

Aston Hall Junior & Infant School



School Brochure & Prospectus

‘Believe, Achieve, Succeed’

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School Website:	astonhallschool.co.uk
E-mail Address:	office@astonhall.org
Executive Head Teacher:	Miss D A Humphries
Head of School:	Mrs P Bestall
Assistant Head:	Miss S Parker
Chair of Governors:	Mrs L Pitchley
School Business Manager: Office Administrator:	Mrs D Wilson Mrs L Parker
Local Education Authority:	Rotherham MBC Education Dept Riverside Rotherham S65 1AS
Classification:	Day Primary Mixed (Ages 4 – 11)
School Times:	8.35am to 12.00 Noon 1.00pm to 2.55pm Key Stage 1 (Infants) 1.00pm to 3.05pm Key Stage 2 (Juniors)

The hours spent on teaching during a normal school week, including religious education, but excluding daily acts of collective worship, registration and breaks (including lunch) are:

Key Stage 1 -	21 hours 50 minutes
Key Stage 2 -	23 hours 30 minutes

Children should not be on the premises before 8.35am in the morning and 12.50pm for those children who go home to lunch.

Welcome

Aston Hall Junior and Infant School was built in 1980 to serve a quiet development of private houses and is situated at the edge of the development with fields and open views on one side. The school was recently enlarged and extended to cater for a rise in intake numbers from 30 to 45 pupils per year. It caters for children between the ages 4-11 and presently has a roll of 250 pupils.

The school consists of 7 open plan classrooms situated around a central octagonal hall, a single stand-alone classroom which houses the Breakfast Club and a multi-purpose extension containing additional 4 classrooms. All of our teaching areas are spacious and well resourced. Access to the building can be gained via the main entrance, operating a buzzer system.

There are 2 hard surface playing areas and extensive playing fields, as well as cultivated and natural areas. As part of the Rotherham Healthy Schools Scheme we are very aware of the importance of physical activity and a healthy lifestyle for all members of the school community. We actively encourage all of our pupils to fully participate in the scheme. At present there are nine classes, five in Key Stage 1/ Foundation Stage and four in Key Stage 2.

Our hard-working staff are dedicated and committed to the life and work of the school and expect high standards of achievement and behaviour from all children. As a team, they provide a caring and supportive learning environment, in order to foster positive attitudes so that each child can reach their true potential.

We make every effort at Aston Hall Junior and Infant School to provide a quality education for all pupils in a secure and caring environment so that children can fulfil their roles as responsible members of society.

The Safeguarding and Protection of all pupils is paramount and the ‘Every Child Matters’ agenda is fully represented in everything we undertake with our learners. In order to comply with Safeguarding, no photographs can be taken in school other than by members of staff or by photographers organised by the school.

All relevant policies are available in school for parents to view or on the school website.



Our Mission Statement ‘Moving Forward Together’ enables us, as part of the Rotherham Learning Community of Schools, to remain committed to supporting and delivering the shared Mission Statement:

- All learners making at least good progress
- No underperforming cohorts
- All teachers delivering at least good teaching
- All schools moving to the next level of successful performance

Our purpose at Aston Hall School is, in partnership with the community, to provide a quality education for all pupils in a secure, caring environment so that they may fulfil their roles as responsible members of society.

The Ethos of Aston Hall Junior and Infant School

At Aston Hall, we will do everything within our power to promote the highest quality of learning and achievement for all the children in our community. At Aston Hall, we endeavour to:

- Value each individual, regardless of ability, faith, gender or race.
- Develop positive attitudes towards moral values and fairness.
- Provide a secure and caring environment.
- Provide a purposeful and positive environment to nurture a sense of belonging, pride and respect.
- Develop the full potential of all through high expectations, recognising and encouraging success.
- Foster positive relationships between all partners, reflecting mutual respect and trust.
- Through consultation develop a sense of ownership.

The Aims of Aston Hall Junior and Infant School

At Aston Hall, our school aims encapsulate every aspect of school life. Through the aims we seek to ‘to nurture and encourage the development of the caring child’, and clarify our expectations of our pupils, parents and the staff who work here. Our school aims underpin all of what we do in school. They form part of school assemblies and are a vital part of the celebration of the school ethos and the importance we place on ‘the caring child’ and preparing our pupils as members of the global and local society in which they live.

