupils complete a food technology project. This year a stem project, linked to real-life technology, is being introduced to each class.

Music

Music plays an important part in our school life and is carefully tailored to ensure that all pupils have a wide range of opportunities to develop their musicianship skills with increasing confidence and control.

Through a variety of musical experiences pupils will develop an understanding of musical composition, musical notation, organising and

manipulating musical ideas, as well as developing their aural memory (remembering what they hear).

Music across the key stage consists of:

Year 3 - Developing aural memory and listening skills through song.

Year 4 - Weekly whole class ukulele lessons delivered by Mr James, peripatetic music teacher from Durham Music Service, leading to performance at the singing picnic.

Year 5 - Weekly whole class brass ensemble lessons delivered by Mr James, peripatetic music teacher from Durham Music Service, leading to performance at the singing picnic.

Year 6 - Opportunities to apply their musicianship skills to a variety of different musical experiences, including samba drumming in the summer term, preparing for a performance at the singing picnic.

Other experiences of music throughout the year usually include: whole school performances at Christmas and end of year; annual singing picnic project (developing links with classes at the infant school); school choir; musician visitors and workshops, such as the bands from the annual Durham Brass Festival.

Opportunities to learn an instrument in small group tuition are also available on request and are provided through the Durham Music Service. This is a paid service.

Personal, social, health and citizenship education (PSCHE)

This subject is deeply embedded within the ethos of the school. Taught both separately and across the curriculum, our aim is to develop strong individual personal, social and citizenship skills across the key stage. The ethos of the school, which is incorporated into PSHCE, is also shared with pupils through, "Bobby Brain's Magic Habits for Learning." Ofsted in 2020 stated, "Pupils' excellent personal development is a significant feature of the school...Personal development is outstanding because the school goes over and above to provide rich experiences for every pupil."

We are a 'Rights Respecting' school and we strongly believe that with rights there are responsibilities. Therefore, we actively encourage pupils to undertake responsibilities to ensure the smooth-running of their school. Some of these responsibilities are:

-School Council (two annually elected representatives from each class). School Council meets fortnightly to consider school matters which affect the pupils, play an important part in school improvement and promote the

school's vision and Annfield Plain's Big Promise, as well as collecting pupil views such as surveys etc. They also play a lead role in school staff appointments.

-Year 6 House Captains and Vice-Captains (annually elected girl and boy for each of the four house teams – Greencroft, Beamish, Harperley and Tanfield).

-Librarians run the library.

-Trained Year 4 and Year 6 playground pals to help children play and be friends to those finding it hard to make friends.

-Buddies are allocated to year 3 starters and other new starters throughout the year.

- Year 4 litter monitors.

- Hut monitors.

- Eco group.

- Rights respecting ambassadors.

All pupils, throughout the year, are actively involved in rights respecting work, as well as fundraising for local, national and international charities – both in classes and house teams. We are an accredited enhanced healthy schools, which means ongoing daily decisions about how to spend free time, what to eat etc. are challenged positively. We have in recent years taken part in the WOW project– walk to school scheme to encourage regular walking to school. We also have regular visitors to enhance pupil's understanding of how to stay fit and healthy through what they eat and exercise, as well as health and hygiene. (FISCH project, First aid workshops, NUFC Heartstart workshops etc.)

In addition, PSHCE incorporates wellbeing activities, which includes relax kids and mindfulness. This year all pupils are participating in Kalma Yoga Seven Wonders of Wellness programme.

As well as PSHCE, we deliver a life skills curriculum which incorporates many aspects of PSHCE. Termly life skills focus weeks are delivered with visits, visitors and whole school approaches: autumn is staying safe, spring is respect & diversity and summer is health & fitness. Challenging stereotypes around race, gender, disability etc. is a key part of PSHCE.

Anti-bullying is a key part of the PSHCE curriculum and life skills staying safe week in the autumn term focuses on different current issues such as cyber-bullying, e-safety. Assemblies are also used to deliver the key messages. Visitors such as Newcastle F.C. "Show Racism the Red Card" and Sunderland F.C. "Tackle-It" anti-bullying workshops are used to enhance the messages delivered in PSHCE. In addition, anti-social behaviour is part of the Junior Police Programme in Year 5 and Junior Education programme in year 6, both delivered by Durham's police service.

Further PSHCE support is also given to some children through the range of social and emotional interventions delivered throughout the year e.g. Rainbows Bereavement Counselling, Listening Matters, Socially Speaking, Getting Along, Relax Kids, Circle Time. External agencies are also bought in by school to give specialist support e.g. school counsellors, early behaviour intervention support, emotional wellbeing support (EWEL team). Referrals to specialist services such as Camhs are made with the permission of parents.

Sex and relationships education (SRE)

All classes take part in a series of lessons concerning health education, sex and relationships education, which is part of our PSHCE programme, using Jigsaw PSHCE to support in delivering this. Sex and relationships education is a crucial part of preparing children for their lives now and in the future, as adults and parents. Inclusive to this is education around LGBT (lesbian, gay, bi-sexual, trans-sexual, transgender, non-binary). Discrete lessons are not taught around LGBT but it may form part of discussions around family relationships. All of the SRE is delivered to ensure children acquire the skills, knowledge and attitudes needed to accept their own and others sexuality in positive ways, showing mutual respect and responsibility, free from abuse. The NSPCC is also a regular visitor to school to deliver the “Speak Out, Stay Safe” programme.

Year 6 pupils all receive a puberty talk and Year 5/6 girls a period talk, from the school nurse. Parental approval is sought prior to the visit and children will be withdrawn from the lesson, if their parents request this. The school’s SRE policy was formed through consultation with parents and is available from the office for inspection if you wish to view it. Parents have the right to withdraw their child from SRE education if they wish to do so and are requested to consult with the headteacher, Mrs Burgess, before they withdraw their child. The nominated governor for PSHCE is Mrs Collier, chair of governors.

Life skills

At Annfield Plain Junior School, life skills is an essential part of our curriculum. It is taught to equip all pupils with the necessary skills to be active and responsible citizens in an ever-changing world.

