

# Aston Hall Junior & Infant School



## School Brochure & Prospectus

*Believe, achieve, succeed*



## Contents

	Page
Welcome	5
Aims and Ethos	6
Governing Body	8
Teaching Staff	9
Non-Teaching Staff	10
<b>General Information:</b>	
Uniform	11
Admissions	10
Home-School Agreement	11
Attendance	12
Destination of Pupils	13
Charges and Remissions	13
Lunchtime Arrangements	13
Parental Involvement and Contact	13
Community Association	14
Public Access to Information	14
<b>Health and Safety:</b>	
Accidents	15
Headlice	15
Infectious Diseases	15
Insurance	15
Learning Environment	15
Medicines	16
Jewellery	16
General Appearance	16
<b>Behaviour and Discipline</b>	17
<b>Curriculum Statement</b>	18
<b>Early Years Curriculum</b>	19
<b>Core Subjects:</b>	
English	20
Mathematics	20
Science & Technology	21
Computing	21
Religious Education	22
Collective Worship	22
<b>Foundation Subjects:</b>	
Art and Design	23
Design and Technology	23
Geography	23
History	24
Music	24
PSHE	24
Enterprise	24
Physical Education	24
Sex Education	25

Residential Visits	26
Homework	26
Curriculum Complaints Procedure	26

**The school prospectus is a developing document, responding to the needs of the children, staff and pupils as circumstances and needs arise to offer the best possible value and information to parents and other stakeholders. The website will always contain the most up-to-date version of the prospectus and the school will aim to update parents and stakeholders regularly through the newsletter and other communication methods.**

<b>Address:</b>	Church Lane Aston Sheffield S26 2AX
<b>Telephone Number:</b>	0114 2879811
<b>Fax Number:</b>	0114 2876831
<b>School Website:</b>	astonhallschool.co.uk
<b>E-mail Address:</b>	<a href="mailto:office@astonhallschool.org">office@astonhallschool.org</a>
<b>Headteacher:</b>	Mr M Roddison
<b>Assistant Headteachers:</b>	Mrs S O'Daly Mrs J.Heydon
<b>Chair of Governors:</b>	Mr Neil Thomson
<b>Office Administrator:</b>	Mrs R.Heydon
<b>Local Education Authority:</b>	Rotherham MBC Education Dept Riverside Rotherham S65 1AS
<b>Classification:</b>	Day Primary Mixed (Ages 4 – 11)
<b>School Times:</b>	8.45am 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 312 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 eleven classes, five in Key Stage 1/ Foundation Stage and six 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. We are fully updated and trained with ‘Keeping Children Safe In Education’, updated Sept 2019.**

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



*Our pupils are the beating heart of our school. We nurture the development of knowledge, confidence, creativity, skills and understanding to help our children develop into happy, healthy, caring and successful local, national and global citizens. We do this in a safe, inclusive, democratic and positive learning environment where every individual is valued, self-belief is encouraged and each individual is able to achieve their full potential.*

## 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.

Aston Hall School is part of the Wickersley Partnership Trust, whose values and vision support and underpin our own school's drive:

*Wickersley Partnership Trust exists to further the interests of the young people that it serves. We believe that education empowers and enriches and the schools that make up the Trust see sufficient on-going learning given the age and ability of every young person on their roles as their primary objective. This is achieved by outstanding teaching. We never knowingly do less for other people's children than we would do for our own.*

**School To School Support.**

*School to school support is at the heart of Wickersley Partnership Trust and we see a synergy in working in partnership with other schools and other school leaders.*

**Learning.**

*Learning is measured by assessment, testing and examination and all of the young people in our schools should achieve the very best public examination grade of which they are capable in all of the subjects that they study.*

**Curriculum.**

*The curriculum in all of our schools will be our priority and will be broad, balanced, relevant and differentiated and lead to appropriate post 16 progression and employment.*

