

The HEARTS Academy Trust



The Wickford Church of England School



School Prospectus 2017/2018

How to contact us?

The Wickford Church of England School

Mount Road,

Wickford,

Essex SS11 8HE

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Website: www.hearts-wickfordcofe.uk

Email: wickfordcofe.admin@heartsacademy.uk

Executive Headteacher: Mrs. D Rogan

Head of School: Mrs. L Johnson

Chair of Local Advisory Board: Mrs. E Doe

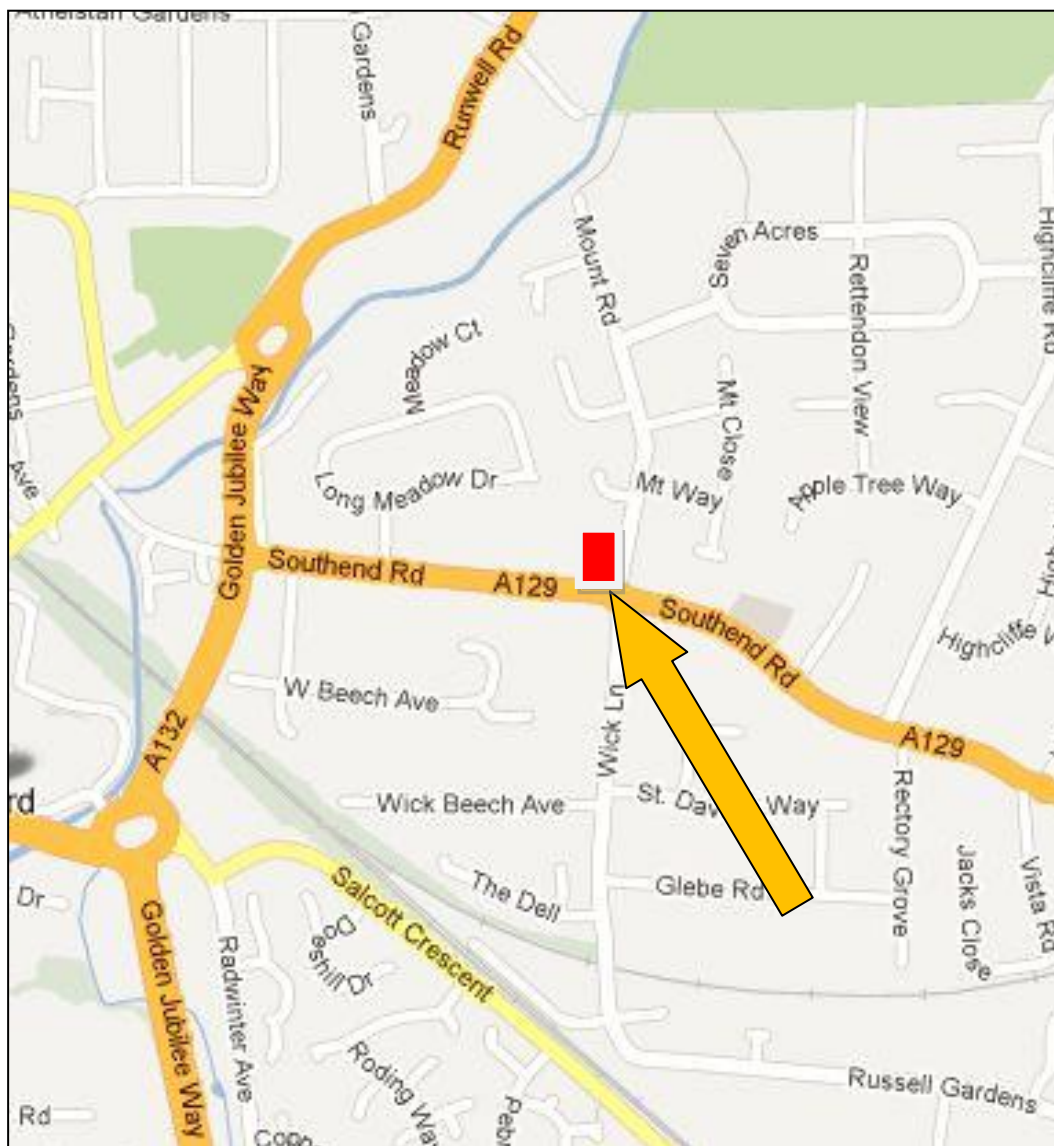
Status and Character: Academy

Infant boys and girls aged 4 -7 years

Number of pupils on roll September 2017: 134

Number intended to admit during academic year
2017-2018: 45. This is subject to Primary Status, in
which the intake would be 25.