The Role of the Governing Body

The work of the Governing Body is carried out for one purpose only and that is to give the children the best possible start in their school life by providing the very best in terms of the education they receive. The Governing Body is made up of the Headteacher, one teacher and one other non-teaching staff representative with remaining members representing parents, community and the LA. The position of school governor is a voluntary one, but it demands a high level of commitment, both in time but also responsibility as the decisions made directly affect the children.

There are two main committees, each have delegated powers and are responsible for the areas of finance, premises and staffing and curriculum. These committees have their duties laid out in government legislation and are strictly adhered to.

The Governors work closely with the Headteacher and meet regularly, the chair of each committee reports back at least once a term to the full Governing Body. Decisions are democratic, with all governors being given as much information as possible to aid them in that decision-making process, ensuring lively often lengthy and healthy discussions prior to decision making.

The Governors have legal duties, powers and responsibilities, they can only act together, they cannot act as individuals.

Governors are appointed to help:

1. Decide what is taught.
2. Set standards of behaviour.
3. Agree targets for continual school improvement.
4. Interview and select staff.
5. Manage the school budget and plan for the future.

School Governors are:

1. Parents.
2. Teachers and staff at the school.
3. Community representatives.

Organisation and Responsibilities: Teaching Staff

Executive Head teacher: Miss. D.A. Humphries, M.Sc., B.Ed. (Hons)

Head of School: Mrs P. Bestall, B.A.(Hons)

Name	Role/Class	Curriculum Area	Extra Responsibility
Miss D Humphries	Executive Head teacher		Geography, History, Mathematics
Mrs P Bestall	Head of School	CPD/Coaching and mentoring coordinator, Safeguarding	NQT mentor, Assessment, SMSC British Values, LAC, SEND/Inclusion
Miss R Alderslade	FS2 Leader & FS2 Class teacher	FS2 Lead (Teaching and Learning), Computing, Music	NQT mentor, Assessment, Safeguarding, SEND/Inclusion,
Miss J Scarfe	FS2 Class teacher		Science
Miss G Proctor	KS1 Leader & Y1/Y2 Class teacher	KS1 Lead (Teaching and Learning), NQT, LAC, Geography, History, PE/Healthy Schools	CPD/Coaching and mentoring, Assessment, RRS/PSHE Inc. School Council
Miss L Binney	Y1/Y2 Class teacher	English, supporting PE	Pupil Premium/AfA,
Mrs L Goulder	Y1/Y2 Class teacher	Computing, Art and Design, Design and Technology, RE	English,
Mrs L Booth	Y3 Class teacher	SMSC/British Values, RRS/PSHE Inc. School council, Geography and History	NQT mentor, CPD Coaching and mentoring, mathematics
Mrs L Thompson	Y3 Class teacher	Assessment, Pupil Premium/AfA, Science	Computing
Miss C Bott	Y3 Class teacher		PE, Enterprise, Music
Miss S Bullivant	Y4 Class teacher	Mathematics, Community lead e.g. links, charity, parents etc., Enterprise	RE
Miss K Hanley	Y5 Class teacher		Healthy Schools, Art and Design, Design and Technology
Miss S Parker	Assistant Head teacher, KS2 lead, Y6 Class teacher	KS2 Lead (Teaching and Learning), SEND/Inclusion	Assessment, English, Pupil Premium/AfA, safeguarding
Mrs L Rotherforth	Class teacher supporting in Y6 and Y5 until October 2015	Mathematics, RRS/PSHE Inc. School council (until October 2015),	Languages
Mr S Roddison	PPA Cover in Y3, Y4, Y5	Languages	
Mrs M Green	HLTA/TA team leader	Inclusion Manager	Community Links

Organisation and Responsibilities: Non- Teaching Staff

The Senior Leadership Team consists of staff representatives of the whole school with substantial additional responsibilities. The roles and responsibilities of the Senior Leadership Team are varied, the Headteacher delegating appropriate responsibilities to the Deputy Head and Senior Teachers.

The team meets to:

- Consider management and administrative issues
- Monitor and impact on the Developing Excellence Plan
- Audit and review the life and work of the school
- Evaluate and assess the school's performance

Administration Staff

Mrs. D. Wilson	School Business Manager
Mrs L Parker	Office Administrator

Classroom Support Staff

Mrs. M. Green	HLTA, Team Leader
Mrs K. Clifton	HLTA
Mrs S. Allcroft	HLTA
Mrs. D. Nettleship	Teaching Assistant
Miss L. Smith	Teaching Assistant
Mrs K. Jarvis	Teaching Assistant
Mrs J. Angel	Teaching Assistant
Mrs J. Westby	Teaching Assistant
Ms Z. Talbot	Teaching Assistant
Mrs J. James	Teaching Assistant
Mrs M. Martin	Teaching Assistant