**Progression & Continuity.**

*Progression and continuity are essential and our considered approach sees 11 to 19 education as the very best model and we will always seek to develop a 6th Form in each of our schools.*

**Staff Development.**

*Staff development is key to our continued success and we aim to "grow our own" through identifying and developing talented staff, from Initial Teacher Trainees to Senior Leaders.*

**Business-like & Calm.**

*Our schools will be business-like and calm and no student will be allowed to behave in such a way as to prevent another student learning. Bullying will be met with a swift and intolerant response.*

**Parents.**

*Often parents feel disenfranchised and our schools see the home school partnership as crucial to teaching and learning. We will work hard on reporting and all communication.*

**On-Going Prior Learning Data.**

*The formative use of on-going prior learning data is crucial to targeted teaching and we will focus on its' collection, collation and use.*

*The Trust is formed around Wickersley School & Sports College: an OFSTED 'Outstanding' school for many years and one of the original 100 Teaching Schools. Wickersley School & Sports College is a very large (2000 students plus), oversubscribed comprehensive school whose outcomes are second to none.*

Further information on the Trust and its members can be found at: <https://wickersleypt.org/>

## **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, and members of the school community and wider Wickersley Partnership Trust where possible. 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.

The Governors work closely with the Headteacher and meet regularly. 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. Their work is focused around teaching and learning and in ensuring the school is offering the best possible values for its pupils.

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. Monitor and engage with teaching and learning

School Governors can be:

1. Parents.
2. WPT members
3. Community representatives.
4. Other co-opted members with a specific skill set

## Organisation and Responsibilities: Teaching Staff

Headteacher: Mr M.Roddison

Name	Role/Class
Teaching Staff	Miss K.Lapping
	Mrs G.Ditchburn
	Miss A.Poole
	Mrs J. Heydon (AHT)
	Ms B.Leary
	Mrs L.Rotherforth
	Miss K.Woodcock
	Mrs L.Booth
	Mr C.Marshall
	Mrs A.Selman
	Mrs L.Thompson
	Miss A.Cochrane
	Mrs M.Hicks
	Mrs L.Lester-Binney
	Miss K.Hanley
Mrs S.O'Daly (AHT)	
HLTA/TA team leader	Mrs M.Green

## 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 Assistant Headteachers and subject leaders.

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 J. Miller Administration Officer

### **Classroom Support Staff**

Mrs. M. Green	HLTA, Team Leader
Mrs K. Clifton	HLTA and Teaching Assistant
Mrs S. Allcroft	HLTA and Teaching Assitant
Mrs L. Lindley	Teaching Assistant
Mrs J. Westby	Teaching Assistant
Mrs Z. Barnes	Teaching Assistant
Mrs J. James	Teaching Assistant
Mrs M. Martin	Teaching Assistant
Mrs V. Stickland	Teaching Assistant
Mrs C. Tressler	Teaching Assistant
Mrs J. Mortimer	Teaching Assistant
Mrs S. Washbrook	NTA

### **Lunchtime Supervisors**

Mrs. N. Wilson	Supervisory Assistant
Mrs. L. Lindley	Supervisory Assistant
Mrs. R. Rodgers	Supervisory Assistant
Mrs D. Smith	Supervisory Assistant
Mrs A. Bell	Supervisory Assistant
Mrs F. Milns	Supervisory Assistant
Mrs R.Furniss	Supervisory Assistant

Mrs A. Bell	Breakfast Club Assistant
Mrs F. Milns	Breakfast Club Assistant
Mrs J. Hickman	Breakfast Club Assistant
Mrs N. Wilson	Breakfast Club Assistant

Mr. A. Brown Site Manager

Catering staff are supplied courtesy of Mellors Catering

## 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. If it is cold, children can wear a coat or top outside, although there may be times where this needs to be removed in order to take part in PE properly, depending on the activity.

### 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. 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

## 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

Our full attendance policy can be found on our website and hard copies are available from the school office.

