



Welcome to Stokes Wood and I hope you enjoy reading through our prospectus. In it, you should find out about everything that is excellent at Stokes Wood Primary School: our lovely children, friendly staff and supportive governors and families, their activities, learning and events.

Stokes Wood is a Primary School is an inclusive community which values every person as special and we do everything possible to ensure that each individual achieves their potential and is happy and excited by learning activities on a daily basis.

Please do not hesitate to contact me if you would like any further information.

With my very best wishes,

Jane Gadsby

Full postal address of school:

Stokes Wood Primary School,

Blackett Avenue,

New Parks,

Leicester LE3 9BX

0116 2875305 EMAIL [office@stokeswood.leicester.sch.uk](mailto:office@stokeswood.leicester.sch.uk)

Head teacher: Mrs. Jane Gadsby Chair of Governors: Mr. Nilesh Makwana

**WINNER**



**YOUTH  
SPORT  
TRUST**

**CONFERENCE  
AWARDS 2022**

## ***Outstanding Primary Practice***

### **Stokes Wood Primary School, Leicester**

*Stokes Wood Primary School has a rich and diverse community and has created a clear culture where activity for health and wellbeing is the norm, which was clear during the lockdown and the subsequent return to school.*

*Their approach is truly holistic and ripples of their work permeate to provide valuable support and connection across the whole school community.*

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**For more information on  
all shortlisted please scan**



Click the link to hear the children singing our school song.

[Aim High Together - Stokes Wood Primary School 50th Anniversary Song - YouTube](#)

## **WHAT WE DO TODAY MATTERS TOMORROW**

### Mission Statement

Stokes Wood Primary School will personalise the learning journey of each child, supporting them to develop as a confident, independent learner who will achieve challenging aspirations and contribute widely to the society of the future.

We will celebrate each child as the valued and unique individual that he or she is and educate them within a caring, safe and inspiring environment, where they learn to respect themselves and others and see themselves as a significant part of an effective team.

The partnership, voice and contributions of the wider Stokes Wood community is essential in securing children who will become well rounded, responsible, resilient, fulfilled and happy individuals.

## **BE INSPIRED - AIM HIGH TOGETHER**

### **Staff Structure and class organisation 2023/24**

Headteacher	Mrs Jane Gadsby
Deputy Head	Miss Liz Stone ( KS2 lead teacher and curriculum lead, Y5 lead teacher)
Assistant Heads	Mr Bhavesh Patel(Data and Assessment, Science, Year 6 lead teacher) Mrs Milena Ciftci ( Early Reading, whole school curriculum and staff CPD)
Leadership Team	Mrs Karen Edwards (Y4 Lead Teacher and Maths co-ordinator)) Miss Alex Neale ( Y2 lead) Mrs Jackie Clarke (TA team leader) Mrs Sarah Woods (SENDCO) Mr Stephen Sorby ( Y3 lead teacher) Miss Megan Williams ( lead teacher for pastoral care)

Class	Teacher	Level 2 and 3 TAs/Behaviour mentors
Nursery	Mrs Lis Park	Mrs Carol Walker   Mrs Ramila Furborough Miss. Stef Woodward (1 to 1) pm
Reception	Miss Lucy Carter Miss Jodie Strickland (3 days) Mrs Rebecca Mumford (2 days) Miss Alexia De Lisle (3 days) interventions	Mrs Rebecca Mumford Mrs Tracy Wakeling (Forest School) Miss Kerry Easter Mrs Smita Bhakta (1 to 1) Miss Shanaya Jeffrey (1 to 1) Miss Tracey Hurst (1 to 1)
Year 1	Mrs Laura Westwood( 3 days) Sarah Brooksbank (3 days)	Mrs Sally Smith, Mrs Abby Ramsell, Mrs Tracey Bagley (4.5 days) Miss Jo Ludwell
Year 1	Emma Hart (3 days)/Kowsar Farah (3 days)	
Year 2	Mrs Jade Bevans (maternity) Mrs Harriet Nicole ( covering maternity)	Mrs Wendy Smith (PPA cover)
Nurture Group (Y1)	Mrs Sally Smith	Mrs Abby Ramsell
Year 2	Miss Alex Neale <b>(Year 2 lead)</b>	Mrs Zoe Pegg( PPA cover), Mrs Krishna Khistariya ( interventions) Mrs.Cheryl Standley
Year 3	Miss Surayya Master	Miss Talia Pegg
Year 3	Mr. Stephen Sorby <b>(Year 3 lead)</b>	Mrs Michaela Koyuncuoglu (PPA cover) Mrs Jackie Clarke support for both classes
Year 3 nurture class Galaxy	Mrs Tricia Hardyman	Miss Caitlin Hardyman, Miss Kelly Bodycot Miss Kim Smith, Miss Charmaine Sidwell

Year 4	Mrs Sarah McCulloch	Miss Vanita Patel Mrs Sarah Philipps Miss Suria (1 to 1)
Year 4	Mrs Karen Edwards <b>(Year 4 Lead)</b>	Mrs Kerry Payne (PPA and management) Miss Jodie Barker (1 to 1)
Library/Reading/EAL interventions  Music support teacher		Mr Nick Hill
<b>Assistant Head Teacher responsible for curriculum across the school, early reading across the school and staff CPD</b>		Mrs Milena Ciftci
Year 5	Miss E Stone <b>(Year 5 lead, Deputy Head Teacher)</b>	Miss Teresa Shearer Mrs Vicki Nutting (SEND group)
Year 5	Mrs N Rood (3 days) Mr Alan Greatrex (2 days)	Mrs Tally Kaur (4 days) Miss Teri Evans (SEND group)
Year 6	Mr James Smith Mr Bhavesh Patel <b>(Year 6 Lead, Assistant Head Teacher for Assessment)</b>	Mrs Pheona Shaw (SEND group) Mr. Kyle Jordan Miss Lucy Anderson
Year 6	Mr Daniel Bradshaw	Ms. Laura Spradbury (4 days) Mrs Jody Dean (3 days) Mrs. Charlie Freeman (Thurs and Fri am.)
DSP Superstars	Miss Chloe Pollock	Miss Leanne Moden Mrs Lisa White Miss Carrie McGoff Miss Martina Gamble (3 days)
Pupil Premium/ Academic Coaching/ Interventions	Miss Alexia De Lisle (EYFS/Y1)	Mrs Jackie O' Halloran (HLTA) cover
PE		Mr Andrew Turney (LCFCCT) (4 days) Mrs Charlie Freeman (Sports Coach) (4 days)
Pastoral Team	Miss Megan Williams (Lead teacher)	Mrs Ela Sawicka

Library/EAL		Mr Nick Hill Miss Stef Woodward
SENDCo	Mrs. Sarah Woods	
Breakfast Club		Mrs Wendy Smith Mrs Ramila Furborough
Walking Bus		Miss Shanaya Jeffrey Ms. Angelina Radikowska
After School Care Club		Mrs Michaela Koyuncuoglu, Mrs Wendy Smith Ms. Angelina Radikowska

#### **Lunchtime supervisors**

**Stefanie Woodward, Smita Bhakta, Sheila Hardyman, Kelly Bodycot, Teresa Shearer, Tracey Bagley, Jodie Barker, Kerry Easter, Charlie Freeman, Tracey Hurst, Krishna Khistariya, Michaela Koyuncuoglu, Carrie McGoff, Talia Pegg, Sarah Philips, Pheona Shaw, Kim Smith, Cheryl Standley, Tracy Wakeling, Ramila Furborough, Shanaya Jeffrey, Martina Gamble, Teri Evans, Lucy Anderson.**

**Administration Staff** Hazel Bramley ( office manager), Luchisia McPherson ( administrative officer), Chris meadows ( website), Lisa Sanders ( bursar service).