During the four years with us, pupils will be involved in work around current affairs, living in a sustainable world (conservation, pollution, recycling), financial competence and fairtrade. Our work around sustainability has been recognised with our Bronze Eco-Schools Award. All pupils take part in annual enterprise projects and then, as a class, decide how to wisely spend

their money for their class or playground. Life skills weeks take place termly: staying safe in the autumn term, respect and diversity in the spring term, health and fitness in the summer term. This allows pupils to focus termly on issues which affect their local, national and global communities.

The world of work and aiming higher are essential parts of our life skills curriculum. Assemblies, projects, visit and visitors are used to engage pupils and inspire them to develop an understanding of the skills, qualities and qualifications they will need for their future world of work. We develop, where possible, real-life experiences and in recent years this has included visits to: Marmax factory visit, Nissan factory visit and Northumbria University Campus Days. Ofsted 2020 stated, "As a result of wider opportunities, pupils have high aspirations".

Partnership links with the local community are also vital for pupils to develop an understanding of community, enterprise, financial capability and anti-social behaviour. Businesses as above, links with local services e.g. police, fire-brigade, wardens, green team, local homes are all used to create and maintain partnership links. Partnership links further afield are also planned regularly for children to gain an understanding of national and global issues and have included in recent years: links with Royal Festival Hall in London, partner French school in Amiens, partnership with Mexican school.

The school's vision is shared through our community newsletter "Annfield Appletree" with parents, carers and the local community, in the winter and summer. The school's vision is delivered in a pupil friendly version, "Bobby Brain's Magic Habits for Learning". This incorporates the necessary values for life that pupils will need, to allow them to be successful citizens in the 21st century and successful life-long learners.

Ofsted in May 2012 stated, "A thread running through many lessons and activities is the importance paid to thinking skills and the development of positive attitudes to learning, to life and each other. Many lessons, including sessions about life skills or philosophy, provide time and opportunity for pupils to reflect and share ideas. This thoughtful approach, coupled with the many exciting and relevant learning experiences provided by the curriculum, helps them to develop an interest in others and the world around them."

Ofsted in December 2015 also confirmed this view stating, "Pupils are enthused by their work and find it challenging. They enjoy using and referring to magic learning behaviours....These positive attitudes are evident in lessons and discussions with pupils about their work."

Assessment and Monitoring

The National Curriculum and the accompanying assessment are a legal requirement. Ongoing formative assessment takes place on a daily, weekly and termly basis.

All year groups take part in Y3,4,5 NFER summative/Y6 SATs assessments on entry, mid-year and at the end of the year for;

- Reading,
- Spelling, Grammar and Punctuation,
- Maths.

All assessments give a pupil a standardised score and whether they are working within, above or below the age related expectations for their year group (New National Curriculum of 2014). Pupils are then tracked individually for progress through the summative assessments and teacher assessments. Writing is moderated and teacher assessed termly. Gaps in learning are able to be identified from assessment and where additional support is required, to support pupils to meet their targets, or to give them additional opportunities for the more able pupils, interventions take place. Interventions are monitored and assessed for impact. Such interventions are funded by pupil premium and include:

- Additional Literacy Support Programme (ALS);
- Phonics programmes such as Letter & Sounds;
- Read, write inc and Freshstart;
- FFT Lightning Squad reading tuition (subsidised by National Tutoring Programme);
- Reciprocal Reading and Reading Plus;
- Maths booster small group tuition.

Other curriculum areas use formative assessment, with teacher assessment taking place annually.

British Values

At Annfield Plain Junior School, we ensure that through our school vision, values, rules, curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles.

We have a duty to prepare our children for life in modern Britain and to keep them safe. We value the importance of the current Ofsted guidance:

“... the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more

widely in the community, to prepare children and young people positively for life in modern Britain.”

As a school, we value the diverse ethnic backgrounds of all pupils and families in our school, nationally and internationally. We undertake a variety of events and lessons to celebrate these. The school's vision, 'Bobby Brain's Magic Habits for Learning' and 'Annfield Plain's Big Promise' are a few of the many ways in which we promote such tolerance and respect. The annual life skills curriculum, PSHCE, assemblies and rights respecting work enriches pupils' understanding of this.

Overview

At Annfield Plain Junior School, British history is taught and includes: changes in Britain from the stone-age to the iron-age; invaders and settlers: the Roman Empire and its impact on Britain, comparisons of Romans in Britain to the Anglo-Saxons & Vikings; Victorians and a local study.

As a whole school, we celebrate British events such as the Olympics and Para- Olympics and the Queen's Jubilee and have organised in the past, "Bringing Communities Together" days for local schools. We commemorate royal events, important national events and use newsround to ensure pupils understand about national and international current affairs.

Remembrance Day is annually commemorated; children support the Royal British Legion purchasing poppies, two minutes silence is held and assemblies held to support pupils' understanding. In recent years a Remembrance Garden, to remember all children's lives lost in conflict, was funded and made. A community service then took place to open it and this again took place to commemorate the 100th anniversary of WW1. The theme of WW1 was also developed further through a Barnabas RE drama day, where children took part in drama workshops around the theme, "What Price peace?" This was also incorporated into the annual nativity performance, performed in the local Methodist church for parents and carers. In 2018 and 2019, a combined commemorative service with other local schools and community groups took place in the local park. This was halted due to covid restriction but will hopefully re-commence when safe to do so.

Specific themes

Democracy:

Democracy is clearly evident within our school. Pupils have the opportunity to have their voices heard through our annually elected School Council. School

Council are always involved in staff interviews and consulted regularly. School Council also designed, with Annfield Plain Infant School's school council, "Annfield Plain's Big Promise" which promotes equality, tolerance and respect for all cultures, faiths and lifestyles. Annually school council promote this, as well as other school values.

The annual election of both School Council and House Captains and Vice-Captains are based solely on pupil votes. Our school behaviour policy involves rewards and sanctions which were designed in consultation with School Council and, through them, with all pupils in class council. Annual pupil questionnaires and SEND support conferences also allow pupils to share their opinions, have them acted upon and valued.