Where are we?



Mission Statement

HEARTS Trust is committed to providing a happy, caring and safe learning environment for all within a Christian/values lead context where everyone feels valued and grows in confidence and independence.

We promote HAPPINESS through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and resilience and hope which supports us through challenging times.

Great value is placed on pupils' self ESTEEM which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of ACHIEVEMENT in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster RESPECT and RESPONSIBILITY for all by establishing good relations between the school and home, church and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage TRUTH and honesty in all aspects of school life - relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop SPIRITUALITY and SERVICE so that calm, quiet, reflective times which support deep thought, including prayer, are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to of all members of the community and not just ourselves.



HEARTS



What is our Admissions Policy?

Admission Policy for September 2017

DfES Number: 881-3101

Published admission number 2017/18: 45

Policy

Applications are made on a common application form provided by Essex County Council and must be submitted to the Council by their closing date.

There is no guarantee of a place for children living in the priority admission area. If we are oversubscribed places will be allocated using the following criteria in the order given:

1. Looked After Children;
2. Children with a sibling attending the school or our partner junior schools (Hilltop Juniors, Wickford Juniors);
3. Other children living in the priority admission area;
4. Remaining applications.

In the event of oversubscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given the highest priority. Exceptional medical circumstances (supported by medical evidence) may override the above criteria (other than Looked After Children).

Agreement for children living in the priority admission area

The school may offer places above the published admission number (during and after the normal time of admission) in the following exceptional circumstances:

1. for infant classes at the class size limit: if the next nearest school with a space is not within a reasonable distance of the home address; or

2. where the admission would not breach the infant class size limit: if the journey to the next nearest school with a space is not reasonable in terms of distance, accessibility or cost.

The Academy Trust recognises that it must comply with the Department for Education's Admission and Appeals Codes. Therefore:

- (1) a child whose statement of special educational needs names the school will be admitted;
- (2) the school maintains a waiting list for at least the first term of the academic year;
- (3) pupils refused admission have a right of appeal to an independent panel;
- (4) it is the school's general policy that all new entrants start their school in September. Any requests for a deferred entry should be discussed with the school separately.

The HEARTS Academy Trust has plans in place to extend the age range of Wickford CE Infant School for it to become a primary school. In order to achieve this, the school plans to reduce their Reception intake to 25 from September 2018. This is to enable the site to accommodate seven year groups - from Reception to year 6. The school is working closely with Essex Council as this plan is being co-ordinated with other infant schools in Wickford increasing their Reception intake. The consultation and decision making process will be ongoing throughout 2017, and the latest information can be obtained from the school's website and the Essex Council website.

Keeping our children safe

As of September 2013:

No child entering our Foundation Stage will be permitted to wear any form of jewellery during the school day/during after school clubs.

Safeguarding

We keep our children safe and well through codes of conduct for adults, communication with parents, risk assessments for some activities and the linking with other agencies if necessary. However, we also keep our children safe through our warm and friendly atmosphere and more importantly through educating our children to keep themselves safe, including e-safety.

Who are the staff?

Executive Headteacher: Mrs D Rogan

Head of School: Mrs L Johnson

Deputy Head: Mr D Chapman

Teaching Staff:

Mrs B Tarplett

Miss H Spalding

Miss F Mesher

Miss A Bristow

Miss C Johnson

Miss L Glover

Miss C Scammell

Miss Harris

Office Manager: Mrs C Woodger

Administration Assistant: Mrs C Tucker

Teaching Assistants:

HLTA: Mrs M Farmer

Mrs M Sanders

Mrs J Stuart

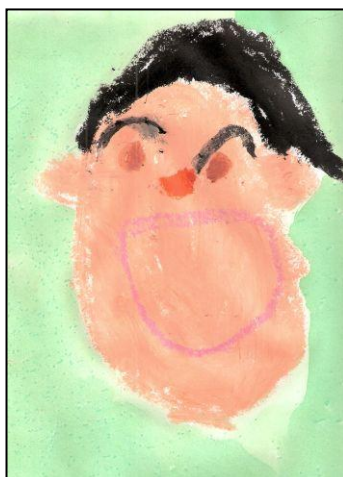
Mrs K Bond

Mrs S Waite

Ms K Solomon

Miss J Hourihan

Mrs S Waite



Our staff continued....