Lunchtime Supervisors

Mrs. S. Tinker	Senior Supervisory Assistant
Mrs. N. Wilson	Supervisory Assistant
Miss. L. Smith	Supervisory Assistant
Mrs. J. Westby	Supervisory Assistant
Mrs D. Smith	Supervisory Assistant
Mrs D. Mitchell	Supervisory Assistant
Mrs R. Rodgers	Supervisory Assistant
Mrs J. Osoteo	Supervisory Assistant

Auxiliary Staff

Catering staff are supplied courtesy of R.M.B.C.
Cleaning staff are supplied by R.M.B.C.

Caretaking by Mr. D Williamson

General Information

Uniform

The school has a formal dress code. This consists of a royal blue sweatshirt with a school logo and a choice of either a yellow or blue polo shirt. Skirts, trousers and shorts should be dark in colour. Football shirts are not considered suitable items of clothing for school and parents are required to ensure that pupils are appropriately dressed at all times. School outdoor fleeces and waterproof jackets are also available.

Children often participate in messy activities and we ask that parents provide an old shirt or apron to protect their uniform.

In the interests of hygiene all children require a change of clothing for Physical Education.

For indoor P.E. black shorts and a white tee shirt are suitable. Loose tops are potentially dangerous when performing cartwheels and handstands. During movement lessons children work in bare feet.

For games activities, your child will require a white tee shirt and black shorts. All children will need to change into suitable footwear (trainers or black plimsolls). During cooler months children may wear jogging suits or tracksuits. All items should be kept in a labelled bag with a loop attachment to hang on a peg. The bag remains in school during term times and will be brought home at holiday times. We do not encourage pupils to borrow items of P.E. clothing.

Admissions

The school follows the policy of the Rotherham Education Authority in that all children start school at the beginning of the Autumn term, with a phased entry according to birth date. Parents are encouraged to visit the school prior to this time to meet the Head Teacher and the class teacher. Parents who are considering sending a child to our school are invited to make an appointment to view the school and ask any questions or discuss any worries.

The school believes in ensuring that the settling into school is smooth and trauma free. To this end, we liaise closely with our feeder nurseries, produce booklets explaining our policies and philosophies, as well as having a scheme whereby our Reception teacher will arrange to visit each child at home. Parents of new Foundation stage children are also invited into school to spend the morning with us.

The present arrangement for admissions is that the school will normally take children in the area served by it. In the case of the school being over-subscribed priority is given as follows:

- Pupils who live in catchment area
- Pupils who are in receipt of a statement of SEND
- Pupils having siblings at the school

Home-School Agreement

The home-school agreement explains the aims and values of Aston Hall School. It spells out the responsibilities of the school and parents, and what we expect of our pupils.

Children can achieve more when schools and parents work together. Home-school agreements will help you to work with the school. Your support and encouragement are very important if your child is to make the most of school.

Any child placed on report will not be allowed to take part in any extra-curricular activities, trips or visits.

Attendance

We believe that maximum attendance contributes to maximum achievement. We record and check all absences. If your child is ill, we ask that school is informed by 9.30 a.m. This is to ensure the safety of your child and to comply with DFE register requirements. Any unexplained absences will unfortunately have to be recorded as unauthorised.

A leave of absence form is available from the office if it is necessary for a holiday to be taken within the school time. Following guidance from government we no longer authorise holidays in term time, other than in exceptional circumstances. We strongly recommend that in order not to jeopardise your child's education you should try to arrange holidays during the normal school holidays. Leave which result in your child's attendance falling below 96% will not be authorised and may incur a fixed penalty fine. Absence during SAT week (usually the second week in May), and during September will also not be authorised.

We appreciate that children will sometimes need to visit the doctor or a dentist during the school day. Please inform the office and then return children back to the office.

Occasionally circumstances may arise whereby a child is late for school and we ask that in this situation children report to the office as soon as possible.

Whilst appreciating that there is limited access to the school, we ask all parents and guardians to support and follow the guidelines:

- Please drive with care along the approaches to school
- Park sensibly and with consideration to local residents, avoiding driveways and pavements
- Please do not park in the small staff car park as we have to maintain emergency vehicle access at all times
- Keep your child near you at all times when arriving at and leaving school

Rates of authorised and unauthorised absence (Sept 2013– April 2014)

Number of children on roll	% average attendance	% unauthorised absence
236	97.15	0.32

Destination of Pupils: Secondary School

Most of our pupils on completing their time at Aston Hall School transfer to either Aston Academy or Wales Academy.