**Governors' clerk** Christine Greenall

**IT Support** EKTE : James Meer John Paul Mullholland Nish Chavda, Josh Lachowski

#### **Lunchtime duties -**

Daily mile: Andrew Turney/ Charlie Freeman

<b>Y5 AND Y6</b>	<b>Y3 and Y4</b>	<b>Y1 AND Y2</b>	<b>RECEPTION AND NURSERY</b>	<b>Dinner-halls</b>
Teresa Shearer (To remain outside on astro) 12.15-1pm	Michaela Koyuncuoglu (to remain outside) 12.15-1.15 unless teaching		Ramila Furborough	Tracy Hurst (gym 12-1.15)
Jody Dean (12.45-1.15 Mon to Wed astro )	Talia Pegg 12.15-12.45		Tracy Wakeling	
Vicky Nutting (KS2 12.15-12.45)	Jackie Clarke 12.45-1.15	Tracey Bagley (remain outside)	Kerry Easter	

Teri Evans ( 12.45-1.15 astro)	Jodie Barker 12.45- 1.15	Cheryl Standley (12-12.30)	Sheila Hardyman 11.30-12.15	Sheila Hardyman to stay inside
Laura Spradbury (12.15 to 12.45 Astro.. Mon, Thurs, Fri)	Sarah Philips (12.45-1.15)	Krishna K ( 12.30-1pm)	Martina Gamble 11.30-12.15	
Pheona Shaw ( 12.45-1.15 tutoring, daily mile )		Charlie Freeman 12-1pm	Shanaya Jeffrey	
Kyle Jordan (will be needed for tutoring) 1pm Daily mile			Stef Woodward	

<b>DSP</b>	<b>Rota over the lunchtime using ALL Superstars staff.)</b>		
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### Lunchtime timetable

Year group	Lunch time starts	Lunch time finish	Eating	Playground	Daily Mile	Packed lunches
N	11.45	1pm	11.45 in gm	nursery		11.45 gym
R	11.45	1pm	11.45 in hall	Reception		11.45 hall
Superstars	11.45	1.15	11.45 in gym	DSP		11.45 GYM
Y1	12.00	1pm	12.00 in hall	KS1	On way out to playground	12.00 hall
Y2	12.00	1pm	12.20 in hall	KS1	12.00	12.20 hall

Y3 and Galaxy	12.15	1.15	12.15 in gym	KS2	12.45	12.15 canopy
Y4	12.15	1.15	12.30 in gym	KS2	12.15	12.30 canopy
Y5	12.15	1.15	12.45 in hall	KS2 at 12.15 Astro after lunch	12.30	12.45 Canopy/outside
Y6	12.15	1.15	12.30 in hall	astro	1pm	12.30 canopy/outside

#### **Break times 15 minutes**

<b>Year group</b>	<b>Time</b>	<b>Playground</b>
Year 1	10.15	Key Stage 2
Year 2	10.15	Key Stage 2
Year 3	10.30	Key Stage 2
Galaxy	10.30	Key Stage 1
Year 4	10.45	Key Stage 2
Year 5	10.30	Astro side
Year 6	10.45	Astro side



#### **The Governing Body**

**Chairperson: Mr Nilesh Makwana**

**Vice Chair: TBC**

**Mr Hiten Patel**

**Mr Nick Hill**

**Mr Drew Jagger**



**Miss Shabnam Shavali**

**Mr Jake Mayes**

**Mrs. Jane Gadsby**

**Miss. Liz Stone**

**Mrs Tricia Hardyman**

**Miss Teresa Shearer**

**Mr. Rob Osborn**

**Mr Ian Brierley**

**Clerk: Mrs Christine Greenall**

### **Governors' Committees**

Resources Committee, Premises Committee, School Improvement Committee.

Committees meet, on average, 3 times a year. The full Governing Body meets at least once a term to plan for the continued smooth running and development of the school. Minutes of the Governing Body are kept in school and are available for inspection by any parent of a registered pupil.



### **Admissions Procedure**

- <http://www.leicester.gov.uk/schools-and-learning/school-and-colleges/school-admissions/>

The School's Admission Number is 60.

The Admissions process is co-ordinated by Leicester City LA on behalf of the Governing Body.

Please ask at the school office if you are unsure of the admission procedure.

### **Equal Opportunities**

#### **Stokes Wood is a 'No Outsiders' school**

The School Policy stresses individual identity and personal worth and acknowledges that we live in a multi-faith, multi-cultural and multi-ethnic society.

It is the policy of the Governors and staff of Stokes Wood Primary School that no form of racial prejudice or sexual inequality, or prejudice against any individual with a protected characteristic, however expressed, will be tolerated or condoned by inaction.

#### **The School has an effective Single Equality Policy and Statement of Objectives, Race Equality Policy, SEND Policy, Anti-bullying Policy and Accessibility Plan.**

Stokes Wood aims to uphold a positive, non-discriminatory approach to disability as part of its commitment to equal opportunities to primary education and will focus on removing barriers in every area of the life of the school. Our school will not discriminate against any child with a disability

and will take reasonable steps to provide effective educational provision and appropriate modification to the building where necessary. Further details can be found in the above policies on the school website or from the school office.



### **The Curriculum**

This is everything which the child experiences during his/her time in school. It includes those aspects which are difficult to quantify; play, assemblies, social relationships, a happy working atmosphere as well as the teaching and learning situations in class time.

**The Stokes Wood Primary School curriculum reflects the skills, knowledge and values that our pupils need to ensure they are prepared for future life and the next stage of their education. The concepts learnt, link cohesively together within and between subject areas, making sense of the world they live in. New learning is built on what has already been learned and remembered. The curriculum is language rich, is enquiry based, is interactive for both pupils, parents and teaching staff and is constantly under review to ensure maximum impact for all learners.**

At Stokes Wood we strive to develop the whole child through making the curriculum appropriate to the child's interest and aspirations. We recognise the individual needs and abilities of each learner and we strive to support the development of their intellectual, emotional, cultural, moral, aesthetic, spiritual, physical and social qualities. The National Curriculum is taught in Key Stage 1 and 2.