The Rule of Law:

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout school, as well as when dealing with behaviour and through school assemblies. We are a Rights Respecting School. Rights respecting charters, explaining pupil's rights and responsibilities, are designed by pupils in their house teams, classes, school council and for lunchtimes annually. Pupils also take part in house team activities and assemblies which reinforce the rights of children around the globe, as well as the rights and responsibilities of living in the local community, our country and the world.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Wardens etc. are regular parts of our assemblies and help reinforce this message. The concept of the rule of law is also reinforced through activities in our PSHCE and Life Skills curriculum.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our rights respecting work, e-safety and PSHCE lessons. There are many opportunities where pupils are given the freedom to make choices: of responsibilities e.g. whether they become playground pals, eco group member, rights respecting ambassadors, librarians etc; through lunchtime activities e.g. yard games, quiet area or library; lunch options; of participation in extra-curricular clubs; choice of local charities to fundraise for.

Mutual Respect:

Much of our school ethos and behaviour policy revolves around mutual respect and the core values of rights respecting: rights and responsibilities. Where pupils find this difficult additional support, through a range of social and emotional interventions, is given to individuals and small groups of children to help develop self-esteem and the concept of respect.

Tolerance of those of different faiths and beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity e.g. through RE, PSHCE, assemblies, our life skills curriculum, philosophy for children inquiries. Discussions involving prejudices and prejudice-based bullying are regularly held. Visitors and visits e.g. Red Cross "Refugees" workshops, Newcastle United Football Club's "Show Racism the Red Card" workshops, Sunderland Football Club "Tackle-It" anti-bullying workshops and visits to different places of worship all enhance the work routinely undertaken in school.

Curricular provision and arrangements for pupils requiring additional support, including pupils with Special Educational Needs & Disabilities (SEND).

As we believe it is important that all our children fulfil their potential, we strive to create a positive environment for learning. As stated in Ofsted May 2012, "Teaching in all areas of the curriculum is well-organised and imaginative. Pupils are interested in learning and approach class work with lively enthusiasm. This is because teachers' high expectations help pupils to develop mature and hard-working attitudes. Whether they are working studiously on an independent task, co-operating with others on a practical activity or sharing their ideas in group discussion, pupils engage with learning and do their best."

We adapt our teaching methods through careful selection of a range of teaching materials for SEND children. Where specific learning needs are identified, pupils are placed on our Special Needs Register, so that as much extra help as we can provide is given. Support plans are drawn up with the co-operation and involvement of parents and pupils, with specific targets being set each term. These are reviewed regularly, as laid down by the Code of Practice. Ofsted in May 2012 stated, "The good quality support, both pastoral and academic, given to disabled pupils and those with special educational needs, means that these pupils grow in confidence, make good progress and achieve well at school."

If it is thought necessary, parents' permission will be sought to involve outside agencies such as the educational psychologist, speech or occupational therapist or other medical services. If a formal assessment is required to be made, parental consultation takes place at every stage of the assessment.

All parents are welcome to inspect both the Code of Practice and the school's SEND policy. Mrs. Dorward is our SEND co-ordinator and the nominated governor with special responsibility for SEND is Mrs. H. Collier. Further information on the local SEND offer can be found on the school website and county information on the Local Offer on the Family Information Service local authority site.

Some pupils can have special needs for their emotional well-being and therefore appropriate strategies and services are used within school. Recently we have used:

- Service level agreement for: Early Intervention Behaviour & Emotional Wellbeing Service (EWEL) one day a week;
- School counsellors one day a week;
- Listening Matters (Connecting with Children) as a one to one play therapy programme to build individuals' self-esteem;
- Getting Along and Circle Time as an intervention for groups, to improve working together;
- Other interventions e.g. to build self-esteem, Rainbows Bereavement counselling, Social Skills Talkabout Programme, Relax Kids;
- Visitors to share their experiences of disability e.g. visually impaired assemblies.

Our success at ensuring all pupils fulfil their potential is discussed in the December 2015 Ofsted inspection report, "Pupils make brisk progress across the school...All those who needed to catch up have done so. The progress made by disadvantaged pupils and those vulnerable to underachievement is a forte of the school, and matches and often exceeds that seen by all pupils nationally." This was confirmed in Ofsted 2020, "Pupils with special educational needs and/or disabilities are given the support they need to be successful."

More Able & Talented (MAT)

The school identifies more able and talented pupils. Where appropriate, these pupils are offered additional support/ opportunities/tuition.

Homework

Homework in school has always been given to all classes and includes at the minimum: spellings, number tables work and daily home reading. As children progress through school, other homework to reinforce learning is given. The school has a homework policy based on parents' wishes.

It is the school's intention that the children's homework will match their ability to complete such tasks at home. The school recognises the importance of school and home working together, to make sure that children's developing skills become part of everyday life for the child. Parents have a vital part to play in homework as they can offer their child quality time and individual input into the child's educational progress. Our home-school agreement asks parents to see that their child is supported in homework and in other home-learning opportunities. The school will provide a school planner in which homework tasks can be recorded, so that parents are aware of what homework is given.

DB Primary is our online remote learning platform. Additionally, there are many on-line sites which school buys into and can be accessed at home. Passwords are sent out at the beginning of the year and can be found in the pupil's home planner and reading record.

Enriching the Curriculum and Partnerships

Ofsted 2012 stated, "The School makes an extra effort to provide pupils with lively and memorable experiences." In 2020 it stated, "Pupils enjoy coming to Annfield Plain Junior School. It is a happy school with a strong sense of community."

Educational visits, partnerships, celebrations and visitors play an important part in our provision of our "...comprehensive, fun and varied curriculum" (Ofsted 2020).

During the school year children are taken to places of local interest such as museums, historical buildings, etc. These visits provide our children with good examples of artefacts and displays that stimulate their imagination. However, these educational visits are usually only viable if parents are prepared to make a voluntary contribution towards the cost of the transport

and other expenses. We do regularly fundraise to offer as many funded opportunities as possible.

We have many visitors in school throughout the year both to inspire and educate pupils e.g. illustrators, storytellers, musicians, artists, athletes, business and university representatives etc.

Parental Consent Form, EV3 for up to 1 day's duration throughout Key Stage 2, will be given out to parents in September of Year 3 and we ask that the form is completed and returned to school. Information about individual visits will still be sent out to parents before the date of the visit. (See Appendices for examples of previous visits and visitors)

Partnership Work

As part of Stanley Learning Partnership Multi-Academy Trust supportive relationships are formed with schools in the trust which supports ongoing development of staff and a strong sense of school to school improvement. Pupils and parents/carers also have access to a range of enrichment activities for pupils in trust schools: celebration events such as a talent showcase, annual fireworks display, trust choir, annual award ceremony, sport awards and sport events.