Charges and Remissions

The school's Charges and Remissions policy accepts the principles that no charges are made for

- Education provided for registered pupils in school hours
- Education specifically provided to fulfil statutory duties relating to the National Curriculum, whether in school time or not

The school however, may make charges for various activities that are considered as additional experiences, or for materials used when the end product is taken home.

A fully copy of the Charges and Remissions Policy is available in school for inspection.

Lunchtime Arrangements



If your child is staying for a school meal please ensure that the correct dinner money is brought into school on Monday. School meals cost £2.00 per day or £10.00 per week. The meals are of a high nutritious standard and are designed to be enjoyed by all children.

Children are allowed to bring their own packed lunch to eat at school. They are also encouraged to bring a suitable drink. We are unfortunately unable to provide cutlery for packed lunches and we cannot dispose of any uneaten food either.

The children are supervised during lunchtime by a team of mid-day supervisors who try to provide a caring, sociable and enjoyable lunchtime for all.

Children may go home for their lunch at 12.00. They are asked to return no earlier than 12.50 pm. We also provide the children with a plastic, non-leak sports bottle that can be re-filled in school with water. This is part of the 'Healthy Schools' initiative to ensure that children do not dehydrate during the day. Drinking water has also been found to aid concentration and learning.

Parental Involvement and Contact



Parents are welcome in school, but in the interests of safety and security it is important that we know who is on the premises, so parents are asked to report to the main office. We believe in ensuring parents can discuss problems with teachers, but we ask that you do make an appointment, as staff have many commitments and may not be able to do justice to your concerns at a moments notice. Parents are kept informed of school activities through regular newsletters and through updates on the school website.

We have time set aside each term when parents can come into school and discuss the progress of their child. In addition, a written report is sent home towards the end of the school year.

Parents with time to spare are welcome in school to help with a variety of tasks. Anyone wishing to offer time or expertise should contact the Head Teacher.

Community Association

Our Community Association for Parents, Friends and Relatives of the school known as “Friends of Aston Hall School” (F.O.A.H.S.) is very involved in fundraising activities. They meet to plan social and fund-raising events for school. We firmly believe that when home and school work in partnership and co-operation then our children will reap the full benefit of the education we provide.

The committee is grateful for all the support given by parents and would be pleased to have your support in the coming years. If you are interested in becoming involved please call into school.

Public Access to Information

The following information is available upon request in accordance with the Data Protection Policy:

- Charging and Remissions policy
- School Prospectus
- School Profile
- Minutes of Governors’ Meetings
- Ofsted Report

Health and Safety



Accidents

Parents will be contacted as soon as possible if children are unwell or have an accident which may need professional help. We therefore require emergency contact telephone numbers and responsible contacts for these occasions. If we are unable to contact parents, children may have to be taken to the hospital emergency department accompanied by a staff member.

Headlice

Headlice appear in all schools. When they are detected we inform parents immediately and ask them to treat their child's hair. The necessary medication can be purchased from the local chemist or advice can be obtained from the school nurse. Regular checking of your child's hair will help to prevent the spread of the problem. We would be very grateful for your co-operation in this matter.

Infectious Diseases

Children suffering from infectious diseases should not attend school until they have passed the infectious period of the disease. This information is available from the office.

Insurance

The school is covered by the Local Authority insurance service. This covers children for serious injury whilst participating in sports activities in school. There is, however, no personal accident insurance for pupils who may suffer injury whilst at school, or whilst participating in other activities. The liability of the council is strictly limited to cases where negligence on the part of the Authority can be proven. We therefore, recommend that parents take out their own scheme.

Similarly, children's personal belongings are not insured, and should be included on your own personal contents policy.

The Learning Environment

We try to ensure that our pupils learn in the best possible learning environment. The environment within which a child finds itself can influence their self-esteem and attitude towards learning. We recognise this, so our cleaning team regularly ensures that the school buildings and grounds are prepared to a very high standard.

The school site observes a non-smoking policy. We politely ask therefore, that all visitors to the school refrain from smoking. Mobile phone usage is restricted to the front of school and mobiles are not allowed to be used in any teaching area in the interest of child protection. We also request that all dogs remain off site to avoid any unnecessary risks for pupils and staff.

Although health and safety is not taught as a separate subject there are opportunities for children to be made aware of good health practices and of environmental dangers such as road safety, railway safety, water safety and the dangers of building sites.