Computing and ICT skills are taught discretely and used to enhance learning in all areas of the curriculum, supplemented by the Purple Mash scheme of work. Literacy and maths are taught discretely but are developed further within the foundation subjects such as History, Geography and RE etc. In maths, we cover the National Curriculum through the Maths – No Problem! scheme of work (Mastery approach) and additional resources where appropriate.



#### **The 2014 National Curriculum for Years 1-6 (Please see separate prospectus for EYFS)**

This can be described under these headings:

English.  
Mathematics.  
Science.  
History and Geography  
Art and Design  
Design and Technology  
Computing  
Music  
Physical Education  
Languages: French (KS2)  
Religious Education

Emphasis is on excellence, creativity and enjoyment in every area, with learning being personalised to individual pupils.

#### **Certain essential skills run through each area of learning:**

**English– reading, writing, speaking and listening.**

**Mathematics – using numbers, maths tools and graphs and charts, applying.**

**ICT – use of computers to find and share information, programming**

**Learning and thinking skills – investigations.**

**Personal and emotional skills – working independently.**

**Social skills – taking turns, sharing, understanding feelings.**

**Characteristics of learning: how children learn.**

We plan a balanced approach to the curriculum, not only in giving time for the key skills, but also in the method of teaching where there is a balance between the teaching of key skills, incorporating: class, group and individual teaching/learning situations which are all used according to the children's needs and whatever is most appropriate. Staff are aware that children have different learning styles and these are always taken into consideration when teachers plan their work. Both traditional and innovative methods of teaching are used to give variation and creativity in children's learning.



**At the beginning of the academic year, parents will be issued with a Key Stage Handbook which gives more detailed information about the curriculum to be covered by each year group during the year.**

**More detailed information on the skills progression for each subject area can be found on the school website.**

### **EYFS**

The Education Act 2002 has extended the National Curriculum to include the EYFS.

The statutory curriculum, based on the SEVEN areas of learning and early learning goals will help to ensure learning and teaching experiences of the highest quality are provided for all children throughout the EYFS.

The EYFS Profile is the statutory assessment for the Foundation Stage (3-5 year olds). It is a way of summing up each child's progress and learning needs at the end of the EYFS and is discussed with parents. (See the Nursery and Reception handbooks.)

### **English Language and literacy**

Teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

### **Spoken language**

Pupils are taught to speak clearly and convey ideas confidently in full sentences and using correct grammar and sentence construction. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate way for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This enables them to clarify their thinking as well as organise their ideas for writing. **Drama is seen as an essential vehicle for developing use of language through cross- curricular work.**





## Reading and writing

Teachers develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently, understand extended prose (both fiction and non-fiction) with an emphasis on reading for pleasure. All staff promote wider reading. The teaching of phonics and reading is delivered through the ALS scheme. The school provides library facilities and sets ambitious expectations for reading at home. Pupils develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar. They build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do includes narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read. **Opportunities for cross-curricular teaching are used to promote creativity and enjoyment in pupils' learning.**



## Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers therefore develop vocabulary actively, building systematically on pupils' current knowledge. They increase pupils' store of words in general; simultaneously, they also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in test questions. Pupils are taught the language which defines each subject in its own right, such as accurate mathematical and scientific language.



## Maths

Teaching of Maths is delivered using the Mastery approach which emphasises the importance of practical understanding of maths concepts before applying this to the abstract.

### Key stage 1

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including with practical resources (e.g. concrete objects and measuring tools).

At this stage, pupils are taught to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. They are taught to use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

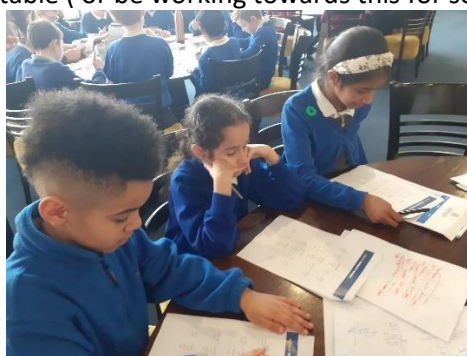
By the end of year 2, pupils will know the number bonds to 20 (or be working towards this) and be precise in using and understanding place value (or working towards this for some pupils). There is an emphasis on practice at this early stage to aid fluency.

### Lower key stage 2

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. Pupils are taught to develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils are taught to solve a range of problems, including with simple fractions and decimal place value. Teaching also ensures that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. Pupils are taught to use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table (or be working towards this for some pupils) and show precision and



fluency in their work.

### Upper key stage 2

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. Pupils are taught to recognise and understand the connections between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils are taught to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental

methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures consolidates and extends knowledge developed in number. Teaching also ensures that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages (or working towards this for some pupils).



## Science

### Key stage 1

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They are encouraged to be curious and ask questions about what they notice. They are helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science is done through the use of first-hand practical experiences, but there is also some use of appropriate secondary sources, such as books, photographs and videos



### **Lower key stage 2 – years 3-4**

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.



### **Upper key stage 2 – years 5-6**

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They also begin to recognise that scientific ideas change and develop over time. They select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.





## **Design and Technology**

### **Key stage 1**

Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils are taught to:

#### **Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### **Make**

- select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

#### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

**Key Stage 2** Pupils are taught to:

#### **Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### **Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### **Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

apply their understanding of computing to programme, monitor and control their products.

As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating.

Pupils are taught to:

#### **Key stage 1**

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

#### **Key stage 2**

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



## **Computing**

The school uses the Purple Mash Scheme of work to deliver this area of the curriculum.

### **Key stage 1**

Pupils are taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs using logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet
- recognise common uses of information technology beyond school.

### **Key stage 2**

Pupils are taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

All classrooms are well resourced with visualisers and interactive whiteboards, linked to the internet. There is also a computer suite with 20 stations and interactive whiteboard. There are numerous colour laser printers for curriculum use.

## **History**

### **Key stage 1**

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They are taught where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They are taught a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They are taught some of the ways in which we find out about the past and identify different ways in which it is represented.



### **Key stage 2**

Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They are taught to note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They are taught how to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They are taught how to understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

## **Geography**

### **Key stage 1**

Pupils develop knowledge about the world, the United Kingdom and their locality. They are taught to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

### **Key stage 2**

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical tools and skills to enhance their locational and place knowledge.



### **Music**

**The Charanga scheme of work is used to support non-specialist teachers deliver the music curriculum in both KS1 and KS2.**

#### **Key stage 1**

Pupils are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.





