

Atwood Primary School
Limpsfield Road
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South Croydon
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This prospectus is also available on the web: www.atwood.eu

Atwood Primary School is a
Foundation School (3-11)
maintained by Croydon Council

Acting Head Teacher: Mr Robert Veale, B.Ed (Hons)

Chair of the Governing Body: Mr Chris Green



For entry in September 2012

Contents

Head Teacher's Welcome.....	3
Aims.....	4
Term Dates 2011 - 2012	5
Governors of Atwood Primary School	7
Admissions	8
Reception	8
Atwood Nursery	9
School Uniform	12
Equal Opportunities Statement	13
Racism	14
School Organisation.....	14
Policy for Charging and Remission	15
ParentPay	16
Financial Aid	16
Attendance and punctuality.....	16
Extended School Provision (Breakfast Club/After School).....	17
Lunchtime at School.....	17
Data Protection Act.....	18
School Milk.....	19
Medicines	19
Illness and Accidents in School	19
Parental Contact with the School	19
Complaints	20
Personal Social and Health Education.....	20
Sex Education	20
Discipline.....	21
Homework	21
Special Educational Needs	22
Religious Education	23
Literacy.....	24
Mathematics	25
Science	25
Geography.....	26
History	27
Art.....	28
Music.....	29
Design and Technology	31
Physical Activity	32
Information Communication Technology	33
Pupil Attendance Rates.....	34
Key Stage 2 School Targets for Summer 2011.....	35
Key Stage 1 SATs Results 2011	36
End of Key Stage 2 - School Results 2011	37
Home – School Agreement	38

Head Teacher's Welcome



Welcome to Atwood Primary School.

Whether you are a parent / carer looking for the right school for your child, or a prospective employee of the school, we hope that this information will be useful to you. We have tried to include as much information as possible, but please feel welcome to come and see us personally. Our website provides the most up to date information about the school.

At Atwood, we believe that children achieve best when there is a partnership between home and school. We will do everything we can to foster this. I regularly meet with groups of parents to find ways of improving the children's experience at school, and well over a hundred parents and other relatives or friends of the school help in the classroom or on trips. A senior member of staff is always available should you need to discuss something urgently with us. All teachers are willing to talk to you about your child at appropriate times.

We value the fact that the children and staff at this school come from very varied backgrounds. We are committed to equal opportunity and will do our best to ensure that your child finds Atwood a rewarding and exciting place to begin their lifelong education.

We pride ourselves in the fact that our curriculum is designed for the children in our community. We challenge children and aim to give them a firm grounding in literacy and numeracy, not forgetting that the other subjects are important and essential in a child's development. We regularly organise day trips for classes and residential trips for children in Years 5 and 6. We place particular emphasis on the provision for sport, music and information and communication technology (ICT). We have achieved Artsmark Gold, recognising our high quality arts provision, Activemark for our extensive range of sports opportunities and ICT Mark which recognises our strengths in using ICT across the curriculum,. We have a wide range of extra-curricular activities and we give all children the opportunity for regular performance in front of an audience. Many of our pupils learn musical instruments at school and we have a strong team of specialist music teachers, and excellent music facilities.

We look forward to welcoming you personally.

Rob Veale



The school's ethos & values

Atwood Primary School is recognised as a school with an excellent reputation for providing a first class education.

Staff are highly qualified and committed to giving your children the very best education. All children are expected to work hard within a supportive context of care and concern for all. National test results are very high at both Key Stage One and Key Stage Two.

The School's Mission Statement is 'to establish a caring and challenging school community where all pupils feel valued and develop a love of learning'. The school recognises that it can achieve its aims only in partnership with parents who are the first and foremost educators of the child.

Atwood Primary is an outstanding school (OFSTED 2008).

Facilities at the school are very good allowing the curriculum to be taught effectively in all subjects. Classrooms are bright and welcoming and importance is given to display which helps to create a good learning environment. There are specialist facilities for learning support, craft activities, food technology, music and ICT. We have a large playing field and four hard surface play areas with a range of playground games and a sun shelter. As a Foundation School, the Governors take a particular pride in maintaining the buildings and ensuring the cleaning is of a very high standard. During 2010/11 the Early Years Foundation Stage (EYFS) was completely rebuilt, providing modern and spacious facilities for our youngest children.

There are many interesting and exciting after school activities. Children are encouraged to join in extra-curricular activities as they add a further dimension to a child's learning.

Our breakfast club provides a safe and welcoming environment for many children to begin their day, and is especially useful for parents who need to leave early for work. After school care is available until 6pm and is managed by our own staff.

Parents play a key role in the success of the school. The school has developed a very effective and open partnership with parents. The parents describe the school as welcoming and friendly. Parents, Governors, Grandparents and members of the local community offer regular assistance in the classroom and on school trips. The contribution of parents' skills to projects at the school has been of great value. Parents' contribution to fund raising and the social life of the school is outstanding.

Aims

Our basic intention is to prepare children for life by building confidence and encouraging a positive attitude, developing well-balanced, self-motivated, and responsible members of the community.

We aim to:

- create a happy school environment in which everyone is valued irrespective of their background or ability, ensuring equal opportunities for all.

- prepare children for life by promoting the five outcomes of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.
- help children to learn courtesy, good manners and consideration for others.
- develop basic skills in English and mathematics, encourage enjoyment of reading, and develop handwriting skills.
- encourage scientific enquiry and develop awareness of the need to care for the wider environment.
- awaken an awareness of the heritage around us through project-type historical, geographical and religious education studies.
- foster an enjoyment of physical activities, ICT, music, drama, and creative arts.
- be at the centre of our community.



Atwood Primary School Term Dates 2012-2013

September 2012							October 2012							November 2012							December 2012						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
					1	2	1	2	3	4	5	6	7				1	2	3	4						1	2
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	26	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
																					31						

January 2013						February 2013						March 2013						April 2013										
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
	1	2	3	4	5	6					1	2	3						1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
28	29	30	31				25	26	27	28				25	26	27	28	29	30	31	29	30						

May 2013						June 2013						July 2013						August 2013									
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	

Please avoid booking holidays which impact on these dates. Absence from school for family holidays is disruptive to your child's education and will not be authorised, except in exceptional circumstances.

School is closed when the date is shaded red (bank holiday) or yellow (school holiday). Term dates and holiday dates include 190 pupil days

5 INSET days are to be confirmed and will be published by February Half Term 2012

(You will always find up to date term dates for the next two years on our website)

Staff List

(Correct at printing)

Acting Head Teacher Mr Robert Veale*

Deputy Head Teacher Mrs Pamela Jacques*

Nursery

Miss Caroline Warren

Reception

Miss Lucy Stutter

Mrs Kate Standing♣*

Mrs Caroline Funnell♣

Year 1

Mrs Sarah McWhinnie

Miss Dominique Le Hur

Mrs Carol Birkett ♣

Year 2

Miss Michelle Hardy

Miss Cassie King

Miss Nicola Cheeseman*

Year 3

Miss Lucy Cooke

Mrs Vicky Dowey ♣

Mr Chris Eyers*

Teaching Assistants

Mrs Anne Adams

Mrs Debbie Best (Reception)

Mrs Carolyn Blacksell

Mrs Lucy Brown

Mrs Claire Burr

Mrs Sue Chapman

Mrs Pauline Copeman (Nursery)

Mrs Sarah Dobson

Mrs Cathy Forsdyke

Mrs Nicola Hunter

Mrs Anna Hutchinson

Mrs Lara Kelha

Mrs Jenny Krekis

Mrs Julie MacHugh

Mrs Sally Mee

Mrs Carolyn Naysmith

Mrs Jan Pacitti

Mrs Kathy Rogers (Reception)