Medicines

Medicine can only be administered if the following criteria applies:

- It is a prescribed medicine requiring 4 doses per day.
- Where the medicine has no potential dangers.
- Where the nature or timing of the administration is not vital.
- Where there would be no serious consequences if the school forgot to administer the dosage.
- Where no technical or medical knowledge or expertise is required.
- A consent form in favour of the school has been completed.

In addition, the school can usually administer medication required for the relief or prevention of asthma, providing the requisite form has been completed.

Jewellery

Only stud earrings and watches are permitted. No other jewellery is encouraged. All earrings must be removed for Physical Education Activities. Staff cannot be responsible for doing this or for the safekeeping of any jewellery. Other jewellery items can also be potentially dangerous if in contact with PE equipment etc. or easily lost and therefore must not be worn.

General Appearance

Pupils are expected to take a pride in their appearance. Shaved hairstyles and brightly dyed hair are not encouraged in school. Nail varnish is also not permitted. Children must be appropriately dressed at all times. If a pupil is inappropriately dressed, for example t-shirts with unacceptable slogans on them, then the pupil will be asked to change into more suitable clothing. We actively encourage all pupils to wear school uniform whilst in school and on out-of-school visits.

Behaviour and Discipline

The school has a very successful Behaviour Code. This is supported by the policy to instil into the children a respect for the rights, opinions and property of all the members of the community and to create an environment where helpfulness, politeness and thoughtfulness are engendered. Our aim is the teaching of self-discipline and this is done throughout each day and throughout the whole school. Rules are kept to a minimum, are based on common sense and concerned mainly with safety.

It is only rarely that a child needs to be punished and this is done by the denial of some privilege or playtime detention. In the event of serious misbehaviour such as bullying or stealing, then parents are contacted and an agreement sought as to the course of action to be taken.

Incidences of bullying are extremely rare and are quickly dealt with. We define bullying as, 'the wilful, conscious desire to hurt, threaten or frighten someone else'.

It can be emotional, physical or verbal. Bullying is an ongoing situation and more than one single incident. It is a major problem if a child is deliberately targeted by a group or an individual. We believe as a school we can do something about bullying by;

- Providing a safe and secure environment
- Taking notice of issues or concerns expressed by pupils, staff and parents
- Monitoring incidents, investigating them and agreeing a course of action
- Naming a person to whom the individual, group or class can go to for help
- Encouraging pupils to speak to someone and not 'suffer in silence'
- Promoting positive behaviour through Collective Worship, PSHE and Circle Time

Fortunately, our school is a happy, caring and hard-working place and situations like these rarely arise.

We have developed a code of behaviour that forms the basis of group discussions with the children. In addition, each class works hard to draw up their own rules to work to.

Our Curriculum Statement

We recognise that children should be provided with learning experiences that:

- Provide a relevant and challenging curriculum in which they will be encouraged to reach their full potential
- Provide a curriculum that motivates and encourages children to understand the purpose and enjoyment of learning
- Foster an environment where application of knowledge, skills and understanding are encouraged
- Develop investigative abilities and problem solving through discussion, prediction and evaluation
- Provide a stimulating and vibrant learning environment
- Encourage respect and value for others
- Ensures that all pupils receive their full entitlement to the whole curriculum

The new National Curriculum (introduced September 2014) is followed by most of our pupils within school except for the Foundation Stage who follow the Early Learning Goals. This is in order to give pupils a structured programme of work common to all schools, offering continuity and progression.

The National Curriculum is arranged in the following stages:

Key Stage 1	5 to 7	1 & 2
Key Stage 2	7 to 11	3, 4, 5 & 6
Key Stage 3	11 to 14	7, 8 & 9
Key Stage 4	14 to 16	10 & 11

The Early Years Curriculum applies to children between the ages of 3 and 5 years.

The National Curriculum consists of core and foundation subjects as well as other subjects.

Core	Foundation	Other
English	Art and Design	Religious Education
Mathematics	Languages	
Science	Geography	
Computing	History	
	Music	
	Physical Education	
	Design and Technology	
	Languages	

Each subject is structured in levels and children progress through these levels of attainment according to their ability. On average, it will take children two years to work through attainment targets associated with a single level. However, the current system of assessment is currently undergoing a national review and procedures may have to be amended in accordance with any new guidelines introduced.

Children's progress is continually assessed but at the end of a Key Stage a formal assessment takes place known as SAT's (Standard Assessment Tasks). The results from these alongside the teacher's own assessment of the child's progress will form the level of attainment. You will

receive these and be invited to discuss them with the class teacher. At the end of every academic year all parents will receive a written report on the progress of their child.