Spiritual adviser:

Mrs E Doe

Mid-day Assistants:

Mrs Porter

Mrs E Doe

Ms K Solomon

Mrs J Stuart

Mrs L Tassen

Mrs Tang

Dining Assistants:

Mrs J Boswell

Mrs A Parker

Mrs B Roberts

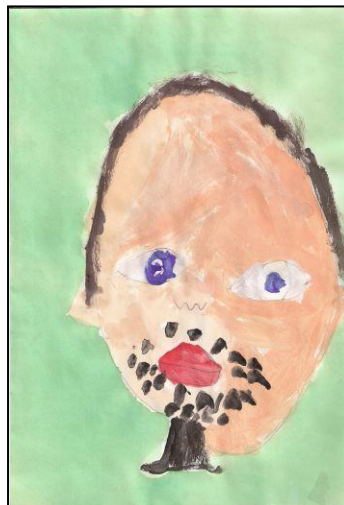


Cleaner in Charge:

Mrs J Boswell

Groundsman:

Mr A Boswell



Who are the Governors?

Emma Doe - Chair of Governors

Dan Chapman

Father Norbert

Carol Gurnell

Samantha Bolton

Amanda Stapleton

The Local Advisory Board report to the HEARTS Academy Trustees, who oversee the strategic direction of the school. Our Trustees are Vaughan Collier, Gill Hopkins, Julia Attridge, John Young, John Crane, Steve Lancashire, Debbie Rogan (Executive Headteacher),

The Members of the Trust are Julia Attridge, Michael Maguire, Gill Hopkins from The Chelmsford Diocesan Trust, Vaughan Collier,

What is our school uniform?



Brown Trousers
White or Gold Polo Shirt
Brown fleece,
Brown jumper or cardigan
Brown or gold sweatshirt
Brown shorts in the summer

Brown skirt or pinafore dress
White or Gold Polo Shirt
Brown fleece
Brown jumper or cardigan
Brown or gold sweatshirt
Yellow gingham dress in summer

Children are required to wear brown or black shoes and have a sensible coat appropriate to the season. This coat may not be made from denim.

For P.E all children will need a white or gold t-shirt, black shorts and plimsolls in a named drawstring bag
On Thursdays, children require a uniform of **brown** jogging bottoms with a white or gold t-shirt and trainers. The usual jumper/fleece is also appropriate.
We also ask that children do not have 'extreme' haircuts, please do check if you are unsure.

All uniform must be clearly marked with your child's name.

What is the school day?

School commences at 8:50 a.m. but the classroom doors open at 8:35 a.m. Children arriving at this time have the opportunity to engage in 'early morning work', practising and refining basic skills.

Morning Session: 8:50 a.m. - 12 noon

Afternoon Session: 1:00 p.m. - 2:50 p.m.

There is a mid morning break of 15 minutes.

Teaching Hours

The time spent on teaching hours per week including religious education, but excluding the daily act of collective worship, registration and break is 21 hours 40 minutes.

Lunchtimes

The school lunch break is between 12 - 1pm.

All of our dinners are cooked on site by Mrs Boswell and all children have a dinner under the Government initiative. Mrs Boswell uses all organic produce from Ashlyns Farm and follows a Jamie Oliver menu! The menus are on the school website and change on a rota basis. Wednesdays are a firm favourite.... roast dinner day!

Extra Curricular Activities

The school prides itself on its fantastic range of out of school hours opportunities. Here is a typical example of school clubs offered for one term:

Monday		Tuesday	
Club	Teacher/TA	Club	Teacher/TA
Film - Mrs Johnson/Mr Chapman		Play - Miss Mesher	
Storytime - Miss Scammell		Colouring - Miss Spalding	
Games - Miss Bristow/Miss Glover		Cooking - Ms Bond	
Wednesday		Thursday	
Club	Teacher/TA	Club	Teacher/TA
Performing Arts yr1 - Miss Hourihan		Choir - Miss Johnson	
Holy Space - Mrs Doe		Art - Mrs Hall	
Friday			
Club	Teacher/TA		
Performing Arts yr2 - Miss Hourihan			
Mindfulness - Miss Harris			

Our Awards

We are very proud of the awards we have earned and proudly display them on our letters and other documents that leave the school.

Outstanding Ofsted Status
Outstanding SIAMS inspection

Healthy School

Investors in People

Artsmark Gold

Go4It!