Mrs Amy Weekes

School Administration

Mrs Beverly-Ann Charman-Gay

Mrs Frances Gilbert

Mrs Yvonne Sachs (Head's PA)

Mrs Becky Stevenson

Year 4

Miss Alice Preston

Mr Rob Tagg

Year 5

Miss Lina Del Grosso

Miss Maria Booth

Year 6

Mrs Anna Huzzey*

Mrs Ewa Kondziela ♣

Ms Christine Lamont*

Other Teaching Staff

Miss Annette Conroy (MFL)

Mrs Victoria Hemmings (Music) ♣

Mrs Susan Swaysland (Music) ♣

* denotes Leadership Team

♣ denotes part-time teaching staff

Premises Staff

Mr David Lay (Site Manager)

Mr Ian Staples (Assistant Caretaker)

Cleaners

Mrs Adele Ashby

Mrs Roberta Christie

Mrs Barbara Hall

Mr Matthew Jeffery

Mrs Lynn Murphy

Mrs Elizabeth Phillips

Lunchtime Supervisors

Mrs Adele Ashby

Mrs Louise Baker

Mrs Pat Brady

Mrs Mrs Roberta Christie

Mrs Dawn Earl

Mrs Frances Gilbert

Mr Matthew Jeffery

Mrs Sally Jones

Mrs Jenny Krekis

Mrs Mandy Lawrence

Mrs Carolyn Naysmith

Mrs Gill Phipps

Mrs Louise Richards

Mrs Anne Saunders

Breakfast Club / After School Care Staff

Mrs Anne Adams
Mrs Sue Chapman (Leader)
Mrs June Coleman

Mrs Mandy Lawrence
Mrs Becky Stevenson (Administrator)

Peripatetic Music Teachers

Mrs Helen Butterworth (Suzuki violin)
Mr Mike Brown (Brass)
Mrs Deborah Clark (Piano)
Mrs Jo Grainger (Violin)
Mrs Carolyn Kelly (Flute/Fife)

Ms Carol Whinnom (Guitar)
Mr Dave Barry (Drum Kit)
Miss Alison Turriff (Clarinet)
Mrs Kirsty Budgen (Cello)



Governors of Atwood Primary School

The Chairman of Governors is Mr Chris Green, and he may be contacted via the school office. Your governors are:

Name	Type of Governor	Term Expires
Mr Robert Veale	Head Teacher (ex officio)	
Rev Joanna Thornton	Community	06 Dec 2013
Vacancy	Community	-
Mrs Lisa Cruickshank	Parent	
Mr Mark Ferry	Parent	10 Nov 2013
Mrs Sue Skinner	Parent	13 Oct 2013
Mr Rob Anderson	Parent	28 Jan 2013
Mr Manjinder Gillett	Parent	28 Mar 2014
Mr Christopher Green	Parent	03 Feb 2015
Vacancy	LEA	10 Nov 2012
Mrs Alison Shewell	Partnership	17 Oct 2013
Mrs Alison Morgan	Partnership	21 Mar 2015
Mrs Sue Geekie	Partnership	21 Mar 2015
Vacancy	Partnership	
Mrs Sue Chapman	Staff	28 Feb 2014
Mrs Pamela Jacques	Staff	30 Sep 2011

Governing Body Clerk: Mrs Sue Hooper

Admissions



Pupils are admitted in September during the school year in which they will attain age 4 (nursery) and age 5 (Reception). Pupils are admitted without reference to ability or aptitude. The number of intended admissions is 52 part-time in the Nursery and 60 in Reception.

All children are admitted initially on a part-time basis (mornings or afternoons), but in Reception it is intended that the majority of children are full time within a few weeks. Reception children may attend

mornings only until October half-term if they are not yet ready for a full day at school.

Parental preference is the overriding factor in the allocation of school places. Neither the Council nor the school will choose which pupils are to be admitted. Where the school is over-subscribed, places will be allocated by a non-selective process which is as fair as possible.

Reception

Pupils will be admitted into Reception classes in the Autumn term of the school year in which they become five. Parents may defer a place until later in the year, but not beyond the beginning of the term after the child's fifth birthday. All applications must be made to the Local Authority (LA) on a Croydon LA Application Form, or online at www.eadmissions.org.uk

Atwood Primary School does not require a Supplementary Form. The admission of children with Special Educational Needs (SEN) does not form part of the Admission arrangements other than that they will be admitted in accordance with the statementing process. If the number of applications is smaller or equal to the number of places, all children will be offered a place. If the number of applications is higher than the number of places, then allocations will be made in the following order:

- 1. Children in Care** Children resident in public care at the date on which the application is made. The application must be supported by a letter from the relevant Local Authority Social Services Department.
- 2. Siblings** Children who will have a sibling in attendance at the school (Year 1 to Year 6) at the time of enrolment of the new pupil; sibling priority is also accorded to children, other than brothers and sisters, who are part of a single family unit and who are resident at the same address. (Note: sibling status is granted only where the applicant has parental responsibility for all the children concerned. It does not apply to children of different family units living at the same address).
- 3. Medical** Pupils with serious medical reasons for needing to attend Atwood Primary School. The medical reason must be verified by a doctor or consultant and declared at the time of application if known at the time. In certain limited circumstances, it may be possible to take account of the medical condition of a parent. It is important that verification of a medical condition by a doctor or medical consultant is submitted at the time of application, even if it is believed that an offer of a school place will be made on the basis of alternative admission criteria ie nearness to the school. There is no guarantee that a child will receive

an offer of a preferred school place. Decisions on priority of admission on medical grounds will be made on the basis of recommendations of the Local Authority's Medical Adviser. The Authority's Medical Adviser may wish to contact the general practitioner/doctor and/or consultant concerned.

4. Geographical grounds Places are then allocated on the basis of distance from the school to the child's home, with those living nearer being accorded the higher priority. This will be measured 'as the crow flies', in a straight line from either the school gates on Limpsfield Road, or the school gate at the end of Tandridge Gardens (whichever is shortest), to the boundary of the child's home. In the case of children living in flats, those in the lower numbered flats receive priority over the higher numbers. In the event of a tie-break, the older child will take preference over the younger child.

Child-minding factors cannot be taken into account when allocating places. Parents of children attending the nursery class must still apply in the usual way. These children are not guaranteed a reception class place at the school.

'Casual' Admissions

The process described above is that used for dealing with large numbers of children of the same age entering school at the same time. Some applications have to be processed individually at other times as pupils transfer between schools for whatever reason. If a place is available then the child will be admitted. **Casual admissions should be made to Croydon Council.**

Waiting Lists

Parents may request that their application is kept on file until a place at the school becomes available. The pupil must remain on the roll of another school at this time. When a place becomes available, all current applications for a place in the year group will be considered equally.

The school will not, therefore, maintain an ordered waiting list. Information can be provided to parents about the order of priority of applications being held at a particular time but no guarantee can be given that higher priority applications will not be received by the time a place becomes available.

Atwood Nursery

Although our Nursery is very much part of the school and children benefit from continuing their education across the two-year Foundation Stage, there is no automatic transfer from our Nursery to our Reception classes. It is nationally required that all parents apply for a place in Reception classes and we are unable to change our admission criteria to give preference to children attending our Nursery. It is therefore important that parents of children in our Nursery remember to re-apply for a place in Reception using the Croydon Council common admissions form almost as soon as they begin in our Nursery, if Atwood is a school you are considering. Around two thirds of our Reception children have attended our Nursery.

Some parents choose not to send their child to our Nursery because we do not offer full-time places, although they hope to have a place in Reception. In order to support such parents and to enable children to begin their education at Atwood from 3 years old, we have an arrangement with Little Angels pre-school group, which operates at Sanderstead Methodist Church, next door to our school.