Collaborative projects are also an important part of our curriculum. Partnership work with Annfield Plain Infant School and other local schools is well established and includes peer review with Stanley Primary Schools' Cluster, joint children's work moderation, and projects, such as the 'Singing Picnic'. Pupils are also provided with regular opportunities to visit their transition secondary schools.

Other local schools are an important part of partnership work including joint commemorative remembrance day services and in past years 'Bringing Communities' events working with Catchgate Primary School and Annfield Plain Infant School. In addition, an annual residential outdoor education visit to Outward Bound at Howtown, in the Lake District, takes place with Dipton Collierley Primary School for pupils in Year 5 and Year 6.

Regular work takes place with the local community Fire Service, Community Staying Safe Week, Tesco, Red Cross; as well as partnerships with local businesses such as Nissan and Marmax.

Other partnerships, nationally and internationally, are important to develop children's understanding of the World. In recent years we have completed projects with the Royal Festival Hall, a school in France and a school in

Mexico. We also try to develop business links to encourage pupils to understand about the world of work and raise their aspirations for their future, including raising expectation visits to Newcastle University.

Extra – Curricular Activities

We run a variety of extra-curricular activities and projects throughout each year. They include sports clubs (football, cricket, rugby, athletics, dance, netball, archery, fencing), drama projects, art projects, parent sessions, science club, ICT club, gardening club, games projects, relax kids.

We rarely charge for after school clubs, in order to ensure equal access is available for all.

Extended Services

Local Head Teachers work closely with extended services to provide additional services information and opportunities for both parents and pupils to attend activities and courses, e.g. Sunderland football club family learning and NUFC family activities.

Additionally, we are able to direct you to additional holiday and out of school activities, services and childcare. Parents and pupils also have access to activities, courses, return to learn in other schools/centres/surestart in the local area. Durham local authority's on-line Family Information Service lists all the above and a link can be found from the school's website in the local offer SEND section.

Annfield Plain Infant School run a breakfast and after school club, which junior pupils can attend. Junior school staff pick junior children up from it in the morning and drop off children attending after school. Bookings are made directly with the infant school on: 01207 234691. There is a charge for this provision – contact the infant school for the cost or to book.

Section 3 – Pastoral Care

House System

Children are placed in one of four houses, on entry into school – Tanfield, Greencroft, Harperley or Beamish. Children receive house points for good work, reading, spellings, positive achievements, work effort etc. The points are added to their individual tally as they work through the key stage and also added to their house team's points each week. The graduated house point

reward system can be viewed in the back of the brochure. (This is a separate system to the behaviour system.)

House team captains and vice-captains give awards out in the Friday celebration assembly. House teams meet regularly to work together around the school's vision (Bobby Brain's Magic Habits for Learning, Rights Respecting Agenda, Annfield Plain's Big Promise), to develop teamwork and fundraise for local charities.

School Discipline

Ofsted 2015 stated, "Pupils behave well in and around the school. They have a positive attitude to their learning and show consideration for each other in classrooms and at playtimes...The promotion of good attitudes and behaviours to support learning is widely understood."

Our School Discipline Procedures are based on the premise that,
"The school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes."

Good discipline in school depends upon mutual respect, as well as support between home and school.

In school, pupils are rewarded daily for good behaviour with a behaviour sticker which leads to bronze, silver and gold certificates each term. The consistent reward and sanction system, for behaviour, can be seen in the flowchart at the end of this brochure. All children, not in detention during the term, receive an end of term treat.

Our school rules are few, having been drawn up by children and teachers alike, and are mainly concerned with maintaining a caring environment, keeping order and preventing accidents. (see appendix 2). These are then developed into rights & responsibilities by house teams and classes.

We believe that good discipline arises from respect for self and others and we expect our children to adopt positive attitudes towards themselves, other children and adults.

In the event of breaches of reasonable behaviour, we have a graded green card system of sanctions. A stern word of warning or the withdrawal of certain privileges is usually sufficient. However, for those children who continue to disregard the general rules of the school, then further sanctions, in the form of penalty points and detention, will be administered. At this point

we seek to work in close partnership with parents to provide additional support/ close monitoring.

The school reserves the right to ask parents to pay for the cost of replacing a broken window, or a defaced, damaged or lost text-book or equipment where this is a result of a pupil's behaviour.

It is the school's view that all children have the right of equal access to learning, both social and academic, and should not be hampered by the behaviour of others. Therefore, unruly or anti-social behaviour can not, and will not, be tolerated. Parents of children presenting with behavioural problems will be consulted when the school's behaviour programme has been unsuccessful and their support enlisted to work together to support changes in behaviour, both through joint monitoring and additional support by outside agencies, when needed. In serious cases, children may be excluded from the school premises for a fixed number of days or in extreme cases they may be permanently excluded. All staff in school are trained in positive handling techniques.

All parents can access the school's Behaviour Policy on the school website or can request a copy from school and are asked to support the partnership between school and home in promoting good behaviour and discipline, as laid out in the school's policy.

Anti-bullying

As a school, we address the problem of school bullying which we define as *"the wilful, conscious desire to hurt or threaten or frighten someone else."*, in the following manner: As a school we aim to encourage a listening, telling and believing environment; where the concerns of the individual are taken seriously and dealt with appropriately. We have therefore agreed upon the following lines of action for acts of bullying. If a victim has been identified, we will show the bully and the victim that we care about our pupils, that bullying will not be tolerated and that our response to bullying is a corrective one.

Cases of bullying are rare; if they do occur senior members of staff commit themselves to interviewing those involved and establishing sanctions and counselling. In less serious cases of falling out pupils have a worry box in their classroom. They are encouraged to put their worry in the box, for staff to support pupils and to help resolve the situation.

There will be a pre-determined sequence of actions to deal with bullying, which will take the form:

- (i) Verbal warning which is recorded;
- (ii) Loss of privileges –e.g. “No playtimes” for 1 to 5 days;
- (iii) Parental involvement – For example, after discussion parent may be asked to take their child home at dinnertimes. Parents may also be asked to bring and collect their child from school. Parents may be asked to give an undertaking in a written contract that their child will conform in future;
- (iv) The child will be excluded from school.