Teaching School status

Inclusion Quality Mark

National Leader of Education

National Support School

Basic Skills Quality Mark

International School Award

Learning Outside the Classroom



The Academy provides a broad, balanced curriculum which incorporates the National Curriculum core subjects of English, Mathematics, Science, I.C.T and Religious Education, along with the foundation subjects of PSHE, Design and Technology, History, Geography, Art, P.E. and Music. The Hearts Curriculum focuses on content which best matches our HEARTS values and is used as a focus to teach them.

The teaching of key skills is prioritised and given a high priority. However, much of our work is developed through a cross curricular topic approach. The curriculum is creative, flexible and builds in shared elements and experiences which focus on teaching values to our pupils at specific points in their primary/early years.

Careful planning and recording of achievement is essential. Staff submit weekly and termly plans to the Head of School. Regular monitoring and evaluation takes place to inform future planning and individual learning.

Enhancing the curriculum

We pride ourselves on planning an exciting curriculum, one that inspires our children to have a passion and thirst for learning. We value Christmas and summer performances, celebrate special occasions and support charities. Our children learn best when actively involved! Therefore dressing up is always a popular addition to special weeks. Don't worry, parents always have plenty of warning!

We focus on developing outdoor learning, exploring the school grounds and community developing general knowledge, self esteem and confidence.



Visits and visitors



Trips feature highly in our provision. We do take our children out of school on organised visits and these will be to places of interest that link to our long term planning. The National History Museum has, in the past,



been a popular destination when learning about the dinosaurs! The children delight in riding on a coach, taking in the sights and noticing famous landmarks of the capital city!

Other popular trips have included taking a train to Burnham RNLI station, learning about Grace Darling's bravery, comparing modern day lifeboats and playing on the beach! We have also visited the Braintree Museum, delighting in dressing up appropriately and experiencing a traditional classroom at work.

We have, in the past, also visited different churches in the parish of Wickford and larger places of worship such as a synagogue and a mosque. Of course the old favourites such as Tropical Wings and Colchester Zoo are included too!



We invite experts into school regularly, enhancing and developing learning even further. These sessions help to sustain interest and encourage a wider range of understanding and thinking skills. For instance, the children have delighted in dressing up as Florence Nightingale or an injured soldier when 'Old Flo' herself visited!

Easter comes and so do a much loved group who help us to perform the Easter Story, we also plan an 'Easter Stillness Day' and relish in working with the wider community when learning about Easter, reflecting peacefully in a calm, inspiring atmosphere.



We have walked the length of Southend Pier - taking in the view and considering the changes of tourism on the environment. We compare and contrast life in Wickford and Essex to life elsewhere.

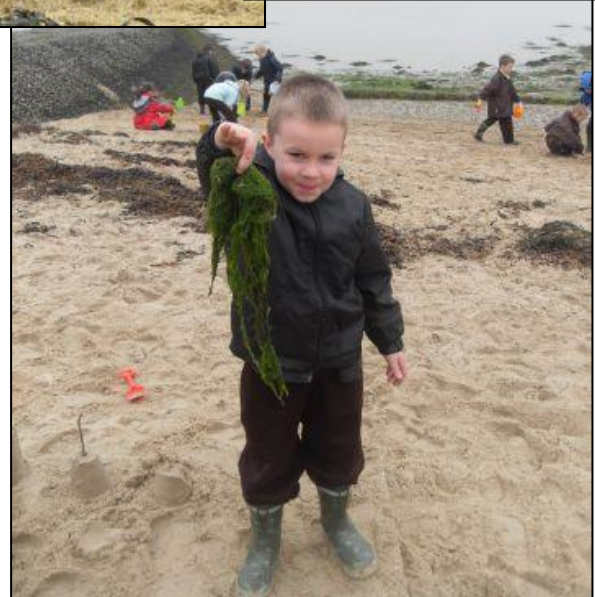
It is an expectation that all children will attend all school trips.



A trip to Burnham! There is always time for a dig on the beach!



A visit to the Natural History Museum.



English



Reading is taught carefully and systematically to all children so that they develop the skills they will need to read with fluency and understanding. There is a well established and growing collection of poetry, fiction and non fiction books which have been carefully selected and interlinked to give the maximum

amount of help and enjoyment.

We are fortunate to be able to maintain and enjoy a purpose built library which the children access on a weekly basis; browsing, choosing and borrowing a book of their choice.