Parents are able to send their child to our Nursery in the morning, and the child will be picked up by Little Angels staff at 11.50am and taken to Little Angels for lunch and the afternoon session. Similarly, children may spend the morning and lunchtime at Little Angels, and be brought to Atwood for the afternoon session at 12.20pm.

If you are interested in such an arrangement, please contact Little Angels directly (07766 107303).

The Admission Number for Atwood Primary School Nursery is 52 (part time places – either five mornings a week or five afternoons a week). Pupils will be admitted into Nursery classes in the Autumn term of the school year in which they become four. Application forms are available from the school office and all applications must be made directly to the school. Parents/Carers are asked to state a preference for morning or afternoon sessions. Where this cannot be accommodated, the school may offer the alternative session. The admission of children with Special Educational Needs (SEN) does not form part of the Admission arrangements other than that they will be admitted in accordance with the statementing process.

If the number of applications is smaller or equal to the number of places for the morning and afternoon sessions separately, then all children will be offered a place at their preferred session. If the number of applications is smaller or equal to the total number of places (52) but a particular session is oversubscribed, then priority will be given using the criteria below, and other children will be offered the alternative session. If the number of applications is higher than the number of places, then allocations will be made in the following order and treated as two separate groups (morning / afternoon):

1. Children in Care Children resident in public care at the date on which the application is made. The application must be supported by a letter from the relevant Local Authority Social Services Department.

2. Siblings Children who will have a sibling in attendance at the school at the time of enrolment of the new pupil; sibling priority is also accorded to children, other than brothers and sisters, who are part of a single family unit and who are resident at the same address. (Note: sibling status is granted only where the applicant has parental responsibility for all the children concerned. It does not apply to children of different family units living at the same address).

3. Medical Pupils with serious medical reasons for needing to attend Atwood Primary School. The medical reason must be verified by a doctor or consultant and declared at the time of application if known at the time. In certain limited circumstances, it may be possible to take account of the medical condition of a parent. It is important that verification of a medical condition by a doctor or medical consultant is submitted at the time of application, even if it is believed that an offer of a school place will be made on the basis of alternative admission criteria ie nearness to the school. There is no guarantee that a child will receive an offer of a preferred school place. Decisions on priority of admission on medical grounds will be made on the basis of recommendations of the Local Authority's Medical Adviser. The Authority's Medical Adviser may wish to contact the general practitioner/doctor and/or consultant concerned.

4. Geographical grounds Places are then allocated on the basis of distance from the school to the child's home, with those living nearer being accorded the higher priority. This will be measured 'as the crow flies', in a straight line from either the school gates on Limpsfield Road, or the school gate at the end of Tandridge Gardens (whichever is shortest), to the boundary of the child's home. In the case of children living in flats, those in the lower numbered flats receive priority over the higher numbers. In the event of a tie-

break, the older child will take preference over the younger child.

**Child-minding factors cannot be taken into account when allocating places.
Children in the Nursery are not guaranteed a reception class place at the school.**

‘Casual’ Admissions

The process described above is that used for dealing with large numbers of children of the same age entering school at the same time. Some applications have to be processed individually at other times as pupils transfer between schools for whatever reason. If a place is available then the child will be admitted.

Casual admissions, as with all admissions to the Nursery, should be made directly to the school.

Waiting Lists

Parents may request that their application is kept on file until a place at the Nursery becomes available. When a place becomes available, all current applications for a place will be considered equally.

The school will not, therefore, maintain an ordered waiting list. Information can be provided to parents about the order of priority of applications being held at a particular time but no guarantee can be given that higher priority applications will not be received by the time a place becomes available.

School Uniform

We take great pride in our uniform and it is important that all children and parents support us in ensuring that children have the correct uniform at all times.

Nursery

The only compulsory item of clothing for Nursery children is the Atwood Foundation Stage sweatshirt. This is available in two sizes (3-4 years and 5-6 years) from Dick Townley Sports in Limpsfield Road. Children should also wear a plain white polo-style t-shirt and wear sensible clothes for indoor and outdoor activities, such as comfortable trousers for climbing, etc. Children also require a pair of Wellington boots to be kept at school, and a drawstring bag with a change of clothing. We also ask you to buy an Atwood School book bag – available from our school office for £3.50.

Reception

Reception children **wear the same uniform as the rest of the school**, except that they wear a white polo t-shirt instead of a shirt, and an Atwood Foundation Stage sweatshirt instead of a jumper/cardigan. The sweatshirt is available in two sizes (3-4 years and 5-6 years) from Dick Townley Sports in Limpsfield Road.

Rest of the school

Girls' Tunics/Skirts or trousers	Grey (trousers must be Banner 'Junior Girls Bootleg Grey', style number 913621, which are available from Dick Townley Sports in Limpsfield Road, or most other school outfitters. These are the only girls' trousers acceptable. Girls may wear standard boys' grey trousers)
Girls' Summer Dresses (Summer term, and to October half-term only)	Blue checked (NOT navy, and NOT with a white collar – should be of the same material as the dress) - available from M&S, Asda, Tesco, etc.
Shirts	White only (long or short sleeved, not rever collar)
Ties	Compulsory from years 1-6 (available from Dick Townley Sports)
Jumpers/Cardigans	Royal Blue - with logo, available only from Dick Townley Sports
Shoes	Black - flat school shoes - no boots, trainers or open toes
Boys' Trousers or Shorts	Grey
Boys' socks	Grey
Girls' Tights/Socks	Grey tights, or grey or white socks (white socks must be worn with summer dresses)
Waterproof Coat/Jacket	Navy blue with logo available from Dick Townley Sports, or any other navy coat without a logo
Book Bag	Available from our school office - £3.50

Sportswear (Reception to Y6) – available from Dick Townley Sports

Gym top	Gold T-shirt (not yellow)
Gym Shorts	Royal blue - girls may wear the boys' style
Gym Shoes (plimsoles)	Black
Outdoor trainers	Any suitable trainers for outdoor games

Girls Gym Skirt (for Juniors only, but optional) Royal Blue
Track suits or sweatshirt/jogging Navy blue or dark colours (plain – no logo)
trousers (for Year 1 and above)

We prefer pupils not to wear earrings. If they are worn, there must be a maximum of one small plain gold or silver ear stud per ear, in the lobe (not glass/diamond-effect/emblems, etc.) Children must remove their earrings themselves. Hooped earrings are not allowed and no other piercings are permitted. The only other jewellery permitted is that worn for religious or medical reasons, and a named wristwatch. The school accepts no responsibility for loss or damage to jewellery.

Hair Normal haircuts – (no marks cut in hair please)
Hair gel may be used to keep hair tidy, but not for fashion styling as this is inappropriate.

Hair that touches the shoulder or longer must be tied back (which will also help prevent head lice) - this applies to both boys and girls.

Children may wear any blue, white or black plain hair band or scrunchie (or one made out of the school summer dress material), or a plain, narrow alic band. Plain clips may be worn, but with no extras stuck onto them. No beads please.

Brownies/Cubs, etc.

It has been a tradition that if one of the four main saints days falls on a school day, children who are encouraged by their group to wear their uniform may do so providing that they understand why they are wearing it, and that it is as smart as our school uniform.

Equal Opportunities Statement

The Governing Body supports Croydon's equal opportunities policy.

In society many people are undervalued and may experience disadvantage because of their colour, race, culture, religion, class, gender or special educational needs.

We, at Atwood Primary School, feel that every person should be valued and respected equally and that everyone should have the same chance to realise their full potential.

We want our children to play a positive role in society where cultural diversity is recognised and respected.