Parents of the victim and the bully will be asked to participate in all discussions, as appropriate. Whatever sanction is administered, it is to be explained why the sanction was chosen and given.

Our ultimate aim is to provide our children with the skills necessary to help them deal with aggressive emotions, to develop confidence and teach them co-operative skills and thus diffuse incidents of bullying in the future. We aim to demonstrate to the children co-operative and caring behaviour, whilst promoting discipline which encourages pupils to take responsibility for their own actions. A further extension of this is to develop independent, confident and happy children, who value one another and respect each other's individuality.

In 2015 Ofsted stated, “Pupils say they feel safe in school and staff listen to their concerns and anxieties. Bullying is rare and pupils talk eloquently about the different forms of bullying and the impact it can have on individuals.” In 2020 Ofsted stated, “Children are well behaved and can resolve conflict independently. The few instances of bullying are dealt with effectively.”

Schoolwear/Sportswear

Parents/carers are asked to write names into all uniform and PE kit.

Our School dress code is: navy jumper; black, grey or navy trousers/skirt (no tracksuit bottoms); plain white/gold/navy polo shirt; suitable footwear (school shoes or trainers black or navy).

This dress code includes appropriate hair styles – i.e. no symbols, pictures, patterns, hair extensions or vibrant colours. No nail extensions or nail varnish should be worn when in school.

P.E. kit should consist of: grey, navy or black shorts for indoors/warm weather; plain grey, navy or black tracksuit bottoms for cold outdoor weather; plain white, grey or navy t-shirt; sandshoes – trainers.

Swimming kit when swimming - one piece costume, swimming trunks – (not shorts) swimming hat and a towel.

Wearing of jewellery

Children are able to wear a watch and if ears are pierced, one pair of stud earrings.

It is the policy of this school and Durham County Local Education Authority that all children taking part in physical education lessons remove items of jewellery, on the grounds of personal safety. This policy is generally accepted and acted upon by parents throughout the area. The issue of safety is relevant not only to the risk that applies to the wearer of jewellery but also to other children in the same class, who may come into contact with the wearer in physical activities.

Children and staff are covered against accidents by a public liability insurance scheme, if they adhere to Durham LA's stated policy and practice.

Should a parent insist that their child continues to wear jewellery during the statutory physical education lessons due to ears being newly pierced, they will be asked to complete a form of indemnity to cover any accident or injury that may occur from that ill-advised practice. Try to have ears pierced in the summer holidays, as pupils cannot swim with earrings in.

The school does not accept responsibility for loss, theft or damage to any personal items of property, clothing or jewellery.

Section 4 – General Information

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All staff receive up to date and regular safeguarding training. Our safeguarding leads in school are: Mrs Burgess, Mrs Dorward and Mrs Marley. Governors also monitor the school's safeguarding procedures; Helen Collier is the designated governor for safeguarding. For further safeguarding information, please read the safeguarding policy on the school website and other related items.

Role of Parents

Home – school agreement

The school requires all parents to sign and abide by the home-school agreement, which is a statement explaining the school's aims and values, the school's responsibility towards its pupils, the responsibility of the pupil's parents and the expectations of the child.

Communication with parents

As a school we endeavour to maintain and build a close relationship with parents, so that we are genuine partners in your child's education. We hold a parents' evening in the autumn term and spring term, as well as a parents' open afternoon in the summer term, to give you the opportunity to talk to teachers about the progress and achievements of your child. A written report is issued towards the end of the summer term.

Additionally, parents are informed through termly curriculum leaflets and through our newsletters "The Gossip" and our community newsletter "Annfield Appletree". Please check your child's bag regularly for letters etc. Alternatively, they will be available on the school website. The school website, school twitter and the use of our ping app are effective in communicating a range of information to parents/carers.

The home-school planner is another method that parents may use to contact teachers. School staff greet the children at the school gate and take children out to parents/carers at the end of the day. Parents and carers can also use this as an opportunity to communicate with school staff. We also try to ensure there are regular activities when parents can attend within school.

If you have any doubts or queries about anything, please do not hesitate to come to school and talk with us about it. Parents are welcome at school at any reasonable time without making an appointment, although meetings during teaching hours are difficult. Appointments can be made by phoning school, to arrange a convenient time for both school and parent.

Ofsted in May 2012 stated, "The informative website, newsletters and curriculum guidance leaflets help to strengthen the partnership between home and school and support pupils' learning beyond the school day," and in December 2015 confirmed, "Information provided to parents on the school website is also of high quality and informative about how they can best help their child and keep them safe."

Friends of Annfield Plain School

Fund-raising activities take place on a regular basis and all the money raised is used to enhance the school life of the children e.g. playground equipment, end of term treat, Christmas parties, special activities etc. If parents or carers want to volunteer to support this then please contact school.

Fundraising

We also regularly seek additional funds, through funders such as the National Lottery “Awards For All”, The Outward Bound Trust, Stanley Area Action Partnership; in order to provide additional opportunities for our pupils.

Photographs

During the school year there could be occasions when we may wish to use children’s photographs to publicise our school or to promote a particular event. A consent form is given to the parents requesting permission for the use of photographic devices in school. Once this is completed, it is kept in school until the child leaves.

Adult help in school

We regularly have parents and volunteers helping in school with baking, computer work, art projects, listening to children read, educational visits, etc. and their help has been much appreciated. We would be pleased to hear from any parents who would like to be involved on a regular or part-time basis, as we value good relationships between home and school and believe that this partnership is vital to our children’s education and development. All helpers in school over the age of 16 will be required to have a police check (DBS).

Data Protection & Privacy Notice

School’s data protection officer is Darren Hobson. School is fully compliant with data protection and policies/privacy statements can be found on the school website. Both parents and pupils are informed what data is collected and how it is used. Staff and governors have all received data protection training.

Equal Opportunities / Racial Equality

To enable the Governing Body to meet its statutory responsibilities to ensure good practice in school, the following documents have been produced:

- Equality Policy, Information and Objectives.

This is available on the school's website or in a paper copy on request.

Pupils in the school council and school also complete joint work around these issues – see appendix 3 “Annfield Plain's Big Promise”.