Children are encouraged to take books home to read to their parents, forming a vital link between home and school.

Writing - children are encouraged to write freely and creatively, and are taught to spell and punctuate. They are encouraged to discuss ideas and communicate clearly with others through speech, drama and writing. A clear, legible flowing joined style of handwriting is taught, the style of which is at the back of this prospectus.

Mathematics

A large part of mathematical work involves practical activities. Number work is linked with work in measurement, shape, data handling and graphical representation. We value the use of laptops/iPads to support this learning and all children access a wide variety of ICT equipment during weekly lessons.

Every class has 2 computer stations for children to access their own, personalised mathematical learning on the RM programme. RM Maths is a unique tutoring program which provides personalised Maths support tailored to each child's ability and needs. It gives the teacher insight into problem areas for groups and individuals. Regular use not only delivers improvements in pupils' core maths skills but also their confidence and enthusiasm for numeracy.

The application of maths skills is encouraged and the use of the teaching kitchen and outdoor area are common places to reinforce class based learning.

Where possible, the children learn real life application skills, they work around the school using the grounds to inspire and make learning meaningful. The teaching kitchen is also a good place to apply taught skills and a popular space to be!



Science

Children learn science best through first hand experiences. This could be observing mini beasts in their natural environments, rolling cars down a ramp or investigating if the tallest person in the class has the longest stride. Children also need opportunities to share what they know, ask questions to extend their own understanding and to reflect upon their work. Through the creative, topic based curriculum, teachers will provide practical experiences so children can explore and extend their ideas, both with the teacher and independently, to develop their knowledge and understanding of science.

Oh no, the fire is coming this way!
Which material shall I wrap my cheese in?



I know that tin foil is a sensible thing to wrap sandwiches up in. My mum uses it every day so I know that Mrs Merrington's lunch will stay dry when I pour water on it!

He is able to relate his understanding to wrapping Samuel Pepys' cheese in tin foil (if it had been invented then!).

Computing

All children are encouraged, from the earliest opportunity, to use a wide range of ICT equipment. We are fortunate to have class computer stations, laptops and iPads, and these are used to support learning in other curriculum areas as well as focusing purely on ICT skills.



Every class has a good range of resources, an interactive white board, camera, selection of microphones and digital headphones/a listening station and these are used as part of daily lesson planning.

Children quickly develop familiarity and confidence and prove capable of navigating their way around various programs, applications and websites. Computers are used for graphics, collation of data and desk top publishing. The children are able to develop their own writing by refining and redrafting, often producing copies of work which can be used for display, or made into books.

Using the iPads to make a movie about the story of Grace Darling.

You can view it on YouTube at
<http://www.youtube.com/watch?v=InmUWSsEzMo>



History and geography

Children are encouraged to develop skills in these subjects through a cross curricular approach. Children cover broad areas of experience and the development of study skills; independence and co-operation is encouraged. Children's natural curiosity is stimulated and they are encouraged to think critically to develop a methodical approach to solving problems.

Village Africa -Tanzania

To increase the children's understanding of the world around them, the school introduced a partnership with the Village Africa charity working in Tanzania, East Africa. They are based in a village called Yamba, high in the West Usambara Mountains in the Tanga region.

Their aim is to alleviate poverty, initially working in health and education. Locally they are known by the Kisambaa name 'Vyaadahikana' which means 'It is possible'.

Within the school year, it is hoped that teachers from the School will make the journey to the UK to visit us and in turn our staff visit Tanzania

This means that the children can learn about a completely different environment and way of life which provides huge learning opportunities.

The Arts

We place great emphasis on development in the Arts. Children are given opportunities in class, during special weeks, through clubs and visiting specialists to develop skills in the arts. We currently employ a specialist dance/drama teacher for one day a week. The lead teacher takes all children on rotation and works on a variety of dance and drama skills.

Art

The Arts Council England has awarded an Artsmark "Gold" award - the highest award available - to our school in recognition of our excellent arts provision.



We have really enjoyed working with a variety of local and national artists. Our children are encouraged to look at things carefully and develop an awareness of colour, pattern and shape. They have access to a wide range of materials, including paints, pastels and crayons. They explore a variety of techniques such as printing, collage and sketching, and examine the works of famous artists. They develop a true appreciation of the work of others.



Music

Children have opportunities to:

- listen to and enjoy music,
- take part in singing,
- compose their own music,
- play a variety of instruments. They may make their own instruments and use instruments from all over the world.