## Key stage 2

Pupils are taught to sing and play musically with increasing confidence and control. They are taught and begin to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

In Year 4, pupils learn to play Djembe drums. Lessons are delivered by a specialist music teacher.

Pupils are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.



## Art and Design

### Key stage 1

Pupils are taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key stage 2

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

- about great artists, architects and designers in history.



Cross-curricular opportunities are used to promote creativity and enjoyment in pupils' learning.



### Physical Education

**At Stokes Wood we have a PE teacher who plans and delivers the PE curriculum which includes health and fitness. We also have Leicester City in the Community coach who supports the delivery of PE.**

Physical Education forms part of discrete teaching to help develop basic skills.

The school identifies five aims:

1. To fulfil the requirements of the National Curriculum for Physical Education, including the assessment and monitoring of pupils' progress.
2. To promote physical activity as a means of achieving a healthy lifestyle.
3. To develop positive attitudes to the contribution of physical activities to personal and social education.
4. To develop cross-curricular themes when it is appropriate.
5. To ensure safe practice.



### **Key stage 1**

Pupils are taught and develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are taught how to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.



### **Key stage 2**

Pupils are taught how to continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

This involves the children in three areas of activity for Key Stage 1 children: gymnastics, dance and games, and four areas of activity for Key Stage 2 children: gymnastics, dance, games and outdoor and adventurous activities. Children in Years 5 and 6 take part in swimming sessions at New Parks Leisure Centre.

Physical Education involves the children in planning, performing and evaluating in all aspects, with an emphasis on active participation and performance.

Basic games skills are taught throughout the school; as well as outdoor PE, the gym or hall are used for gymnastics, dance/drama and indoor games. For Key Stage 2 children, games include High 5 netball, football, mini tennis, basketball, tag rugby, hockey and athletics.



Pupils have many opportunities to extend their skills in a wide range of extra-curricular clubs and matches. These are well supported by pupils and parents.



Our pupils have taken part in cross country races, athletics competitions, football, cricket, basketball, gymnastics, basketball, swimming, golf, hockey, table tennis, badminton, rounders, dodge ball, tag rugby and High 5 matches. Over the years there have been numerous successes in the School Games level 2 events and level 3 events. This year our gymnastics team reached the Level 3 Summer Games Championship. Our aim is for as many children as possible to have the opportunity to represent the school in a competition.

The school was awarded with the Sainsbury's School Games Silver Award in 2012/13, 2013/14 and 2014-15. In 2015/16, 2016/17 and 2017/18 and 2018/19 Stokes Wood achieved the School Games Gold Award. This year the school has been recognised for commitment and achievement in the Autumn term and commitment and engagement during the Covid 19 period. This year our continued commitment and achievement of the gold standard has resulted in a School Games Platinum Award.

### Daily Mile



**What is The Daily Mile?**

- A daily outdoor physical activity which takes 15 minutes
- 100% inclusive – Boys, Girls, SEN
- The children wear their school clothes
- Children choose to walk, jog or run
- Light touch encouragement to run where appropriate
- Slick turn around from desk-to-desk
- Non competitive (but some do compete)
- Free






## **French**

French is taught in KS2 to enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

## **Religious Education**

Pupils are taught about the ethos, principles and rituals of a range of World Faiths. They compare and contrast different religions and are taught to understand the differences and similarities. They learn from the experiences of their peers and visit a range of Places of Worship whilst at Stokes Wood.



**Further information on individual subjects and how knowledge and skills are sequenced and developed from the EYFS to Year 6 can be found on the following link:**

[Curriculum | Stokes Wood Primary](#)

### **Children with Special Needs**

The school has Policy for Special Educational Needs based on the values derived from the Statement of Principles adopted by the LA and guided by the New Code of Practice MIN document and the School's Mission Statement. This ensures that careful monitoring of children with special needs is carried out, outside agencies are brought in, after consultation with parents, to advise on the educational strategies needed. Parents are consulted at all stages.

A copy of the policy and other useful information can be found on the school website or please ask at the school office.



Children with special educational needs and disabilities are given work designed to meet their individual needs. There may be times when they will be working with teachers, other than their class teacher, in smaller groups or as individuals. There is further information on the school website.

### **Superstars DSP (Designated Specialist Provision)**

*The main aim of a DSP is to provide additional specialist support for the pupils, to enable them to access the curriculum. The children in a DSP have their time split between mainstream lessons and activities and the DSP. The pupils integrate into mainstream lessons and activities when they are ready and it is felt appropriate.*

The aim of Stokes Wood Primary School is to provide a unit which is part of the wider school so that children attending our DSP are included in activities and opportunities. That is: we aim to provide an inclusive provision as far as it safe and appropriate for the pupils. The provision is in 2 classrooms at one end of the school which, whilst being necessarily secure will be adjacent to groups and classes of children learning in the mainstream school. Our DSP provision is for 10-12 pupils with ASD and or language and communication needs.

Aims of the provision is to provide an inclusive resource where pupils can receive quality first teaching from staff with expertise regarding the pupils' educational needs alongside the opportunities, activities and experiences of a mainstream school. The inclusive ethos promotes a valuable learning environment for the whole school and wider community.

The provision will be supported by the relevant agencies who will provide the advice, support and expertise to ensure all the pupils achieve their potential. *Please click on the following link for more information:* [Designated Specialist Provision \(DSP\) | Stokes Wood Primary](#)





### **Sex, Relationships and Health Education**

Sex education is integrated into the curriculum and is not treated as a separate 'add on' subject. It is taught through wider 'health', science and PSHE topics and teaching is set within the context of not only the children's physical and emotional development but also within that of their spiritual and moral growth.

The children are taught respect for themselves, for others and for life. We aim to produce children who are aware of themselves, of others and the world around them. If children ask questions of this nature at any time these will be answered honestly and in a factual manner appropriate to their age. The school has a Relationships, Sex and Health Education Policy.

In Years 5 and 6 the children receive specific teaching in sex education from their class teachers. Parents can withdraw their children from all or part of sex education, except that which is part of the National Curriculum Science requirement. **At present the school does not teach anything outside the statutory content of the curriculum.**

### **Health and Safety**

The safety of the children in school is of paramount importance to all staff. The need for care both inside and outside the school is emphasised frequently.

The local police, road safety team, school doctor, nurse, dentist and audiometrician visit the school regularly.

The health and safety education programme includes water safety, safety in the home, safety at work and play and cycling proficiency. Pupils in Years 1 and 5 have specific fire safety training.

In Year 6 the children visit the Warning Zone which is an excellent resource to teach children how to keep themselves safe in the home, community and on line.

The school has extensive risk assessments for all areas of the school.

A full Health and Safety Risk Assessment and Fire Risk Assessment are carried out on an annual basis.