Reporting of Racial/Homophobic Incidents

Racial and homophobic incidents are dealt with seriously. If a pupil is racist or homophobic, an adult will discuss with the child their behaviour and how it was inappropriate. Parents and the county are informed. Racist and homophobic incidents are reported on a termly basis at governing body meetings.

Charging for Educational Visits

The governing body of the school has accepted the criteria set out in the L.A. policy for charging for school activities, which permits charging only in six activity areas and in some of these activities, only in some circumstances. The cost of activities will be met from voluntary contributions from parents of participating pupils. There is no obligation for parents to contribute and no pupils will be omitted from the activity because their parents were unwilling or unable to contribute, but unfortunately the activity would not take place if parents were unable to support it.

Complaints

Under the terms of the Education Reform Act, 1988 procedures exist for the consideration of formal complaints about the curriculum or any related matter by the Governing Body and ultimately the Local Education Authority. Any formal complaint should, in the first instance, be referred to the Head Teacher. The complaints procedures are available on the school website, in the policy section, or a copy can be requested from school.

Water and Milk/Fruit Bar

School acknowledges the importance of drinking sufficient water daily. Children and staff are allowed to have bottles of plain water in the classroom,

to drink at appropriate times during the day. A water-cooling machine is located in upper school, for the children to fill their water bottles; in lower school, bottles can be filled by the taps in the classrooms. **All children should bring their own named and filled water bottle into school each day.**

A fruit & milk bar occurs weekly, where children can purchase fruit at 20p per portion running from Monday morning break. This continues throughout the week, at morning break, until all the fruit is sold. Milk is also on sale at morning break, at a cost of 20p per cup or provided free to children on free school meals. (Pupils on Free School Meals are entitled to free milk daily). It is helpful if money for fruit and milk is handed by your child on Monday, to the class teacher, for the whole week.

School Meals

School meals are cooked on the premises and are available to all children. Pupils have a choice of dinners but need to return their chosen meal form to the office, prior to being allocated their choice. Any specific dietary requirements must be supported by a medical letter. Any specific dietary arrangements must be arranged by meeting with the supervisor of Taylor Shaw.

Once pupils are in Year 3, they are only entitled to Free School Meals (FSM) if they meet the governments criteria. In order for school to issue a check for entitlement, the FSM form must be completed, with the claimant's national insurance number and returned to school. Only once the check is completed and agreed can the pupil receive free school meals. Contact the school office on: 01207 234531.

For those children, who do not wish to have a school dinner, parents may provide them with a packed lunch. It is much appreciated if the child's name is clearly marked on the lunch box and that if hot liquids i.e soup are included in the lunch, they are in an appropriate sealed container. **Please note fizzy drinks and cans are not allowed for packed lunches – allowed are fruit juices, water or diluted juice. In addition, chocolate, chocolate covered products and sweets are not allowed as we promote healthy eating.**

Supervisory staff are responsible for the care and discipline of the children throughout the lunchtime. The children are encouraged to become involved in group play, using equipment chosen by the children and bought with money they have raised.

The team consists of:-
Mrs. A. Church
Mrs. L. Owen
Mrs. A. Crame

Medical Matters

The school nurse and speech therapist regularly work with pupils in school – for referrals to be made parental permission must be given. If you feel there is a problem, please speak to the SEND co-ordinator, Mrs Dorward or Mrs Burgess.

School operates a common policy for the administration of medicines to children during the school day. Whilst it is preferable for medication to be given at home, it is recognised that where medicines are prescribed to be taken 4 times a day, it may need to be administered in school. Staff in school will administer only prescribed medicines and the parent/guardian must complete an appropriate medication record form each time a course of treatment is brought to school. For every child receiving medication, office staff will keep a permanent record of each time medication is given. Forms are available from the school office as can a full copy of the " *Administration of Medical Treatment in Educational Establishments* " document.

We have a "School Asthma Care Plan" and would ask all parents of children who suffer from asthma to complete the form, so that we are aware what treatment is required and when to administer it. **It is also important that we know of your child's asthma, even if no medication is currently administered or needed at school.**

Throat lozengers are only allowed in school, if parents provide a written note giving permission. The letter and lozengers must be handed in to the class teacher.

Attendance

Our Attendance Officer is Mr Lee Elsdon, who can be contacted on: 07787057938.

The school fosters a positive attitude towards punctuality and attendance at school, through class awards and personal awards, as well as individual strategies. This compliments the legal requirements placed upon parents to see that their children attend school regularly. When a child is absent for illness, please inform the school **by phone on the first day of illness**. If your child is ill, please keep them at home until they are well again or their doctor says they can return to school. This is particularly important in the case of infectious diseases.

Should there be any problem with a pupil's attendance, we are eager to be part of the problem-solving process. If a child is going to be absent for a day, or part of a day, to visit the doctor, dentist, optician, etc. school should know in advance. Children must be collected from school for this or any other purpose by a parent or a known adult. The rate of unauthorised absences for the academic year immediately proceeding this school year is tabulated below. An unauthorised absence is one in which a child is absent and no notification has been received from the parent by school or where the reason for absence does not comply with D.F.E. guidelines. The last full year for attendance, prior to covid lockdowns, was as below:

Attendance Rates 2019-20	
Number of pupils on roll.	137
% Annual attendance figure	95.72%
% Persistent absentees who attended this school for whole academic year.	9.35%

In the case of an accident, illness or unavoidable school closure, we will try to contact you or the person named on the data checking form. This form is given out to each pupil at the beginning of the school year and it is essential that it should be returned to school and also kept up to date.

Pupils' attendance is monitored closely by school and the School Attendance Officer. **Satisfactory attendance is 96%.** Attendance is closely monitored by school with the school attendance officer, Lesley Sabourn. Attendance information is distributed to all parents annually and for those under attendance monitoring procedures on a more regular basis.

School Security

The school is fitted with locks approved by the L.A. and these locks can always be opened from the inside. School is securely locked by 10 to 9 and the only entrance is through reception.

School Accessibility Plan

The school has had a survey completed with regard to accessibility. Following this, areas have been identified which need to increase access to school by pupils with disabilities. An accessibility plan is available and anyone interested in learning more about this should contact the Headteacher or it can be found on the school website.

Staff Training

Staff training is an essential part of school; ensuring staff are up-to-date with new technologies, curriculum developments, ongoing safeguarding training and are able to meet the needs of all pupils.