We shall do our best to appreciate everyone: we will show respect for each other through the way we interact with each other.

Staff at Atwood Primary School work to ensure that all children and adults are valued and respected as individuals.

Differences in ethnic group, social, religious and cultural background are celebrated.

All children are expected to participate in the whole curriculum and attain the highest possible standards.

Racism

All children and adults must be encouraged to understand how wounding racist behaviour can be and must appreciate how seriously it is regarded in our school. Incidents of racism will be treated in the following manner:

- The incident will be dealt with immediately
- The injured party will have the opportunity to be listened to and share their feelings
- The offending party will have time with a senior teacher to reflect upon their behaviour
- If necessary the incident will be discussed later with either or both children
- If racist incidents occur persistently parents will be asked to enter into a partnership to resolve the issue
- All racist incidents are reported termly to the Director of Children's Services.

School Organisation

Atwood School has approximately 500 pupils including the Nursery. All classes are organised as mixed ability groups of boys and girls, and normally with a maximum of 30 pupils in a class. At Key Stage Two some classes may be slightly over 30 resulting from appeals. The school is divided into year groups with two classes in each (apart from Year 2 in 2011/12 which has three classes). The children usually have the same teacher for all subjects but specialist teachers are used for subjects such as music and Modern Foreign Languages (MFL). Other teachers in the school may also take different classes for professional development and to share expertise.

Children of different abilities are catered for in a variety of ways:-

- a. Inside the classroom, children work with books and materials suited to their particular stage of development.
- b. Group work inside year groups.

Small groups are sometimes taught out of class to focus on the personalised needs of the pupils.

If a child's "Special Needs" are felt to require additional resources to those which we can provide, then support from the Local Authority is used to help us. We always consult with parents prior to this happening.

The school monitors pupils' progress through on-going assessment. Children's work is regularly assessed and recorded. In the Summer Term children at the end of each Key Stage (Year 2 and Year 6) are formally assessed through the national SATs. In addition children in Years 4 and 5 are tested using the optional SATs tests appropriate for their year group.

Parents and members of the local community are encouraged to help throughout the school. They take small groups of children for activities such as reading, art, and cookery.

Policy for Charging and Remission

Educational Visits

During the year, classes may be taken to visit places of interest in connection with their class work. There are also sports fixtures, other visits and theatre outings arranged. Full details are sent to parents well in advance of the event.

Year 6 have the opportunity to participate in a week of environmental studies and outdoor activities. This week makes a valuable contribution to the child's academic, social and physical development. Full details are given in the year preceding the visit so that the maximum number possible may participate. Limited financial help may be available in some instances and individual applications may be made, in confidence, to the head teacher.

Year 4 children have the opportunity for an over-night camp on the school grounds, and there is also an overnight trip for Y5 children.

Charging for school activities

Education provided by the school is essentially free but charges can be made in certain circumstances.

Many of the activities that have become commonplace in schools, such as educational visits, visits to places of interest and performances by theatre or music groups will depend upon voluntary contributions if they are to take place. Without these voluntary contributions many such activities could not take place. The school will request voluntary contributions for all such activities.

Schools can charge for individual music tuition and, where this can be provided, a charge will be made.

The head teacher is provided with the right to cancel any activity for which sufficient contributions have not been forthcoming.

Other charges

Payments are expected for the following:

Wilful damage, vandalism, damage to text books and the replacement of lost books.

The provision of certain items is also required:

School uniform
PE and Games Kit in suitable bags
Writing materials
Bag for schoolbooks

ParentPay

Atwood is a 'cashless school'. Children should not need to bring any money with them (except on some school trips, for instance). All payments made to the school, whether it is for school lunches, school trips, workshops, to buy a recorder, etc. should be made using the ParentPay system. Full details are on the ParentPay website, linked from our own website. When children start at the school, parents are issued with a username and password to access the system. Payments are made using a debit or credit card and all payments are secure.

Financial Aid

The attention of parents and carers is drawn to the following scheme of financial aid to pupils.

Free school meals will be awarded to children whose parents are receiving any of the following benefits:

- Income Support
- Income-based Job Seeker's Allowance
- Child Tax Credit, provided that they do not also receive Working Tax Credit and they have an annual income, as assessed by HMRC, that does not exceed £16,190
- Support under Part IV of the Immigration and Asylum Act 1999
- Guaranteed Element of State Pension Credit

Parents/carers receiving Working Tax Credit are not eligible for free school meals, regardless of the level of income.

Applications should be made to the school.

Attendance and punctuality

Attendance and punctuality are very important. Please make sure your child attends regularly and arrives on time.

Our playgrounds (or classrooms if wet) are supervised from 8.30am each day. No child should be on the premises before 8.30am unless they are attending our breakfast club (for which a charge is made). Children from Y1 to Y6 may enter the building to hang their coat and enter the classroom from 8.40am. We find that by allowing children in slightly early reduces congestion, and children are then ready to begin work at 8.45am when lessons begin. Reception children enter through their classroom doors at 8.45am and Nursery at 8.50am. Parents with children in different year groups are therefore able to deliver their children safely and on time.

Nursery sessions from 2011: morning – 8.50 – 11.50am, afternoon – 12.20 – 3.20pm

The morning register is taken promptly at the beginning of the day. Any child arriving after 8.45am is late (8.50am for Nursery), and this is recorded. If your child arrives after the 9.00am signal, the absence is unauthorised and is reported to the head teacher.

If your child is unwell and cannot come to school, you should inform the school on the first day of absence by telephoning **0800 072 6413**. This is a freephone number (from a landline) and is automated. If you do not use this method, you must give the reason for your child's absence in writing, otherwise it will be recorded as unauthorised.

Parents / carers should not take their children away from school during term time for holidays. Any request for absence from school, other than illness, should be made in writing to the head teacher.

Extended School Provision (Breakfast Club/After School)

As part of our Extended School provision, we operate a breakfast club, run by Atwood staff. Pupils (from Reception to Year 6) may be dropped off at school from 7.30am and will be provided with breakfast and a range of activities, until they are supervised by staff on the playgrounds or in the classrooms after 8.30am. Reception children are taken directly to their classes at 8.40am. The cost per session is currently £4.00.

We are fortunate to be able to provide a huge range of after-school opportunities for children, which can be found at www.atwood.eu/extendedschool.html

We charge for attendance at all of our after-school clubs until 4.15/4.30pm (£1.50). These activities are integrated into our after-school care sessions, which run until 6.00pm and provide opportunities for children to play, do their homework in a supervised environment, and have some tea. Further details about our after school care are available from our school office. The charge for care up to 6.00pm is currently £9 per session.

Lunchtime at School

Children have lunch between 11.45 and 12.55 (Infants) and 12.00 and 1.05 (Juniors). Children may have a school lunch (free to those eligible for a free meal, £2.10 per day for others – subject to change), or may bring sandwiches. Pupils may also bring a drink, but only in plastic bottles or cartons, and the drink must not be fizzy. Please do not bring any food where nuts can be found in the ingredients. Pupils may also go home for lunch provided they are collected from school and return by the appropriate time.

Payments for school lunches are made via ParentPay. Once a child has taken a lunch, their choice is recorded on a 'Point of Sale' till and the single meal charge is debited from the child's account. It is important that meals are always paid for in advance. If an account does become more than £10 overdrawn, you will be asked to provide a packed lunch for your child until the account is in credit again. The ParentPay system enables you to see what food your child has selected and will show a nutritional analysis.

Presently, our school meals are provided by Eden Foodservice and we have a fresh food menu, which includes organic produce.