Early Years Foundation Stage

Our aim is to provide a caring and stimulating environment where children can feel secure, valued and confident. Within this environment children are encouraged to participate in a wide range of activities enabling them to develop their physical, intellectual, emotional and social skills.

The Early Years Foundation Stage Curriculum is developed through the following areas:

Prime Areas

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

Specific Areas

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive Arts and Design

Recent amendments (2012) have ensured that each area is fully developed and contains smaller progress indicators. There are also the three characteristics of effective learning which are also reported on, Playing and exploring, Active Learning and Creating and Thinking Critically.

Core Subjects

English

English is at the centre of the school curriculum.

We are committed to raising standards in English and so the National Curriculum is taught from FS2 upwards. All children are encouraged to take an active part in daily Literacy lessons where they experience a wide variety of teaching techniques and challenging activities with clearly defined learning objectives.

We aim to develop our pupil's skills in speaking and listening, reading and writing enabling them to express themselves creatively and imaginatively and to communicate with others effectively.

At Key Stage 1, pupils learn to speak confidently and to listen to what others have to say. They begin to read and write independently and use language to explore their own experiences and imaginary worlds. As pupils move through school they learn to adapt the way they speak and write to suit different situations, purposes and audiences. They experience a wide range of texts, exploring the use of language and developing an understanding of how it works in each context.

Children are also provided with additional learning opportunities outside the Literacy lesson to write extensively, develop cursive handwriting and to study books.

Skills are taught in dedicated, skills-specific lessons or across the whole curriculum to ensure relevance for pupils and provide real-life opportunities to apply the knowledge and skills being taught.

Drama is a cross-curricular subject that is often used to extend children's understanding of the curriculum through researched role-play. It is also used to develop their speaking and listening skills. Plays are performed at Christmas as well as at other times if the year. Drama can often form part of assemblies.

Mathematics



Mathematics is a key life skill. It equips pupils with tools to understand the world around them being numerate and having the ability to use and apply problem-solving skills are vital for success and achievement.

At Aston Hall, we teach mathematics using National curriculum guidance. Daily lessons begin with a mental and oral starter to sharpen and develop mental acuity. We place great emphasis on this and recognise that all pupils can become confident and competent as a result of regular practise. We ask parents to support this work at home also.

The main part of the lesson is where new topics are introduced and previous work consolidated and extended. Teaching is interactive and lively with pupils expected to play an active part by

asking and answering questions, contributing to discussions and explaining and demonstrating their methods to the class. Emphasis is placed on understanding mathematical vocabulary. Pupils are given the opportunity to work individually, as a class or in groups and the needs of all are catered for.

A plenary is used to round off the lesson. The teacher works with the whole class to sort out misconceptions, summarise key points and evaluate progress made. The next steps of learning can also be discussed and homework tasks given out if required.

Science and Technology

“Science is an integral part of modern culture. It stretches the imagination and creativity of young people. Its challenges are quite enormous.” Professor M. Longair.

Science stimulates and excites pupil’s curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge.

At Aston Hall, we are committed to teaching science to develop the enquiring mind. The subject is divided into life processes and living things, materials and physical processes, all frequently visited by both Key Stages.

During Key Stage 1 pupils observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about their ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

During Key Stage 2 pupils learn about a wider range of living things, materials and phenomena. They begin to make links between ideas to explain things using simple models and theories. They begin to think about the positive and negative effects of scientific and technological development on the environment and in other contexts. They carry out systematic investigations, working on their own and with others. A range of reference sources are used and pupils communicate ideas using scientific language, diagrams, charts and graphs.

Computing



“ICT expands horizons by shrinking worlds” D. Brown, Motorola Ltd.

Computing is divided into 3 main areas of study across Key Stage 1 and 2. These are:

- Computer science
- Information technology
- Digital literacy

The school works hard to ensure that all pupils have a good grounding of basic skills in all these areas. Computing supports all cross-curricular subjects.

During Key Stage 1 pupils explore computing and learn to use it confidently and with purpose to achieve specific outcomes. They start to use new technologies to develop their ideas and record their creative work. They become familiar with hardware and software.

At Key Stage 2 pupils use a wider range of hardware tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility of quality information. They learn to amend their work and present it in a way that suits its audience. Pupils access new technologies within their classroom and within a purpose-built wireless suite.