The Fire Risk Assessment and Health and Safety Policy are reviewed annually. The Health and Safety audit carried out in May 2022 received 100% as a score.



### **The Importance of Personal, Social and Health Education and Citizenship**

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding that they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their own experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. PSHE and Citizenship is taught specifically in planned lessons to cover certain areas and also throughout the curriculum as part of lessons such as RE, Science, History, Geography and Literacy.

Stokes Wood has gained the Healthy School Standard, the Silver Food For Life Award, Green Flag Sustainable Schools award, the Anti-bullying Community Award, the Diana Award in the 4 areas of anti-bullying and has been assessed at the top level 4 for Ethos, Community Cohesion, Community Involvement and Racial Harassment in The Young Diverse and Equal Accreditation. The school has achieved the Route to Resilience Accreditation and the silver Carnegie Mental Health Award. The Route to Resilience is a whole school approach to develop the character muscles which are required for effective learning. The Mental Health Award recognises the work the school does to support



pupils and the families as well as staff and other partners in education. The school achieved the All Parliamentary Group for school food national award in 2022.



## Pupil Progress

The progress made by pupils in all areas of the curriculum is most important to parents and teachers. The school operates a rigorous tracking system, teachers regularly and systematically monitor and assess a pupil's levels of understanding and competence and record this in the pupils' annual report. Any notes from parents (especially concerning health) and assessment sheets on the pupil's progress through the National Curriculum, a pupil's personal attainments and any other information helpful to the school are recorded and filed confidentially. Pupil progress is assessed through Teacher Assessment and standardised tests and rigorously tracked using Target Tracker software.

The progress made by the majority of pupils over their time at Stokes Wood has been expected or above that expected for pupils at primary school.



## **School Sessions**

**8.50am to 3.20pm (32.5 hours a week)**

### **Morning School**

Nursery Class: 8.45am-11.45am

Reception Class: 8.50 am – 11.45 am (including daily outdoor physical activity)

Years 1-2: 8.50 am – 12 noon

Years 3: 8.50 am – 12 noon

Years 3-6: 8.50am-12.15pm

### **Afternoon School**

Nursery Class 12.15pm-3.15pm

Reception Class: 1.00 pm – 3.20 pm

Years 1-2: 1.00 pm – 3.20 pm

Years 3-6: 1.15pm-3.20 pm

### **Class Organisation**

All classes are single year groupings. Classes are organised according to staffing, accommodation and the age of each child. Children are allocated to a class after careful, professional consideration of their:-

**Social factors e.g. friendship groupings**

**Academic achievement**

**Age and maturity**

**Gender Balance**

### **Teaching Methods**

Teaching groups vary according to need. Groupings include:

Mixed ability, whole class, intervention groups, small group, extension groups, attainment groups and individual coaching.

### **Homework**

Pupils are asked to completed homework project activities at home, read at home on a daily basis and complete other short activities as requested by their teacher. See Key Stage handbooks for more information. We ask that parents support and encourage their children in completing these activities to consolidate the work done in school. Please see the Homework Policy for more details.

### **Clubs and extended school activities.**

We aim to provide a wide range of extra -curricular activities. At present we run the following at various times of the year.

Breakfast Club from 8am, Before School Activity Clubs, After School Care Club until 5.30pm, football, Good Values Club , Athletics/ cross country, Gardening Club, Gym club, Girls' football, Multi-skills club ,cricket , dodgeball, Art, crafts, High 5, cookery, ICT, tennis, table tennis, badminton, hockey, writing, maths, basketball, French, mini-makers, funky fingers, Fun with Phonics, reading, Parkour, cycling, brass playing and choir.





## Charging Policy

In accordance with the Education Reform Act 1988 voluntary contributions may be requested from time to time. No child will be excluded from such an activity if parents are unable to meet the cost. However, if there were insufficient funds then the activity might have to be curtailed or cancelled. If parents have any worries or concerns about the cost of such activities, they should contact Mrs.Gadsby, the Head teacher prior to the activity taking place – arrangements will be made in total confidence.

Voluntary contributions will be necessary to enable certain activities to take place e.g. swimming, educational visits, school outings, design technology and science workshops, home economics, theatre company visits, visiting specialist coaches for PE, music group visits

## Remission of Charges

This Policy Document encompasses remission arrangements in the following circumstances:

- Where a family is in receipt of Working Tax Credit
- Where a pupil is in receipt of free school meals
- Where neither of the above necessarily applies but where a convincing appeal is made to the Headteacher

## Home and School in Partnership

So that you can take an interest and play an active part in school activities, we aim to keep you fully informed in a variety of ways:



### **Open/Parents' Evenings**

All parents are encouraged to take an active interest in their children's progress by attending parents' evenings each term.

Parents are encouraged to take an active interest in their child's work.

Records are kept of meetings with parents. Parents are asked to sign the parent interview form after discussion with the class teacher.

Additionally, parents are invited to discuss their child's progress after the annual report has been issued if this is felt necessary.

Each year there is an Open Evening in November, during which parents may visit each class informally and see children taking part in various school activities and see children's work on display. During subject focus days, parents are invited to join their children in specific activities in the classroom.

There are family events after school hours each term and a whole day Family Funday in the Summer term.



### **School Reports**

At the end of the academic year parents will receive a report relating to their child's educational and personal achievements in all aspects of the curriculum. In addition, parents will be informed of their child's level of attainment at the end of Key Stage 1 and 2 i.e. at 7 years and 11 years respectively.

Parents are always very welcome to make an appointment to see members of staff or the head teacher, Mrs. Gadsby.

### **Newsletters**

Parents will be kept up to date with developments and news of the school through weekly newsletters on the website, by e-mail, on the school Facebook and in classroom windows. The newsletter is also posted on the screens outside reception and EYFS doors.



### **Parent Helpers**

Parents who offer their help on a regular basis will be asked to obtain a DSB check. All parents are very welcome to offer their help in school. Please ask at the school office.

### **Pre-School Induction**

Children and their parents are invited to visit the school in the Summer Term prior to admission to the Nursery or Reception (see prospectus) and at any other time before starting in other classes in the school mid-term. Miss Williams, our lead teacher for pastoral care, or another member of the pastoral team will go through all the necessary information that we need from you and that you will need from the school.

### **Links with the Community**

Parents are always welcome at our assemblies and performances as well as on curriculum focus days.

Parent activities in reading, writing and additional projects are run each year.

Our families and school council have already raised a considerable amount of money for the school, through events such as sponsored walks, discos, book sales, Christmas Fayres and uniform sales. Your ideas and help are always welcome. The school council also organises events to raise money for a range of charities.

Pupils compete in a range of sports against other primary schools.

Classes visit other primary schools and exchange activities.

Pupils raise a significant amount for charities every year.