Data Protection Act

Schools, local authorities and the Department for Children, Schools and Families (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means that the data held about pupils must only be used for specific purposes allowed by law.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Authority (LA), to another school to which the pupil is transferring, to the Department for Education (DfE), and to Qualifications and Curriculum Authority (QCA) which is responsible for the National Curriculum and associated assessment arrangements.

The Local Authority uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

The Qualifications and Curriculum Authority uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to DfE in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

The Department for Children, Schools and Families uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. The DfE will feed back to LAs and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasions, information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the school at Atwood Primary School, Limpsfield Road, South Croydon CR2 9EE
- the LA's Data Protection Officer at Taberner House, Park Lane, Croydon, CR9 3JS
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA
- the DfE's Data Protection Officer at DfE, Caxton House, Tothill Street, LONDON, SW1H 9NA.

School Milk

Our school milk is provided by Cool Milk at School Ltd and stored in a fridge until use. Milk costs around 22p a day, and you are invoiced directly from the company. Children under five receive free milk. If you wish your child to have milk, either collect a form from the office, or register on Cool Milk's web site at www.coolmilk.com Our school code is 2012.

Medicines

Medicines should not be brought to school. However, children with a continuing need for medication, such as asthma or anaphylaxis, are allowed to keep their medication in school. Clear instructions for use and dosage must be given to the school. Any other matters concerning medicines should be discussed with the head teacher. If a member of staff agrees to administer medication to your child, this is done on an entirely voluntary basis and with the parent taking full responsibility. Only prescription medicines are permitted at school under these circumstances.

Illness and Accidents in School

If a child becomes ill or has an accident at school, parents /carers are contacted by telephone. There is always a trained first-aider on the school premises who will deal with your child if necessary. If hospital care is required, we will expect the parent / carer to take the child. However, in an emergency an ambulance may be called and a member of staff will accompany the child until a responsible adult arrives.

It is therefore essential that we always have your up-to-date contact numbers and alternative numbers, should we be unable to contact you.

Parental Contact with the School

All new parents are encouraged to visit the school whilst it is in session and are shown around during the Autumn Term. During the term before the child starts, parents are invited to a meeting at which there is an opportunity to meet, listen and talk to the teacher in charge of the Foundation Years.

As each child starts school, parents are invited to sign a Home - School Agreement (a sample is on page 38); at the start of Key Stage 2, the agreement is renewed but pupils are invited to add their agreement.



The staff and head teacher are available for consultation and interviews are arranged promptly on request. A "get to know each other" evening for parents and teachers is arranged early in the Autumn Term. During the Spring and Summer Terms, open evenings are arranged when parents can see their child's work and discuss his or her progress with the teacher. The children's needs and concerns are initially the responsibility of class teachers; should further action be necessary, then the Senior Staff

and head teacher become involved. The overall discipline of the school is the concern of the head teacher, but more immediate problems are dealt with by the deputy head or senior staff. A school welfare assistant helps with the accidents and medical needs of the children.

The School holds a number of musical concerts, plays, educational evenings and project displays to which parents are invited. In addition, the dance club and choirs put on performances for groups in the local area and take part in borough events, e.g. Croydon Schools' Music Festival and Croydon Schools' Dance Festival.

Complaints

Complaints about the curriculum over delivery or context or any other issue involving a child should be raised with the child's class teacher in the first instance. If the complaint is not dealt with satisfactorily or is difficult to raise with the class teacher, it should be taken to the team leader. If matters are still not resolved the complaint should be taken up with the head teacher. If the complaint is still not resolved, the matter, at this point, should be raised with the chair of governors.

Personal Social and Health Education

Personal, Social and Health Education (PSHE) helps us all to cope better, enjoy relationships and engender a desire to help and care for others. We aim to promote the spiritual, moral, cultural, mental and physical development of our children which will help to prepare them for the opportunities, responsibilities and experiences of modern life (for example, we actively encourage children in Atwood to support charities in school). We also give them a sense of responsibility and leadership through a monitorial and prefectorial system. A whole school policy for PHSE draws together the good practices well established in the school.



Sex Education

Our aim is to develop a healthy mind in a healthy body by teaching a simple understanding of the body and its functions, the importance of personal hygiene and safety. This is incorporated across the curriculum e.g. in class work, science and PE. Our sex education programme is built into our PSHE programme, and children begin learning about the sex organs and changes from Year 3. Any parents wishing to withdraw their child from sex education should speak to the head teacher.

Discipline

We have exceptionally high expectations of behaviour and we expect each individual to respect others, their families, culture and beliefs. We address incidences of negative behaviour by using the Restorative Approach. This enables us to support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.

The Restorative Approach encourages pupils to empathise with each other, identify who has been harmed and formulate their own ideas as to how the issue can be resolved. All staff follow the 5 stages of the Restorative Approach, which are:

What happened? Drawing out each person's story one at a time.

What do you think and feel about that? What each person was thinking at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how?

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

It is our role to educate our pupils to understand how their behaviour affects others. Pupils are supported to identify ways they can put right the harm they have caused, helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

In Key Stages 1 and 2 pupils may miss part of their break or lunch time, spending time with an adult to reflect upon their behaviour, as a consequence of displaying negative behaviour. Parents and carers may also be required to meet with class teachers and pupils to discuss negative behaviours and ways they can be addressed. In the Early Years Foundation Stage pupils may have time with an adult, away from their peers, in order to reflect upon their behaviour. The Restorative Approach is adapted to the level of understanding and maturity of the pupils involved.

Homework

Foundation Stage and Key Stage 1

For Infant children the main homework emphasis is on reading. From time to time, children will bring home a vocabulary list which we would ask parents to work at with their children. In addition, children will need to practise the vocabulary from their current reading book. Reception and Year 1 children should be spending around ten minutes per day on reading at home.

Children in Reception will also be given some literacy or numeracy work at the weekend in addition to daily reading as above. In Year 1 homework of spellings, handwriting exercises and additional maths reinforcement exercises are given.

Year 2 children are also required to learn spellings and certain multiplication tables. A new spelling list will be given each half term and the children will be tested on a weekly

basis. By the end of Year 2 children will be expected to know the two, three, four, five and ten times tables. They will be given the task of learning these tables at intervals throughout the year, and will be tested on them in school. As well as weekly literacy or numeracy homework, children in Year 2 may be given comprehension exercises at an appropriate level.

Children in Year 2 will probably need to spend ten or fifteen minutes a day on these learning tasks.

Key Stage 2

A variety of homework is given throughout the year e.g. spellings (weekly), tables, maths, and other curriculum subjects.

Children are expected to do some homework each night, which may be reading or preparing spellings/tables.

15-20 minutes	- Years 3 & 4
20 minutes minimum	- Year 5
30 minutes minimum	- Year 6

Work may sometimes be given in advance to prepare children for time-management. A homework diary will be provided for each junior pupil. Parents are asked to check that homework is done. If possible it should be done in a quiet environment. Parents are asked to help with the learning of spellings and tables, to hear children read and to encourage reading.

In some cases self-marking of homework will be used. Staff will contact parents if homework is regularly neglected. Class work which is unfinished may be sent home to ensure that the child does not fall behind in his or her work.

Special Educational Needs

Atwood Primary School has regard to the Special Educational Needs Code of Practice when carrying out its duties towards all pupils with special educational needs and ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Special Educational Needs is a shared responsibility of the whole staff to plan and give access to the National Curriculum so that the needs of all our children are met.

'Every teacher is a teacher of pupils with special needs. The key lies in the teacher's knowledge of the child's skills and abilities and the means of providing appropriate access to the curriculum'

Croydon Curriculum Document

We aim to encourage each child to reach their full potential intellectually, physically, spiritually, aesthetically, socially and emotionally.