Whole staff training days in 2018-19 have covered: Maths (bar-modelling, variation & reasoning); emotional wellbeing & resilience; reading comprehension, spelling training, re-drafting in English training, SEND working memory training, camhs anxieties and phobias training. In 2019-20: Emergency First Aid, Reading and Writing, Geography skills, SEND training. In 2020-21: Non-fiction writing, vocabulary training, Now Press Play training, SEND-dyslexia and ADHD training, Maths training, retrieval practise training. In 2021-22: Maths training, non-fiction writing, phonics refresher training, SEND, mental wellbeing training, attachment training, Samlabs training.

Thank you

Thank you for taking the time to read this information. The information was accurate at the time of publishing in February 2022 but it must not be assumed that there will be no change affecting the relevant arrangements before the start of, or during the school year 2022-23. We hope you found the information useful and interesting. For further information visit the school website. Please feel free to arrange a suitable appointment, if you wish to visit us.

APPENDIX 1 SATs Percentages:

Annfield Plain Junior School

SATs Results 2018-20

NB: 2020 results are based on teacher assessment at the point of lockdown in March 2020. Comparisons for 2020 with national are from Fischer Family Trust data.

S=school results

N= national results

Key Stage 2 SATs	Expected standard								Higher Standard							
	Reading		Writing		GPS		Maths		Reading		Writing		GPS		Maths	
SATs cohort	S	N	S	N	S	N	S	N	S	N	S	N	S	N	S	N
School/National	S	N	S	N	S	N	S	N	S	N	S	N	S	N	S	N
2018 (36 pupils)	78	75	92	78	86	78	83	76	31	28	19	18	39	34	22	24
2019 (41 pupils)	56	73	78	78	83	78	66	79	15	27	22	20	39	36	20	27
Teacher Assessment March 2020 (31 pupils)	87	79 FFT	84	76 FFT	87	76	81	78 FFT	42	32 FFT	23	20 FFT	32	29 FFT	35	27 FFT

Key Stage 2 Reading, Writing, Maths combined	RWM EXS+			RWM HS	
	School	National		School	Nat.
School / National Results					
2018 cohort: 36 pupils	72% (26 pupils)	64%		14% (5 pupils)	10%
2019 cohort: 41 pupils	51% (21 pupils)	65%		7% (3 pupils)	11%
2020 cohort: 31 pupils	74% (23 pupils)	70%		19% (6 pupils)	15%

APPENDIX 2

Our School Rules

- ❖ We will respect each other and be tolerant of others, regardless who they are or what they believe in.

- ❖ We will not accept bullying or upsetting of any kind.

- ❖ We will not pass by if we see anyone being bullied – we will go for help.

- ❖ We will not allow bullying or upsetting of others going to or from school.

- ❖ We will respect our school. We will respect the quiet area as a place for those children who do not wish to run around or be in games.

- ❖ We will keep our school tidy by not dropping litter or drawing on school property – walls, toilets, exercise books, etc.

- ❖ We will be honest when asked about anything we have done.

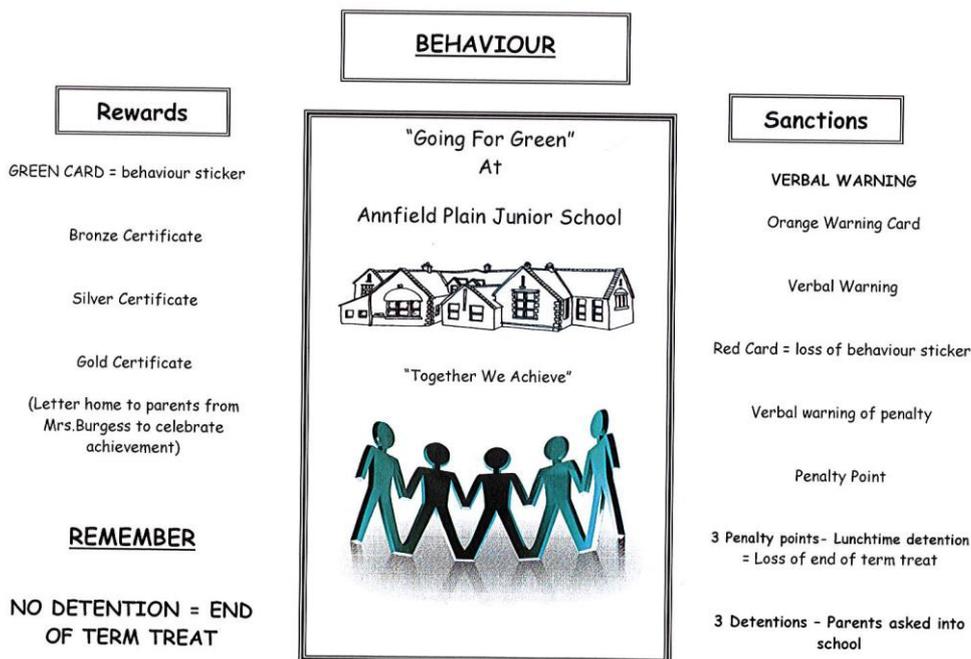
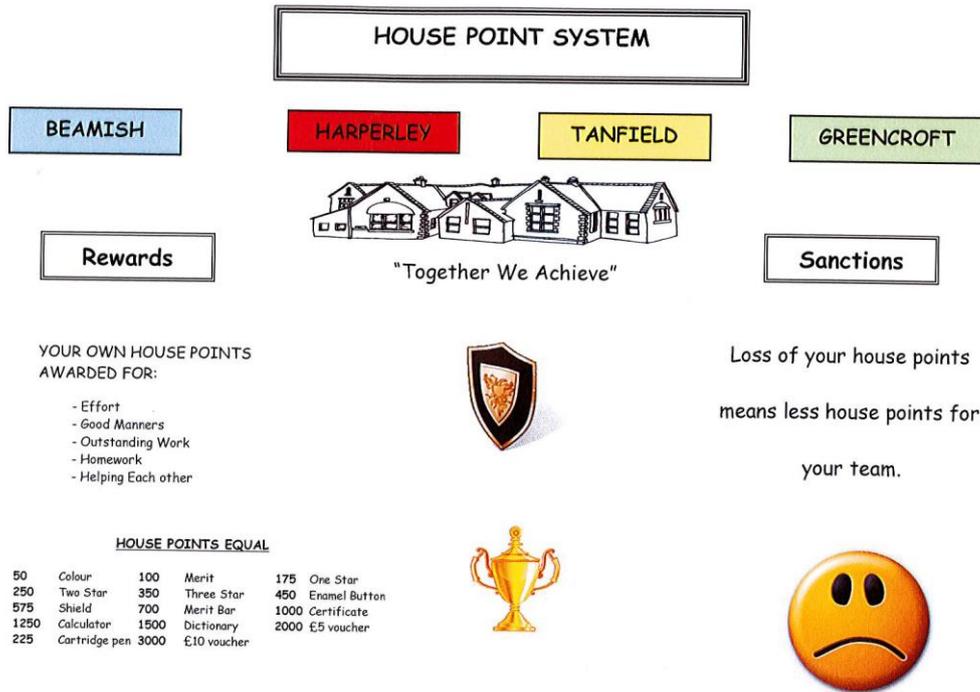
- ❖ We will be kind to others, even if they are not our friends, and will make new pupils and visitors welcome to our school.