### Rates of authorised and unauthorised absence (Sept 2017– July 2018)

Number of children on roll	% average attendance	% unauthorised absence
312	96.3	3.6

## **Destination of Pupils: Secondary School**

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

## **Charges and Remissions**

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

- 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 and enrichment, or for materials used when the end product is taken home.

A full 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 paid via Parentpay on Monday. School meals cost £2.18 per day or £10.90 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 moment's notice. Parents are kept informed of school activities through regular newsletters and through updates on the school website and through the ClassDojo and MyEd apps which can be downloaded to most Android and Apple devices.

We have time set aside for the first two terms 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 as well as an opportunity to take their final work home with them.

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
- 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. On other occasions, we will aim to administer First Aid to a child and contact you at lunchtime or after school. We use accident slips to inform parents of some injuries, but often phone if we feel more clarity is needed. The school undertook its most recent First Aid training in May 2019.

### **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. If we are ever unsure about your instructions, or your child is, we will always contact you to get verbal clarity.

We do have our own supply of paracetamol which we can administer on your behalf with your authorization.

## **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 sanctioned 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:

<b>Key Stage 1</b>	5 to 7	1 & 2
<b>Key Stage 2</b>	7 to 11	3, 4, 5 & 6
<b>Key Stage 3</b>	11 to 14	7, 8 & 9
<b>Key Stage 4</b>	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.

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

At the end of every year, teachers make judgements as to whether children have shown aptitude in commensurate for their stage and this is reported back in their annual report. We try to give a full picture of children's learning, including their successes in their whole-child development, and the school uses a mixture of attainment scores and statements to support this. These systems will continue to develop as assessment policies are clarified by the DfE, as of May 2019.

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. All children explore texts in detail through our Novel Study approach, which also feeds into their writing and gives them bold and exciting topics with real meaning.

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 such as Harvest and Christmas church visits.

### **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. Often their learning is tied into their novel or overall topic study, allowing for a greater immersion and sense of excitement.

### 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.

### 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 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. Specific instruments can be learned through Rotherham Schools Music Service. We also work closely with the Wickersley Partnership Trust to offer more bespoke music lessons and a quality, progressive music curriculum.

## **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. A large part of our PE is delivered through Wickersley Partnership Trust's bespoke PE team, who also assess and target children where needed, as well as providing lots of wider opportunities to compete.



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. We are currently developing a new topic approach to this area further down school in order to ensure we are compatible with government policy in this area beginning in 2020.

## **Residential Visits**

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

Other residential visits for Year 6 are also offered and these are often selected based on the needs of the children and their interests. In recent years, Y6 children have visited Kingswood to undertake exciting, adventurous activities.

## **Homework**

Many parents value the commitment by the school to provide homework each week. We try to 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. In Y5/6, maths revision books are also used to support children's homework and ensure consistency in provision in the upper junior years. We also expect children to read at home, accessing their Bug Club subscription to support this with parents or choosing to read a book with their family.

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.

## **Breakfast Club**

The Breakfast Club opens at 7.45am and food is served until 8.15am. Children will then be escorted to their classroom for the start of school by a member of staff.

In keeping with our Healthy Schools Status, the following items are provided and children can choose 2 or 3 of these items.

2 slices of toast

2 crumpets

A yoghurt

A portion of fruit

A portion of cereal

In addition, the following drinks are available, milk, water, fruit juice or squash.

Should you require your child to attend, please call into school and pick up a Registration Form. The cost of the breakfast club is £3.00 per child per session and the booking form and payment must be completed a month in advance. (Please note: fees are non-refundable should your child not take up any place they have booked). Places will be allocated on a 'first-come-first-served' basis and we will notify you as soon as possible if we are unable to provide a place for your child.

When bringing your child to the Breakfast Club please use the pedestrian gate and ensure your child is delivered to the single classroom at the back of the school building (adjacent to the new Foundation Stage play area).

If you have any queries regarding the Breakfast Club, please do not hesitate to contact the School Office.

## **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.