We are aware of the importance of giving all children equality of opportunity.

Religious Education

At Atwood we provide Religious Education (RE) and collective worship for all pupils. As a school without religious character, we follow the Croydon agreed syllabus for RE. This reflects the fact that the religious traditions in Great Britain are mainly Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

Parents have the right to withdraw their child from religious education and collective worship, and in the first instance should meet with the head teacher to discuss this. RE is concerned with enabling pupils to understand and reflect upon the religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for meaning in life and providing opportunities for pupils to explore and express their own responses and personal beliefs.

Our aims in teaching RE are that children are given opportunities to develop the following attitudes and values:

- Awe and wonder towards God, the world and the universe, an attitude which appreciates the elements of certainty and uncertainty
- Self esteem
- Caring for others and for the environment
- Respect and tolerance towards others, acceptance that other people have different beliefs and values which may conflict with their own views
- Openness – a willingness to question and explore and be receptive to other views
- Sensitivity to the needs, feelings and aspirations of others
- Integrity
- Reflection.

RE is important because pupils who have been denied the experience of investigating this primary activity of mankind, will not have received a rounded education. Spiritual and Moral development are as necessary to healthy growth as are intellectual and physical development.

Literacy

Literacy is a core subject in the National Curriculum. Through the daily Literacy session, the Primary Framework objectives are studied throughout the school.

We believe English is essential for effective learning in communicating, reflection and self expression. We view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given high priority.

The linking of Literacy objectives with the other curriculum subjects deepens children's understanding by providing opportunities to reinforce and enhance learning. Lessons are carefully planned and purposeful, where well directed teaching and learning takes place for each pupil. Children are challenged to think and apply the knowledge they have developed and enjoy language and literature. They are able to develop their cultural and linguistic identity in acquiring a respect of their own and others' languages and cultures. Pupils' learning is assessed through observations and effective questioning which informs the teacher what each child can do and what they need to do next.

Our aims in English are that all children develop both personal and social aspects of the language curriculum, thus giving the children power over their own language. We enable children to:

Develop speaking and listening skills through:

- Exploring, developing and sustaining ideas through talk
- Speaking competently and creatively for different purposes and audiences, reflecting on impact and response
- Listening attentively and respond to implicit and explicit meanings
- Taking on different roles to develop thinking
- Using drama to explore, create and share ideas.

Develop fluent reading through:

- Using phonic knowledge to decode words
- Read independently for purpose and pleasure, developing a genuine love for books
- Orchestrating a range of reading cues
- Use a range of strategies to learn and spell words
- Respond imaginatively, using different strategies to engage with texts.

Develop Writing through:

- Writing creatively for a purpose, pleasure and learning
- Use a range of punctuation to support meaning and emphasis.

At Key Stage 1 the emphasis is on phonic learning which is taught progressively. As pupils move into Key Stage 2 there is greater focus on spelling and grammar for writing. Pupils are provided opportunities to develop a clear and fluent joined handwriting style and use keyboard skills and ICT to compose and present work.

Alongside the Class Teacher, Teaching Assistants and parents help to support pupils in developing their Literacy skills.

Mathematics

At Atwood Primary School we are involved in teaching pupils the progressive development of knowledge, skills and understanding in mathematics. This allows children to deal with problems arising from real-life situations or other curriculum areas. Mathematics enables children to develop essential skills required for adult life.

The New Framework for Mathematics is taught throughout the school. This provides a daily numeracy session time for all children, allowing pupils to develop their understanding and apply the concepts of number facts, properties, rules, patterns and processes. Sessions are planned to be lively, engaging and involve a range of approaches that direct pupils' learning. Pupils are encouraged to participate in lessons and enjoy the challenges.

At Atwood Primary School we aim for pupils to:

- Solve calculations through mental, practical and oral activities
- Develop an understanding of mathematics through enquiry and experimentation
- Develop the ability to think clearly and logically
- Have a secure knowledge of number facts and a good understanding of the four operations
- Develop a variety of written methods, both formal and informal, to support and solve calculations
- Decide which method of calculation is appropriate to solve problems
- Know strategies to check results
- Interpret and use signs and symbols
- Work independently and with groups, sharing ideas and supporting each other
- Become persistent, through work that requires perseverance.
- Explain their reasoning and the methods of their work using a range of mathematical vocabulary
- Use a calculator effectively.

Science

As children grow, they are constantly exploring and trying to make sense of their world. At Atwood Primary School, we encourage and develop their natural curiosity.

Pupils develop the skills of scientific investigation and experimentation in a variety of contexts. These begin in reception with 'Ourselves' and move towards other scientific studies such as Forces, Electricity and Solids, Liquids and Gases.



At Atwood Primary School we aim for pupils to:

- Enhance their curiosity, enquiry and original thoughts through practical experiences and understanding scientific theory
- Develop observations, recordings, oral and written communications
- Progress so their learning allows them to be able to set up and carry out their own scientific investigations
- Develop the ability to pose questions, design and carry out experiments, cope with unforeseen difficulties, present findings and make conclusions
- Develop a sense of responsibility towards the natural world and a respect for living things
- Develop practical skills involved in performing scientific experiments
- Work as part of a team.

Geography

Geography is concerned with the study of places, the human and the physical processes which shape them and the people who live in them. It helps pupils to make sense of their surroundings and the wider world.

Our aims in teaching geography are to enable children to:

- Develop an understanding of the features and conditions which make up the physical environment
- Develop a range of geographical skills
- Appreciate that human beings use that environment with positive and negative effects
- Learn to ask questions and propose solutions to environmental problems
- Develop an appropriate vocabulary to help them understand and discuss geographical issues
- Develop their social, moral, spiritual and cultural understanding of the world around them.

Geography is important because:

- The knowledge contained in it is essential to our understanding of the world in which we live, local and global
- The skills and knowledge of geography are life skills
- Concern for the environment is essential in order to ensure a quality future for all

Geography is a foundation subject in the National Curriculum. The fundamental skills, knowledge and understanding of the subject are set out in “Geography in the National Curriculum”.

- At KS1 pupil study two localities – the locality of the school and a locality either in the UK or overseas. This includes fieldwork outside the classroom.
- At KS2 pupils study a locality in the UK and a locality in a country that is less economically developed, and they study themes such as water and its effects, how settlements differ and change, and an environmental issue.

How we teach Geography

- The geography curriculum is organised on an integrated topic basis in the Early Years moving towards a subject based delivery at KS2 with appropriate cross curricular links
- The predominant mode of working in geography is co-operative group work although class teaching and individual work are used where appropriate. Groups may be ability or mixed ability depending on the task. At all times discussion and sharing of each other's opinions is actively encouraged
- Pupils with Special Educational Needs are supported by differentiated tasks.
- Homework is used to support Geography
- Equal Opportunities are addressed by the whole school policy but particular care is taken in Geography to provide a balanced choice of countries and cultures and to give to give a full and fair representation of other cultures
- The emphasis in our teaching of geography is on acquiring knowledge and relevant geographical skills through the study of real places
- Excellence in geography is celebrated through display and compilation of topic folders by individual children.

History

History is the written record of the development of human societies.

Our aims in teaching history are that all children will:

- Learn how people live and think, today and in the past, and how their actions affect, or have affected, our place in society
- Encourage an awareness and respect for each other, and to develop a knowledge and understanding of each other
- Be able to work individually and as a part of a group and so to appreciate interdependence of individuals, groups and nations
- Develop the skills of observation, enquiry, recording, deduction, interpretation, evaluation, judgement and communication
- Develop an empathy with people of different life styles and viewpoints, and to encourage positive attitudes
- Understand the concepts of community, continuity and change, and to develop an awareness of responsibility for our environment and how man's actions affect our world
- Gain in knowledge and develop skills, concepts, values and attitudes that will benefit the individual, and extend into the wider community.