The nursery children, other groups and school choir visit Abbey House Care Home to share activities regularly over the year.

Good use is made of resources nearby, such as the local library, the Space Centre, Warning Zone, New College, De Monfort University, Leicester University, Wyggeston and Queen Elizabeth and the local environment.

Visitors to the school make a positive contribution to pupils' progress. They include musical instrument and language teachers, Olympic Athletes, sports' coaches, work experience students and voluntary helpers from local secondary schools, lecturers and researchers from Universities, visiting theatre companies, historical companies, musicians and authors also enrich the curriculum.





## Safety Precautions

### Parking

In the interests of the safety of all children please drive and park with extreme care near the school premises and remember that parking, dropping off and picking up is not allowed on the zigzag markings outside the school gate.

Stokes Wood Primary School positively promotes walking at least part way to school. We encourage you to park at least 10 minutes away so that you and your child can walk in. Children are also encouraged to cycle and scoot to school. Children must be accompanied in years Nursery to Year 5. There must be NO cycling or riding scooters on the school grounds. Electric scooters are not allowed on the school grounds.

### Electric Gates

The gates are closed and operated from the office via intercom.

There is no entry through the gates unless it is an emergency between 8.30 and 9.00am and 3pm and 3.30pm (Ambulance/fire/police) as this is when the children and their families are coming in and out of the school in high numbers.

Please see risk assessments and other health and safety documents for other details about gate safety procedures.

The field gate is locked between 9.15am when all children should have arrived in school and 2.45pm when parents begin to arrive to pick up.



## Winter Conditions

### \*\*\*\* Important Notice \*\*\*\*

The policy of the school, when coping with severe weather conditions, is:-

1. No child will be sent home early or the school closed unless notice, in writing, has been given to parents i.e. the school will remain open during normal school hours unless you have received a letter advising you otherwise.
2. In some circumstances, parents may feel it is wiser to collect their children early. This is quite in order as it is a decision which only you can make, knowing your particular circumstances and distance from school etc., but to avoid confusion, please follow the established procedure and call at the office and ensure your child's name is entered on the list of children leaving early so that we know quite definitely which children have been safely collected and by whom.
3. Please do not collect other people's children unless you have the full knowledge and consent of the child's parents or this could lead to worry and confusion. If you have arranged to collect other children as well as your own, please see that their names are listed also.
4. If in doubt ring the school, telephone Leicester 2875305, but remember that the school will remain open and your children will be cared for.

**However, in very exceptional circumstances, the school uses Radio Leicester Education Snow Desk, to broadcast up to date news.**

## Welfare, Pastoral Care and Health



## **Good Behaviour Principles.**

**In our School we:**

- always respect and care for those around us
- speak politely to everyone
- walk sensibly around the school
- treat everyone as we would like to be treated, keeping our hands and feet to ourselves
- show respect to all, respecting other races, cultures and those with disabilities
- follow instructions given by adults
- look after property, whether it is our own or others or the school's
- tidy up after ourselves and are responsible about litter
- take care of our environment
- never use bad language
- line up quietly
- are polite and well behaved in the dining room
- always try to do our best
- 

## **PRAISE POLICY**

**In our school we praise children for:**

- good work
- good behaviour
- kindness
- responsiveness
- thoughtfulness
- enthusiasm
- politeness
- improvement
- rule keeping
- good sportsmanship
- listening
- good leadership

## **PRAISES AND REWARDS FOR GOOD BEHAVIOUR**

**Teacher praise is considered to be one of the highest rewards for children's good behaviour and making them feel valued. The use of children in positions of responsibility also supports our Good Behaviour Policy. We ensure that children who regularly demonstrate good behaviour are rewarded accordingly.**

1. Praise is frequently given to raise self-esteem and as an example to others. Catch them being good.
2. Good to be Green system
3. Stickers are given with written comments or smiley faces in books and on uniform.
4. Weekly awards for good behaviour, effort and good work specific to individual classes
5. Parents are told of good behaviour.
6. The Head Teacher is told. Head Teacher stickers are awarded .Work displayed in office.
7. Class rewards.
8. Friendship Cups: annual awards
9. End of Year Pupil of the Year and Sports Persons of the Year.
10. Good sitting in assembly stickers.
11. Good standing in line quietly stickers.
12. Good behaviour and manners in the dining room stickers.
13. Peer rewards.
14. Instant visual rewards; eg. EYFS sticker chart
15. EYFS Pom-pom award system for individuals.
16. Choose a reward: individual and whole class
17. Little jobs/responsibilities
18. Pupil of the week and 6Rs certificates awarded in assembly each week.
19. Classes and individuals rewarded for good attendance and punctuality, including prize draw.
20. Oral praise is given frequently.

Whilst the whole school will work very hard to develop positive attitudes to behaviour, there are occasions when sanctions have to be applied. It is the school policy to involve parents in the problem-solving process. It is hoped that by working together, we may foster in the pupil a desire for self-discipline. Please see Good Behaviour Policy which is available on the school website or from the school office



### **Communications**

The school relies very much on children and parents alerting staff of a problem. Early notification of a problem greatly increases the chances of a solution being found.

Parents should be aware that the school needs to be informed if there are problems or worries at home that might affect a child's work or behaviour in school.



In addition to the regular planned opportunities for parents and teachers to meet to discuss a child's progress, a parent is positively encouraged to make contact with the class teacher, Miss Williams, Ela Sawicka (pastoral team) and Mrs. Gadsby, the Headteacher if there are worries or concerns. As part of the partnership that exists between school and home and to further good communications, we ask parents to note the following:

### **Attendance**

The school has a major role in monitoring levels of attendance and in creating the appropriate climate in the school to foster regular attendance. We take our responsibilities seriously and carefully record all absences. There is a reward system for pupils who have 100% attendance for each term.

### **Absences**

Parents are asked to notify the school **on the first day of any absence**, either by personal call, text, e-mail, by telephone message or by sending a note with another child. If the school has not been notified of an absence, the school office, will telephone or text you to reassure the school that your child is safe with a responsible adult.

The new regulations state that if the school is **not** informed by the parents of visits to the doctor, dentist, illness, etc. **then these absences automatically become unauthorised**. It is therefore essential that any reasons for absence (even short absences) be given to the staff in the office. Under the Education Act 1992, records have to be kept on unauthorised absences and published in the school prospectus.



### **Late Arrival**

Please ensure that your child arrives in good time for school. Poor attendance and lateness disrupt the education of the individual and other members of the class.

### **Children arriving late must enter the school through reception.**

The school has a 'Signing in/out' electronic inventory to record children arriving late or leaving early. This also ensures an accurate record in case of fire or other emergencies on the premises. The adult bringing or collecting children must sign the children in and out.