Spiritual, Moral and Cultural Diversity

We feel that an important aspect of work within this area in school is to ensure that all pupils have the opportunity to experience a wide range of cultures and religions and to begin to develop an understanding of the diverse nature of the society in which they live. Specific opportunities for learning and visits out of school are planned to help us meet the specific requirements of this subject.

Religious Education



Under the Education Act 1996 our school must provide Religious Education for all its pupils along broadly Christian lines; if you have religious grounds for your child not participating in these lessons please contact the Headteacher.

Religious Education does, however make a distinctive contribution to the school curriculum by developing pupil's knowledge and understanding of religion, religious beliefs, practices, language and traditions. We feel that this enriches the lives of our pupils and enables them to respond to a range of important questions relating to their own spiritual development. By the end of Key Stage 2 children will have studied Christianity in depth and two other world religions, Islam and Hinduism.

Collective Worship

There must be a collective act of worship at some time each day of a broadly Christian nature. In Aston Hall School, we encourage the children to appreciate a sense of belonging and community involvement. We have sharing assemblies where pupils learn to appreciate the work of others. Drama, stories and visiting speakers are also used to introduce various themes and topics. We aim to promote tolerance, respect and the rights of others to hold different beliefs from one's own. We also have opportunities for children to explore their feelings and cultural beliefs within the classroom or with their peers.

If you have religious grounds for your child not participating in collective worship, please contact the Headteacher and alternative arrangements can be made.

Foundation Subjects



Art and Design

Art is important to the overall development of children and provides them with opportunities to investigate, create and express themselves. Pupils build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art and design in different times and cultures.

Design and Technology

Design and Technology prepares children for the rapidly changing world. Pupils can develop their thinking and creativity to improve quality of life. It offers children the opportunity to improve their problem-solving skills, working individually and also as part of a team. They must think about wants and needs and use these to design their ideas and make products and systems.

We try to offer children a wide range of designing and making opportunities, using a variety of tools and materials, to prepare them for the technologies of tomorrow. Children are also encouraged to consider health and safety issues and to use tools responsibly and safely.



Geography

Geography enables children to develop a sense of place and where they fit in the bigger picture. For young children, geographical thinking can be developed by relating learning opportunities to their own familiar surroundings and experiences. They are encouraged to express their own views about their environment and how it could be improved. They spend time studying Aston and its locality and finding out about the people who live and work there. They also study a contrasting locality by comparing and contrasting it with Aston. The wider world is introduced by using globes and maps to identify holiday destinations and places visited.

Older children investigate a variety of people, places and environments in different locations in the United Kingdom. Residential visits are undertaken to York/ Yorkshire Coast as well as day visits to undertake other studies. They study how people can affect their environment and consider environmental issues such as pollution. A study of a European location is undertaken when children visit Saint Quentin in France as well as a contrasting locality within a less developed country.

History

History offers children the opportunity to develop skills that they will value throughout their lives. This process begins early in school where young children are encouraged to talk about past and present events in their lives. They are involved in acting out life experiences from long ago and by exploring artefacts learn about the past.



As children progress through school key events in British history are studied as well as specific time periods such as Ancient Egypt and the Vikings. They use a wide range of resources such as

photographs, pictures, books, videos, computers and historical objects to help with research. They also visit historical building and museums.

Music

Music is a vibrant part of school life. Singing is the main base for learning; all children are helped to develop confidence and skill through games and activities. They are also taught how to make music using a wide range of tuned and un-tuned percussion instruments. There are extra curricular activities on offer such as recorder group and choir. Other instruments can be learned through Rotherham Schools Music Service.



Personal, Social & Emotional Well-being

We aim to give the pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We teach the children to develop self-awareness, positive self-esteem and confidence. We emphasise our pupils' social and moral responsibility and their own community involvement.

We also have circle time where pupils can take part in activities to develop self-confidence, esteem, group work and discussion skills. As part of our commitment to this subject representative pupils are chosen from each class to participate in school council duties. The council works on such issues as improving the school grounds and resources.

Enterprise

Enterprise is a cross-curricular subject that is often used to develop children's understanding of real life situations and prepare them for adult life. It is used to develop their speaking and listening skills, team work and a deeper knowledge of the adult, 'working world'. Children are presented with situations where they might have to undertake market research, customer opinion samplings and carry out advertising campaigns. Successful team work and interpersonal skills also come into play as they encounter a wide range of learning opportunities and enterprise activities.