Drumming/Music lessons

We employ specialist teachers who work with all classes over the term. A block of work culminates with a large performance for parents and a celebration of achievement.

Over the term the teachers may identify a small group of children who have a particular talent and will help them develop their skills even further.

Physical Education

P.E encourages and stimulates healthy growth and development. The hall is well equipped with large apparatus which the children use regularly, as well as a variety of small apparatus. The P.E curriculum is extended naturally through the use of all of the school grounds. The children enjoy weekly sports sessions on the ball court, participate in football or multi sports in either lunchtime or after school clubs.

Through the P.E curriculum children are given the opportunity to develop skills, which lay the foundation for sporting activities e.g. running, jumping, ball skills and group/team and competitive activities. There is an annual Sports afternoon during the summer term, when every child takes part, and to which parents are invited - and asked to take part!!!



RE

There is a school RE policy and scheme of work which is based on the agreed Essex syllabus for RE. It is our aim to provide children with a religious education based principally on Christian beliefs and values, and to encourage them to understand and respect the beliefs of others. We are aware that some pupils, parents and staff may hold deep beliefs, while others hold none at all.

Parents have the right to withdraw their children from all or some RE lessons if they wish to do so and such children will be provided with alternative activities. However, one of our key values is respect and the importance of this; the values and content of other religions are very much part of the school curriculum. Therefore, whilst parents have a right to withdraw their child from RE there will be occasions when spontaneous questions and cross curricular teaching make it very difficult for children to be withdrawn. It is important that parents recognise the practical implications of withdrawal and the circumstances in which the school can be reasonably expected to accommodate parental wishes. Please note that part of the visit programme includes places of worship for other religions, so please ensure you check the school website termly and know what your child is being taught.

Collective Worship

This usually takes place as part of the morning assembly, which is a shared experience. It includes Bible and other religious stories, moral issues and awareness of other faiths. The children listen to music, sing hymns, say prayers and are encouraged to learn



The Lord's Prayer. There is time for reflection. Parents are invited to 'sharing' assemblies on a three week rotation.

We visit St Catherine's and other churches in the Wickford and Runwell Parish termly. We take these opportunities to enjoy the building, join in worship together and share time with members of the wider community. Members of the clergy visit school on a weekly basis leading assemblies or supporting learning. The clergy team work with children to deepen understanding of the 'bigger questions'.

House System

The school has a house system based on four African words that tie in with our Mission Statement and our link to the school in Kenya.

Heshima

- Respect

Roho

- Spirit

Fanikio

- Achievement

Ukweli

- Truth

We hold regular house meetings, giving children the chance to mix with fellow house members across the school.

Children earn house points in school and each week the house cup is awarded to the house with the most points.

Children also compete within their houses at the annual school sports afternoon and other whole school events throughout the year.



Parent/Teacher Consultations

We value parental input with regard to their children's welfare and education. To ensure that the relationship between home and school remains strong, we have the following meetings throughout the school year:-

Autumn Term: Consultation evening to discuss how your child has settled into school and their goals for the coming term. You will also receive a report outlining your child's performance and targets.

Spring Term: Consultation evening to discuss your child's progress. You will also receive a report outlining your child's performance and targets.

Summer Term: Open evening for you to visit your child's classroom and look at their work. This is also an opportunity to meet your child's new teacher for the coming year.

Also during the Summer Term the children's annual reports are sent home.

On an appointment basis you are welcome to meet your child's teacher throughout the year should you have any concerns or comments to make.

Thinking Skills, Knowledge and Enquiry

Year 1 children engage in a small group 'Thinking Skills' programme. The Let's Think! series of cognitive acceleration resources is based on research by King's College which indicates that a child's thinking ability can be nurtured and developed with the right tools and environment. It helps children to make the transition to higher levels of thinking and learning, accelerating their cognitive development and thus raising attainment. It also offers rich and dynamic opportunities to track pupils' cognitive processes and developing skills as they occur.

The Thinking Skills program offers the children an excellent foundation for learning, covering the core primary subjects of Literacy, Maths and Science.

Thinking Skills

Tell me and I might forget,
Show me and I may remember,
Involve me and I will
understand.