- ❖ On school visits we will act in a way which bring credit to ourselves and our school.

APPENDIX 3

House points collate over the 4 years and pupils gain the following rewards in the Friday celebratory assembly:

50 H.P.	Colour Badge	100 H.P.	Merit Badge	175 H.P.	One Star Badge
250 H.P.	Two Star Badge	350 H.P.	Three Star Badge	450 H.P.	Enamel Button
575 H.P.	Shield	700 H.P.	Merit Bar	1000 H.P.	Achiever
1250 H.P.	Wrist Band	1500 H.P.	Dictionary	2000 H.P.	£5 voucher
	2500 H.P.	Cartridge pen	3000H.P.	£10 voucher	



APPENDIX 4

Annfield Plain's Big Promise

The Annfield Plain Big Promise

In our school every person matters. All young people and adults try to:

Show respect

Give respect to get it.
Be kind, caring and helpful to others.
Celebrate each others successes.

Reduce bullying

Having clear rules that everyone knows about and follows.
Tell someone – don't be bullied in secret.

Tackle racism by:

Understanding that everyone is different on the outside but the same on the inside.

Helping gender equality

What's the fuss? There's no such thing as girls or boys games – we are all just equal.

Consider Disability by:

Making sure that everyone can be part of everything we do at school.
We can make a difference.

Have a voice by:

Being allowed to have an opinion.
Using School Council to help you.
Being listened to.

*Annfield Plain Infant School Council & Annfield Plain Junior School Council
May 2010*



"Together We Achieve"
Annfield Plain Junior School



APPENDIX 5

BOBBY BRAIN'S MAGIC HABITS FOR LEARNING



MOTIVATION – This is about understanding what your goals are and being determined to achieve them. Having more of this will help you feel positive, happier and to be a great learner.

ATTITUDE – Your attitude is how you think and behave. It is important to have a can-do attitude. This is about remembering your rights and responsibilities; as well as having a positive attitude even if it is challenging.

GUMPTION – This is about having resilience, courage and common sense. This is a habit that help you succeed, especially when things are hard.



will

I-LEARN– This is the habit that helps you find out how you learn best. This will help you to use your amazing brain to think in different ways, solve problems and learn from your mistakes.



COMMUNICATION – This is a very important MAGIC ingredient that will help you develop good speaking and listening skills. Having this will encourage you to be a good team player and to respect everyone's point of

view.

APPENDIX 6

Educational Visits in Recent Years

- Year 3 visit to Segedunum.
- Year 6 visit to the Safety Carousel (fire-service, internet safety, drugs, police etc.)
- Year 4 visit to Beamish Agricultural Show.
- Year 4 visit Great North Museum/ Stadium of Light.
- Year 5 visit to Durham Cathedral.
- Year 6 Science visit to Centre of Life & Saltwell Park
- Year 5 and 6 Newcastle University “Campus Safari”
- Year 5 and 6 outdoor education residential visit to Howtown with Dipton Collierley Primary School (*Half cost funded by bursary from Outward Bound*)
- Year 5 visit to Centre for Life and Great North Museum.
- Year 4 visit to the Great North Museum and Hindu temple.
- Year 4 visit to the Oriental Museum.
- Years 3 and 4 “Big Sing” at The Sage and local sculptures visit.
- Year 6 visit to the Safety Carousel.

Visitors to school in recent years

- Year 3 &4 Hinduism workshop (Kurtiga)
- New College Durham performance “Grimm Tales” for all pupils.
- Zoolab
- Illustrator Liz Million and artist Peter Swidrak
- Newcastle F.C. “Show Racism the Red Card”
- Sunderland F.C. “Tackle It” anti-bullying workshop
- Fencing
- Rock-it ball
- Space Dome
- Bikeability training for year 5
- Pedestrian training for Year 3
- Skip2bfit/ Box2bfit workshops
- Storyteller
- Author Jason Beresford
- Skipping workshop.
- Geography Days in the local community
- Yoga
- Barnabas – Christian drama workshops
- Mad Science workshops
- Challenge Puzzle Day
- Crystal Conundrum Problem Solving Day
- Hoola Hoopstarz

- Mathmagician Tony Charles
- St. John Ambulance – First Aid Awareness workshops.
- “Rock It” climbing wall
- School Nurse – Year 6 Puberty talk
- School Nurse – Health and Hygiene workshops.
- Lego workshops
- FISCH Project

Sport competitions in recent years

Sports hall athletics, football teams for boys and girls, basketball, cricket, cross-country, handball.

Provision for parents and pupils joint activities in recent years:

Internet Safety/ staying safe sessions.
Family Learning (NUFC)
Family Cooking Health & Fitness
Skip2bfit/ Box2bfit session
Space Dome
Maths Puzzle workshop
Family Art Project
Family Relax Kids sessions
Moving Up sessions for parents of Year 6 around transition issues.

Extra – curricular activities in recent years:

Drama, basketball, fencing, choir, art club, athletics, writing club, rugby, dance, art project, football, multi-skills, science club, gardening club, cricket, rock-it ball, techy tots, dodgeball, board games, bingo, science club.

A selection of photographs from Education Visits/ Visitors to school/
After school activities



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