**Family Holidays in School Time (Please see Attendance Policy on school website for further detail).**  
**Term Time Absence**

The Education (Penalty Notices) (England) (Amendment) Regulations 2012 came into force on 1st September 2012

**The fine is £60 per parent/carer per child if paid within 21 days of issue, increasing to £120 if paid between 21 - 28 days.**

**The policy agreed by the LA Attendance Strategy Group with regards to parents who repeatedly take their children on holidays, trips etc without the head's agreement is that a parent is taken directly to court and no Penalty Notice is issued at the point of the 3rd unauthorised holiday for that child.**

The following is from advice from the Local Authority

- Parents are required to complete a holiday request form, they are required to provide full details of their  
1.) intended destination and 2.) reason for the trip
- Where we have reason to believe a child was absent and had been away/on holiday etc, where this information is from a third party (eg from the child or other children in the class), we will write to parents to say that we **understand the child was on holiday etc, and therefore, they may be issued with a Penalty Notice (per parent for each child) or, their case may be referred by the Local Authority directly to the Magistrates' Court.** (If parents don't come back at this point to challenge the information and prove the child wasn't taken away, the letter sent will be used in evidence in court.)

The school's current target for pupil attendance is 96%, which is high and reflects the importance that the school and parents attach to regular attendance.

**Request for absence for religious observance**

In line with DfE guidance, for all religious observance, it is expected that only one day is to be authorised for each religious celebration and then only where it falls on a school day. Parents should request this absence from the Head teacher beforehand.



### **Emergency Contact Forms**

The school's Emergency Contact forms are vital for providing parental contact information in the event of an accident or illness. Please ensure that the information on this form is accurate and up to date. The school require at least 2 emergency contacts for safe guarding purposes.

### **Mobile Phones**

Mobile phones are not allowed to be carried or used by pupils in school. However, if they are brought into school by pupils for any reason, then they should be left in the school office until home time. Mobile phones brought to school and used by pupils without permission must be collected by parents.

### **School uniform**

Children look very smart in their school uniform.

Stokes Wood uniform is as follows:

- grey/black skirt/pinafore
- grey/black trousers
- white or light blue polo shirt
- royal blue sweatshirt or cardigan, with or without school logo
- royal blue fleece with or without school logo
- low-heeled shoes
- white or grey socks or grey/black tights
- blue and white checked dress for summer.

Trainers should only be worn for outdoor games.

**School sweatshirts, cardigans and fleeces with the school logo may be purchased from school. Order and pay on line using SCOPAY and collect from the office.**

**Uniform without the school logo can be purchased from a range of supermarkets and other clothes outlets.**

Children with pierced ears should wear a small stud earring or a small sleeper which must be removed or covered for P.E. and swimming. We advise that children do not wear jewellery for health and safety reasons unless it is a religious requirement. **It would be helpful if parents remove earrings/studs on PE days or send in micropore tape to cover them. Thank you.**

**SMART WATCHES ARE NOT ALLOWED IN SCHOOL.**

**Trainers should only be worn for outdoor games or at break times, not all day.**

As the children wear similar clothes, it is essential to label them with your child's name as you purchase new items.

**PE Kit:** children are required to have black plimsolls, blue polo shirt (supplied and washed by the school) and navy or black shorts in a PE bag (**ALL CLEARLY NAMED PLEASE**).

**Games Kit:** as for PE with tracksuit/sweatshirt for cold weather and trainers (plimsolls not suitable for outdoor PE) (**ALL CLEARLY NAMED PLEASE**).

**Swimming (Year 5 and 6 only):** towel, swimming costume or trunks, swimming hat and suitable bag. Goggles may be worn with a permission letter.

Boys and girls with long hair **MUST** tie it back to avoid hair hanging in the eyes/face of themselves or others. This also helps to prevent the spread of head lice.

**All school clothing and footwear should be clearly marked with the child's name.**

### **Property**

Children are responsible for their personal property and for taking items home at the end of the day. Whilst we do our best to ensure that clothing and other items are kept safe, we cannot accept responsibility for any loss of or damage to personal property.

We maintain several lost property boxes in the hall and every effort is made to find the owner, but looking after personal property is first and foremost the responsibility of the owner.

Children should not be allowed to bring valuable articles to school.

Children are expected to use school books and equipment with care. Deliberate breakage or loss may result in a child being asked to pay a contribution towards cost of replacement.

Money should never be left in coat pockets or in bags. All payments for dinners, clubs, trips, swimming etc must be paid for on line on the Tucasi website. <https://www.scopay.com/login.html> unless there are exceptional circumstances.

**Further information and payment code can be obtained from the school office.**

### **Meals**

**The school has achieved the Food For Life Silver Award.**

Healthy and appetising home baked meals are prepared daily on the premises and provide excellent value for money. Payments may be made weekly, monthly or termly, in advance on-line through Tucasi. Please ask at the office about setting up an account. <https://www.scopay.com/login.html>

If your child is absent the appropriate amount will be credited for the following week and you should make an adjustment on your next payment.



All Reception, Year 1 and Year 2 pupils are eligible for a free school meal. Free school meals are available for all children whose parents are in receipt of certain benefits. Application forms can be obtained from the school office or apply on line at <http://www.leicester.gov.uk/schools-and-learning/grants-and-allowances/free-school-meals/> If you think you may be eligible for Free School Meals, we strongly urge you to apply, even if you don't intend to use the service. Pupils on the Free School Register gain an extra £1450 per pupil for the school.

Children may also bring packed lunches and we encourage parents to provide well balanced, healthy food items in lunchboxes. Packed lunches should be in containers clearly marked with the child's name. Children are not allowed to bring canned drinks or glass bottles. **We have a number of children who are severely allergic to nuts and for this reason we ask that no nuts are included in packed lunches.**

Click on the link for some creative healthy packed lunch ideas.

[Lunchbox ideas and recipes – Healthier Families - NHS \(www.nhs.uk\)](http://www.nhs.uk/healthierfamilies/lunchbox-ideas-and-recipes)



The school is part of the free fruit scheme which provides daily a piece of fruit for each child in the Foundation Stage and Key Stage 1.

Children can bring a transparent plastic bottle of water into school on a daily basis; this can be refilled at the water machines.

**Mid-morning break: children may bring in a piece of fruit or cereal bar to eat at break time. No other snack is permitted.**

## **The Health of Your Child**

In the light of The Children Act 1989 and the DfES Publication 'Managing Medicines in Schools and Early Years Settings', our school policy is as follows:

### 'Short-term' Medication

Children who require a short course of medication e.g. antibiotics, will, whilst ill, **remain at home** until the course is finished.