Father Philip's Garden

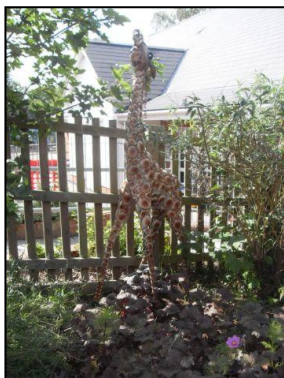
We waited a long time before deciding how we could remember Father Philip, our friend. He was the Vicar at St Catherine's, our Chair of Governors and a close friend. We were deeply saddened when he passed away suddenly several years ago. We talked and we talked and we thought quite a lot too! We knew we wanted to make part of our school a special place, a place to go and remember him. Ideas began to grow about making 'something' that would remind us all of this special man.

We worked with Artist Christy to create a wonderful memory of Father Philip in the shape of a bear to go in the new garden.

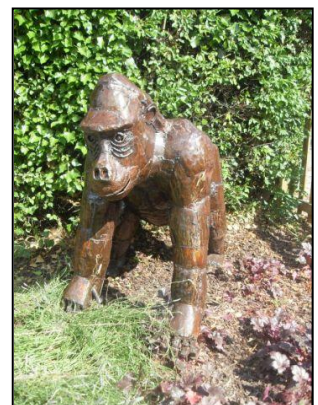


Whenever Father Philip visited our school he brought along 'Father Ted', his own bear so this seemed like a perfect idea.

Father Philip had not been able to go to Kenya as he had planned, so we decided to bring little bits of Kenya to this special place.



The garden is now a special place in all of our hearts.



Spanish

All children learn Spanish from reception to year 2. The focus is upon verbal skills and the children learn basic facts such as colours, days of the week, animals and simple greetings. Learning a foreign and new language involves an obvious amount of effort for anyone, either a child or an adult, but the younger you are the easier it is.

The more languages a person speaks the better access he or she will have to different people and resources from other countries and cultures. Additionally, it helps children to better understand other cultures, expressions and styles of communication. This can encourage children to appreciate how big the world is and will open their mind greatly - which is always a good thing.

Finally, children that can speak parts of a foreign language will feel especially satisfied when practising it abroad. Discovering that they are able to communicate with foreign people will boost their self esteem, autonomy and confidence.

It is with delight that we traditionally include a Spanish song in both our Christmas and summer productions, for example, Feliz Navidad and Hay un amigo en mi (You've got a friend in me - Toy Story).



Fun days!

We do our utmost to ensure that our children have fun and develop a true love of learning.

We believe that we are a public service and as such we do our level best to ensure that we open even in extreme weather conditions. We have rarely closed and continue to open even in the thickest of snow and as a result the children have a marvellous experience whilst learning at the same time! We do have snow ball fights but we also ensure that learning is meaningful, icicles might be measured, temperatures recorded and snowmen of differing heights built.

In the summer we have swimming pool days. The children learn about sun safety, bring their costumes in and delight in having water fights!

We have careers day - a butcher visits and makes play dough sausages, hair dressers with Girls Worlds heads, builders with Lego bricks, doctors with their stethoscopes! All in the name of encouraging our children to think about their dreams and reaching the stars!

We have had pet day - horses, snakes, chickens, tortoises, cats, dogs, parrots - you name it, we have them for the day!



What are the most fun, memorable, interesting, **exciting**, and long-lasting learning experiences you have had?

SEN

We strongly believe that children who feel secure, cared for and valued will work to their full potential. Our pastoral care system is based upon these principles linking individual contributions to create a learning community. The relationships we create between teacher and child renew this focus on learning.

At Wickford C of E we believe every child is special, possessing a blend of talents. We endeavour to celebrate these talents and are proud to have played a part in the lives of children that go on to greater things.

However, all talents require practise and it is normal for some children to struggle to attain in certain areas. Based upon a sound understanding of learning theory, our Special Needs procedures offer support to children who need it.

Thus, Wickford C of E happily welcomes all children and helps them to begin to learn the skills that they will need to achieve their dreams. Our school is an inclusive school and we do our best to support all of our children including those with learning, medical or behavioural difficulties and those children who are gifted or talented. We have policies in place to identify children who may require extra support due to special educational needs.

For details of the school's Inclusion Policy (including Special Educational Needs and Gifted and Talented/Most able), please ask in the school office.

Paddington House

We are fortunate to have our own nurture group on site. A nurture group is a form of early intervention for children who may experience difficulties in their education because of social and emotional problems. Children come from across Wickford to a small, loving environment run by two adults.