Physical Education, including Health

Physical Education provides the chance for children to develop creatively, competitively and to overcome challenges as an individual or as part of a team. We aim to ensure that children acquire and develop physical skills, fitness and movement through a range of controlled and expressive activities. Throughout school children are given learning opportunities in dance, gymnastics and games. As they progress through school activities are extended to swimming, athletics and outdoor adventure activities.



We seek to encourage positive attitudes towards physical exercise and a healthy lifestyle. We believe that by utilising the children's enthusiasm and attitude at an early age we can give them the opportunities and abilities to make informed choices about how to get involved in lifelong physical activity.

Sex Education

Appropriate sex education, carefully and sensitively treated is an important element in the work of the school in preparing its pupils for adolescence and adult life. It is taught within the context of health education and science and not as a separate subject. Any questions that may arise will be dealt with in a truthful manner appropriate to the age of the children concerned.

We recognise that this is a potentially sensitive issue and we try and approach it in a tactful and responsible manner. Parents have the right to withdraw their child from all or part of any such topic work.

Parents will be informed at the appropriate time when their child may be participating in a topic containing Sex Education elements. This will usually be in Year 6 as we prepare our children for transfer to secondary education. At this point work may be undertaken concerning healthy living, relationships and keeping safe. The school nurse would usually be invited into school as part of this preparatory work.

Extra-Curricular Activities

We offer a range of activities outside school hours. At present, we are able to offer a range of activities, please watch the website for further details. Some of these activities may include:

Sports Coaching
Spanish club
Computer Club
Gardening Club
School Choir
Peripatetic music tuition
Breakfast Club

Residential Visits

A residential visit to York takes place during the academic year for Year 5 children and this forms the basis of the Terms work.

A French Exchange to Saint Quentin, in north-east France, also takes place in the summer term with the Year 6 children.

Instrumental Tuition

We are fortunate that we can offer weekly tuition from one of the Authority's peripatetic teachers. Instruments may include brass, woodwind and violin. School instruments are used but parents of children showing good potential are encouraged to invest in their own instrument.

“Home practice is the key to success”

The children are expected to join one of the Saturday morning music centre when their musical ability has reached the required level. A charge of approximately £80 per term is made to cover the cost of tuition fees.

Homework

Many parents value the commitment by the school to provide homework each week ensure that the homework set is appropriate to the age and abilities of the specific children. It may include reading, conducting research or completing a set task.



Education is a partnership between home and school and all teaching staff value the support parents give their children. Homework helps children to set up positive attitudes to studying necessary for future life.

Curriculum Complaints Procedure

Any concerns expressed by parents and others about the school curriculum and related matters can be dealt with in an informal manner by discussions with firstly, the appropriate teacher, or secondly, with the Headteacher if the complainant is not satisfied.

For complaints of a more formal nature then the Education Authority has established a Code of Practice for the consideration and disposal of complaints about the school curriculum or related matters. Information on this can be obtained from the Head Teacher or from the Education Department in Rotherham, Riverside House – Tel: 01709 382121.

Inclusion

The school is responsible for ensuring all pupils are taught effectively and make progress in their time with us. This includes pupils with Special Educational Needs, whatever ability, disability or behavioural problems.

We believe that all our children are special, and we try to cater for all their needs. There are times, however, when a teacher or a parent is concerned that a child has learning difficulties and is not fulfilling their full potential. In such circumstances parents and teacher need to discuss the situation. This would trigger specific procedures in order to monitor and maximise a child's learning. The school will always respond to parental concerns about the progress their child is making.

We meet our responsibilities by maintaining an up-to-date Inclusion Register of all pupils causing concern. When pupils are entered onto the register, parents are consulted. School Action is appropriate at the earlier stages of intervention. This escalates to Individual Education Plans (IEP's) being written if there is still an identified need.

A copy of the Educational National Curriculum (Temporary Exceptions for Individual Pupils) Reg. 1989 is held in school along with the school's policy on Special Educational Needs. Please see the Special Needs Co-ordinator /Inclusion Manager if you wish to view the policy.

Child Protection & Safeguarding

Aston Hall School has a duty to refer to Social Services and/or the Police, any actual or suspected concerns of child abuse. The school has a teacher designated with actual responsibility for Child Protection and Safeguarding, namely the Headteacher. A register is kept of updated clearance for all adults working in close proximity with children in accordance with Government legislation.

There is a Policy which outlines the steps which must be taken should abuse be suspected or alleged. The Policy follows the Procedures approved by the South Yorkshire Area Child Protection Committee, of which the Department of Education, Culture and Leisure Services is a member.

A copy of the Procedures is held within school.