If it is felt by a medical practitioner that the child is fit enough to return to school, the dosage can be adjusted so that none is required at lunch time, or if this is not possible a parent/carer may administer the lunchtime dose by arrangement with the Headteacher. However, if the child is well enough to attend school, and a parent or carer cannot take either of these options, the Head teacher, or deputy in her absence, or a nominated member of staff will administer the medicine as long as there are fully written instructions and the medicine is in the original packaging. Anti-biotics should be held securely in the school office on these occasions.

**Over the counter medicines will only be administered according to the dosage recommended on the container or box. Wherever possible parents or carers should administer these over-the counter medicines . Recent LA guidance states that: 'A child under 16 should never be given aspirin or medicines containing ibuprofen unless prescribed by a doctor.'** The necessary forms should be completed by parents/carers as for prescribed medicines. **If a doctor has advised ibuprofen but you have not been given a prescription, please ask for a signed note if you will need a member of staff to administer it.**



### **Long-term Medication**

Inhalers/medication for all children in need of them will be held by the class teachers and kept in a cupboard within the classroom which will be clearly marked with a green and white first aid sticker. **It would be best practice if a second medication is available at school for playtimes, lunchtimes and PE.**



All medication must be clearly marked with the child's name, with clearly written instructions as to need, frequency, etc.

It is the parents' duty and responsibility to ensure that a child's medication is in date.

No medicine should be administered unless clear written instructions to do so and a consent form have been obtained from the parents or legal guardians and the school has indicated that it is able to do so.

### **Medical Information**

No medication can be allowed in school unless the appropriate form is completed and returned to school. Forms are available from the school office. Children requiring an epi-pen in school must have the relevant form completed by their GP. Please ask at the school office. (See Policy for Supporting Pupils with Medical Conditions and Administering Care and Medication to Children with Medical Needs).

Children who require a short course of medication e.g. antibiotics, will normally **remain at home** until the course is finished.

If it is felt by a medical practitioner that the child is fit enough to return to school, the dosage can be adjusted so that none is required at lunch time, or if this is not possible a parent/carer may administer the lunchtime dose by arrangement with the Headteacher. However, if the child is well enough to attend school, and a parent or carer cannot take either of these options, the Head teacher, or deputy in her absence, or a nominated member of staff, will administer the medicine as long as there are fully written instructions and the medicine is in the original packaging. Anti-biotics should be held securely in the school office on these occasions.

**Parents/carers must fill in the appropriate forms for the administration of medicines, obtainable from the school office. These are updated on an annual basis and staff are issued with information concerning their pupils and/or pupils in the school with specific allergies.**

It must be understood that all staff are acting voluntarily in administering medicines.

Please consult the Administering Care and Medication to Children with Medical Needs Policy on the school website or ask at the school office for more information.

### **School Health Service: Healthy Together**

The prime objective of the School Health Service is to promote the health and well-being of School children so that they may reach their full potential and not be disadvantaged through ill-health. Our School Nurse can be contacted through Miss Williams or Ela Sawicka (pastoral team). The school nurse sees the children at periodic intervals to give them a health check. This includes vision, hearing and general development. If any health problems are found, parents are contacted at once and assistance is offered in getting help for their child.

A medical examination by the school doctor may be requested at any time during a child's school career, if he/she is experiencing learning difficulties, in order to exclude a medical reason for this.

### **Pastoral Care**

Parents and pupils who have any concerns or worries about anything are invited to meet with Miss Williams, pastoral lead teacher or Ela Sawicka, our Learning and Behaviour Mentor. They will be able to advise you and put you in touch with other agencies who can offer you support.

### Safeguarding and Child Protection

Stokes Wood is committed to providing a safe and secure environment for children, staff and visitors, where all feel confident about their own safety or well-being of others.

Please note that all visitors to school must sign in at the main school office using an electronic sign in system. They will be provided with a badge which must be worn at all times whilst on the school site and they will also be asked to sign out upon leaving the school premises. This system ensures that children, staff and visitors are safeguarded. We would also ask you to report any suspicious circumstances to the school office immediately.

We believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. The Education Act 2002, Section 175, has placed a duty on the Governing Body with regard to safeguarding and promoting the welfare of children in school. The Governors recognise that all staff and volunteers have a full and active part to play in protecting pupils from harm.

We will therefore, refer to and/or consult the **Leicester City Children's Services' Duty and Assessment Service (DAS)** regarding any concerns about the safety and wellbeing of pupils in line with our school policy and procedures for safeguarding children, the Local Safeguarding Children Board Procedures and national guidance. A copy of **our Safeguarding and Child Protection Policy** can be found on the school's website.

For your information Mrs Gadsby is the Designated Safeguarding Lead (DSL) with regard to Child Protection, and **Miss Stone, Miss Williams, Mr Patel, Ela Sawicka and Mrs T Hardyman are the Deputy DSLs.**

Our first concern is your child's welfare and therefore there may be occasions when we have to consult other agencies even before we contact you. Should this be necessary we want to reassure you that any concerns we have about your child will then be fully discussed with you after we have talked with the other agency. Whenever possible and appropriate, we will talk to the parents first. The school has its own Child Protection and Safeguarding Policy which is available on the school website or from the school office.

**Operation Encompass:** the school is informed if the police are called to your home for any incident which may have been observed by or distressed your child. This enables us to support the child if needed.



### **Use of Camcorders/Cameras**

Parents are asked to inform the school if they do not wish their child to be photographed or filmed whilst participating in school activities.

**Please note that any video/photographs are for home or school use only and that any names of pupils who appear will not be given to a third party.**

### **IMPORTANT NOTICE REGARDING PHOTOS**

**In accordance with guidance from the Information Commissioner's Office, parents/carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act).**

**To respect everyone's privacy and in some cases protection, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other pupils in the digital/video images.**

### **Access to Documents and Information**

Policies and school documents are available on the school website:

[www.stokeswood.leicester.sch.uk](http://www.stokeswood.leicester.sch.uk) or from the school office.

## **Parental Responsibility**

If you have parental responsibility for your child but live apart from each other, you are still entitled to information about their progress and participation in events at school. If you would like to receive a copy of their annual report, copies of school photos or information on assemblies and exhibitions please e-mail [office@stokeswood.leicester.sch.uk](mailto:office@stokeswood.leicester.sch.uk) for more information.



## **Complaints Procedure**

Education Acts of Parliament require that the Local Education Authority and the Governing Body of the school has in place a procedure for the consideration of complaints. The complaint may be about the curriculum or any other matter.

The steps in the procedure are as follows:

Step 1                Informal. A parent makes a complaint directly to the class teacher.

Discussion will then take place to resolve the concern/complaint. If necessary the Headteacher can be involved.

Step 2                Formal complaint in writing to the Headteacher.

Step 3                Formal complaint in writing to the Governing Body. A letter acknowledging receipt of the complaint will be sent by the Chair of Governors within five working days. The letter will outline procedures And specify timescales.

Step 4                Formal complaint in writing to the Minister for Education.