History is important because:

- It is a body of knowledge essential to our understanding of the development of the modern world
- The information handling skills developed through the study of History have a wide applicability in everyday life
- Historical awareness facilitates responsible participation in society.

History is a foundation subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in "History in the National Curriculum". Each key stage has the following components:

- The introduction which summarises the main ways that knowledge, skills and understanding should be developed in that key stage
- The historical content for each key stage which covers local, British, European and world history
- The key elements which help to characterise areas of progression in pupils' knowledge, understanding and skills.

How we teach History

The history curriculum is organised on a topic basis.

- The predominant mode of working in history is co-operative group work although individual work and class teaching are used where appropriate
- Within this structure groups are usually of mixed ability and relevant discussion is encouraged
- Pupils with Special Educational Needs may receive extra support in the classroom from a teaching assistant
- Homework is used to support History
- The emphasis in our teaching of history is on integrated learning, linking the subject with many other areas of the curriculum
- Our focus is on topic work which develops a range of study skills allowing children increasingly to take control of their own learning.

Excellence in history is celebrated in display and presentation.

Art

Art is concerned with creative and aesthetic response to the visual and tactile qualities of the natural and constructed world. Art education has two strands: creation and evaluation. The creative element involves children in using materials and equipment to represent objects realistically and imaginatively, and to express ideas and feelings. The evaluative element enables pupils to develop skills in evaluating their own work and that of other artists and to understand the value and significance of Art in society.

Our aims in teaching art are that all children will build upon their natural pleasure in visual communication to:

- Find enjoyment in creative Art and see themselves as artists
- Find a sense of purpose, achievement and fulfilment in artistic expression within a multicultural society.
- Appreciate and evaluate the work of a range of artists from their own and other cultures
- Develop skills to use a range of materials and techniques competently
- Feel able to express their ideas and feelings through imaginative creation in both two and three dimensions
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others.

Art is important because:

- Artistic creation is a pleasurable activity which can provide fulfilment throughout life
- Artistic observation heightens perception
- Knowledge of the work of a range of male and female artists contributes to cultural understanding.

Art is a foundation subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in “Art in the National Curriculum”. There is one attainment target, which integrates both practical and theoretical aspects:

Exploring and developing
Investigating and making
Knowledge and understanding.

As in the National Curriculum ‘Art’ is taken to encompass Art, craft and design. The term ‘artists’ should thus be interpreted as artists, craft workers and designers.

How we teach Art

- The art curriculum is organised as part of an integrated approach to learning, ensuring coverage of skills required, using suggestions from the QCA documents but not following one scheme alone
- The predominant mode of working in art is co-operative group work although individual work and class teaching are used where appropriate. Within this structure groups are usually of mixed ability and relevant discussion is encouraged
- Teaching assistants are used in art to assist. Also parents provide invaluable support for a range of activities
- Pupils with special needs are able to develop confidence and express their feelings in Art, as it is a subject in which success does not depend on academic ability
- Homework is used to support Art.

Music

Music is concerned with organising and responding to sounds.

Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

Our aims in teaching music are:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
- Develop a child’s understanding of music through these activities
- Give children the opportunity to perform music both vocally and with instruments
- Encourage the children to explore the wide range of sounds
- Give them opportunity to compose music and express their ideas and feelings through music
- Experience listening to music of a variety of styles and cultures
- Develop a child’s appreciation of the richness of our musical heritage

- Encourage high standards in performance
- Encourage children to express ideas and opinions about music
- Give each child the opportunity to develop their musical talents
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others

Music is important because it can provide fulfilment throughout life.

The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum.

- A sense of achievement - individual and collective
- Social skills such as co-operation, tolerance, self-confidence and perseverance
- Ability to discriminate
- Listening skills
- Sensitivity to sounds
- Imagination and inventiveness
- Ability to analyse and solve problems
- Concern for accuracy
- Ability to memorise
- Develop attention to detail
- Communication skills, self-discipline and self-evaluation
- The illumination and extension of studies in other curriculum subjects
- Higher standards of application and concentration in all areas of work

How we teach music

- The music curriculum has been developed to integrate National guidelines with QCA units and class topics and themes (cross-curricular links)
- Music is taught throughout Foundation Stage, Key Stage 1 and Key Stage 2 by the Music Coordinator and a Specialist Music Teacher
- Each class receives a total of one hour's music teaching per week in addition to the weekly singing sessions
- Differentiation is achieved by outcome, by task and through teachers' planning
- All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations
- During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by teachers or pupils) appropriate to the task set. Children have the opportunity to work in groups of mixed and same gender and ability
- Pupils with Special Educational Needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability
- Children who demonstrate a talent for music through musical skills beyond their chronological age will be given extra challenges through differentiated work and questioning, and through extra-curricular activities and performing opportunities
- Children are encouraged to use their own instruments, including the recorder, during composing activities
- Regular opportunities for performance are given including Christmas and Summer Concerts, instrumental concerts and music assemblies

- Pupils regularly attend concerts organised by Croydon Schools' Music Association and the London Mozart Players, and some students are able to participate in the annual CSMA Festival of Music
- Additional music activities include school choirs (Infant and Junior) and an orchestra which rehearses regularly
- Peripatetic teachers are available for tuition at a fixed cost on violin, cello, trumpet, trombone, flute, fife, clarinet, piano, guitar and percussion
- Pupils' achievements are celebrated in display and performance

Design and Technology

Design and Technology is concerned with each child's ability to investigate how things are made and how they work, to observe and develop opinions about quality and finish in the world around them and to identify opportunities to design and make for themselves. The creative element involves children in using materials and equipment to develop skills in expressing ideas and evaluating their work.

Our aims in teaching Design and Technology are that all children will build upon their natural enthusiasm for making things and to:

- Find enjoyment in designing and making things for themselves
- Give every child an awareness of how things are designed and made in the world around them
- Encourage confidence and skill in designing and making according to ability
- Develop skills in handling materials and tools
- Develop appropriate vocabulary to help them to understand their work and the work of others
- Appreciate and evaluate their own achievements and those of great inventors and engineers.

Design and Technology is important because:

- Designing and making things is a pleasurable activity which can provide fulfilment through life
- Observation of how things are made and how they work heightens perception of the world in which we live
- Designing and making things requires a discipline of logical thinking to achieve a sequence of actions
- Designing and making provides an opportunity for children of all abilities to achieve success
- Designing and making often requires team work and communication with others.

Design and Technology is a foundation subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in "Design and Technology in the National Curriculum" where they are categorised into attainment targets.

How we teach Design and Technology

- The Design and Technology Curriculum is currently organised on a topic basis studied in Key Stage 1 and 2

- The Predominant Mode of Working in Design and Technology is co-operative group work although individual work and class teaching is used where appropriate. Within this structure groups are usually of mixed ability and relevant discussion is encouraged
- Teaching assistants and parents are used in Key Stages 1 and 2 to assist Class Teachers
- Pupils with Special Needs are given help in the group/class situation where appropriate and equal opportunities are given consideration
- Homework is sometimes used to support Design and Technology
- Excellence in Technology is celebrated in display and performance.

Physical Activity

Physical Activity (Physical Education -PE) is concerned with the development of physical skills, fitness, strength and mobility through participation in activities that help to encourage leadership, team spirit and sportsmanship. Physical Activity involves children in the continuous process of planning, performing and evaluating.

Our aims in teaching Physical Activity are that all children will appreciate, through the general requirements of the National Curriculum, the importance of:

- The relationship between physical activity and healthy lifestyles
- Positive attitudes where an element of success and failure is involved
- Safe practice in physical activities.