**Paddington House
Nurture Group**

We all need a hug sometimes!

Please pop along and see us, or give us a call to find out how we provide support to Wickford schools!

Call Sally and Maureen on
01268 733297

Do you have a child in your class who needs emotional support? Is there a child in your school who needs to access the curriculum in a slightly different way? Do you have a family who needs extra time and help? If you do then Paddington House might be just the place to offer a little bit more TLC!

Absence from School

Our attendance policy states that every child's attendance should not fall below 95%. Our target for attendance is 100%.

If your child is absent from school for any reason, please inform the school office on the first day of absence. We are required by law to record all unauthorised absences. Therefore it is essential that the school is informed if your child is unable to attend school and the reason.

Holidays

Due to a change in the law that came into force on September 1st 2013, we will no longer be able to authorise a leave of absence.

"Head teachers may not grant any leave during term time unless there are exceptional circumstances (this does not include a holiday)."

Homework Policy

Happiness - Children are happy when home and school work closely together and education is a seamless activity between both.

Esteem - Children grow in confidence when they are helped and supported by a range of adults.

Achievement - Children excel and achieve when they have access to support at all times of the day. They learn to develop their own expertise and interests when they are supported in pursuing things that they particularly enjoy.

Respect - Children develop a respect for, and love of, learning when all adults have a shared view of its importance and purpose.

Truth - Through using a variety of sources and talking to a range of adults about learning, pupils learn that there are different ways of looking at things.

Homework must not be a chore or a source of conflict between parents and children. The children have a long and very busy day at school and it is important that parents are aware of this.

Aims

- *To consolidate and re-enforce skills and understanding.
- *To practice and consolidate key skills in a different environment.
- *To provide an opportunity for parents to support and become involved in their child's learning.
- *To support and extend learning beyond the classroom.
- *To encourage pupils to pursue topics of interest.
- *To engage with the school's ICT curriculum, applying the e-safety messages.

How is this achieved?

When pupils start school parents are given a copy of our homework policy.

In Reception

Homework involves:

1. Daily reading.
2. Daily phonic and key word practice.
3. A weekly numeracy activity is provided.

In the summer term:

There will be a project set on a theme linked to the curriculum topics.

In year 1 and 2

1. Daily reading and key word practice
2. Spelling lists - Key words
3. Weekly ERR words to practice
4. During the first half of the term there will be:
"something else" weekly e.g. Maths tasks, History questionnaires, DT projects, IT research etc. These are expected to be completed.
During the second half of each term there will be a project set on a theme linked to curriculum topics.
5. Children are sometimes sent home work which has not been completed in class.

Managing and monitoring

Each child has a target sheet given to parents at consultation which parents should be aware of, and refer to, when helping pupils with their homework. This includes targets from IEPs.

The class teacher is responsible for ensuring that the demands of homework are manageable on a day-to-day basis. Homework of the formal kind which involves work sheets being handed in and marked are not appropriate for this age group. The nature of most appropriate homework

for young children is practical and fun, some of which will be using links to the Learning Platforms via the internet.

Teachers will be delighted to see things that pupils have completed at home. They monitor pupils' completion of homework through reading records and spelling assessments. The key criteria for assessing the effectiveness of the policy is to what extent the policy is contributing to the progress pupils make at school and their attitude to their learning. The children will receive written feedback linked to their projects.

The policy is reviewed every two years and this review involves parents.

Parents should.

- *Praise child's efforts and value them
- *Enjoy extending your child's learning
- *Support and encourage.

Feedback:

The school will feedback in the following ways:

- Showing work completed at home in assembly
- Comments from teacher e.g. stickers, showing work to other staff/children.
- Awards, certificates, thank you notes, Paddingtons.

Ofsted Report

Ofsted Inspected our school in 2013. We were delighted to be deemed an outstanding school once again.

"This is an outstanding school. The achievement of pupils, the leadership and management, the quality of teaching, and the behaviour and safety of pupils are all outstanding."

In January 2011, Ofsted conducted an interim inspection, carried out externally, from which they concluded that the school is an Outstanding school.

In 2008 we were also judged to be an outstanding school.

To read our last Ofsted Report and the interim letter, please visit our website and click on the link.

<http://www.wickfordcofe.essex.sch.uk>

SIAMS Inspection

The school last had a SIAMS inspection in 2013 and were judged to be Outstanding.

A copy of this document can be found on our website.

<http://www.wickfordcofe.essex.sch.uk>