Physical Activity is important because:

- Children can derive enjoyment, satisfaction and a sense of achievement from the subject
- It enables children to acquire skills for adult life
- It encourages fitness and a healthy lifestyle.

Physical Activity (or PE) is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "PE in the National Curriculum" where they are categorised into areas of activity such as gymnastics, games, athletics, outdoor adventure, swimming and dance.

- Children are taught individually, in pairs, in groups or as a whole class
- Children will be taught new skills and practice what they have already learned
- Children with special needs, i.e. physically disabled, may have support from teaching assistants
- Opportunities are provided for children to participate in school teams and a range of extra-curricular activities is provided. We also actively encourage children to join local clubs in the area
- Homework is not used to support PE
- Equal opportunities in PE are recognised
- Teaching assistants and parents may help when required.

Excellence in PE is celebrated in performance and the award of certificates of achievement.

Information Communication Technology

Information Communication Technology is concerned with the handling and processing of information using electronic devices. It creates opportunities to handle text, images, numbers, graphs, instructions, sound and music and to process information by organising and reorganising, storing and retrieving, sorting and analysing, presenting and communicating.

Our aims in teaching Information Communication Technology are that all children will:

- Develop an awareness and promote skills in the use of computers and other electronic devices to enhance their work and extend their knowledge in most areas of the curriculum
- Develop an awareness of the use of computers and other electronic devices in the world beyond their school environment and in a variety of situations
- Keep up with and understand modern technology
- Be aware of the limitations of Information Technology and how to use it appropriately
- Develop personal and social skills through learning with and alongside others.

The Information Communication Technology Curriculum is based on the QCA syllabus which follows the requirements of the National Curriculum.

There is an Information Technology Suite comprising of thirty one networked computers with access to the internet. All classes are timetabled to visit the suite for a minimum of one hour per week.

All classrooms have computers with access to the internet and an interactive whiteboard (except in Nursery). The use of ICT to support all curriculum areas is promoted throughout the school and is celebrated through display.



Pupil Attendance Rates

	Attendance Rate (%)	Authorised Absence (%)	Unauthorised Absence (%)
2004/05	95.9	4.0	0.1
2005/06	95.2	4.7	0.1
2006/07	95.8	4.2	0.1
2007/08	95.7	4.3	0.0
2008/09	95.6	4.3	0.1
2009/10	95.4	4.2	0.3
2010/11	95.8	3.9	0.3



Key Stage 2 School Targets for Summer 2012

Level 4 or above in English 95%
Level 4 or above in Mathematics 97%

*Level 4 or above in **both** English and Mathematics 93%

Level 5 in English 39%
Level 5 in Mathematics 44%

*Children progressing two levels between KS1 and KS2 in English 100%

*Children progressing two levels between KS1 and KS2 in Mathematics 100%

**Statutory Targets*



Key Stage 1 SATs Results 2011

This table shows a summary of the National Curriculum assessment results of pupils in the school (2010) and nationally (2009) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 60 Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Whole School	0	2	68				30	0	0
	National	2	11	66				21	0	0
Reading	Whole School	0	3		3	32	32	30	0	0
	National	3	12		12	24	22	26	0	0
Writing	Whole School	0	3		5	43	22	27	0	0
	National	4	15		21	28	20	12	0	0
Mathematics	Whole School	0	2		5	33	32	28	0	0
	National	2	9		16	26	26	20	0	0
Science	Whole School	0	2	73				25	0	0
	National	2	9	68				21	0	0

Overall results (Level 2 and above): Speaking & Listening 98%, Reading 97%, Writing 92%, Mathematics 98%, Science 98%

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

End of Key Stage 2 - School Results 2011

These tables show the percentage of pupils at the end of key stage 2 achieving each level in the school in 2011.
The number of pupils at the end of key stage 2: 57 *Figures may not total 100 per cent because of rounding.*

TEACHER ASSESSMENT										
	Percentage at each level								Pupils disapplied	Pupils absent
	W	1	2	3	4	5	6			
English	0	0	0	2	56	39	4	0	0	
Speaking and listening	0	0	0	4	54	42	0	0	0	
Reading	0	0	0	2	47	47	4	0	0	
Writing	0	0	0	7	54	35	4	0	0	
Mathematics	0	0	0	9	51	37	4	0	0	
Science	0	0	0	7	53	40	0	0	0	

TEST RESULTS							
	Percentage at each level					Pupils not entered [#]	Pupils absent
	Below level 3*	3	4	5			
English	0	5	53	42	0	0	
Reading	0	4	42	54	0	0	
Writing	0	19	46	35	0	0	
Mathematics	0	14	42	44	0	0	

Overall results (level 4 and above): English 95%, mathematics 86%

2010 results for comparison: (level 4 and above): English 100%, mathematics 96%
 2009 results for comparison: (level 4 and above): English 93%, mathematics 87%, science 88%
 2008 results for comparison: (level 4 and above): English 95%, mathematics 93%, science 97%
 2007 results for comparison: (level 4 and above): English 96%, mathematics 94%, science 98%
 2006 results for comparison: (level 4 and above): English 97%, mathematics 92%, science 98%
 2005 results for comparison: (level 4 and above): English 89%, mathematics 93%, science 97%

National Results 2010 (for comparison)

These tables show the percentage of year 6 pupils achieving each level nationally in 2010. Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT										
	Percentage at each level								Pupils disapplied	Pupils absent
	W	1	2	3	4	5	6			
English	1	1	3	14	49	32	0	0	0	
Mathematics	0	1	3	14	46	35	0	0	0	
Science	1	0	2	12	49	36	0	0	0	

TEST RESULTS							
	Percentage at each level					Pupils not entered [#]	Pupils absent
	Below level 3*	3	4	5			
English	6	13	48	33	0	1	
Reading	8	8	33	51	0	1	
Writing	5	23	50	21	0	1	
Mathematics	5	14	46	35	0	1	

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them.

ATWOOD PRIMARY SCHOOL

Home – School Agreement

Please print name: Class: Date:

The school will:

- encourage** the child to do their best at all times.
- encourage** the child to take care of the surroundings and others around them.
- encourage** children to report any incidents of inconsiderate behaviour that might lead to bullying.
- inform** parents of their child's progress through regular meetings.
- inform** parents about any concerns and problems that significantly affect the child's work or behaviour.
- provide** a broad and balanced curriculum.
- ensure** that internet access is filtered and monitored (see our Acceptable Use of the Internet policy)
- provide** the best resources that are available and affordable.
- develop** a partnership with the child's parents and encourage them to be involved in the daily life of the school.

Signature:(Head Teacher)

The parents will:

- ensure** that their child arrives at school on time.
- ensure** that their child attends regularly and to provide an explanation if the child is absent.
- inform** the school of concerns or problems that might affect their child's work or behaviour.
- attend** parents' evenings and to, where possible, support events in which their child is involved.
- avoid** taking the child out of school for holidays during term time.
- support** the school's policies and guidelines on behaviour (see our website)
- support** the school's homework programme and to encourage their child's learning at home.
- send** their child to school in the agreed uniform.

Signature:(Parent/Carer) Date:

The pupil agrees:

- to make** it as easy as possible in class for everyone to learn and teachers to teach.
- to do** all school work and homework to the best of his/her ability.
- to obey** the school rules.
- to observe** the school's 'Responsible Internet Use' rules and to report anything uncomfortable to them.
- to take care of** school buildings and equipment
- to wear** the school uniform and to be tidy in appearance.
- to be** kind, polite and helpful to others.

Signature:(Key Stage 2 Pupil)
(signature only required by Junior pupils)