



# WIGGINTON SCHOOL YEAR BOOK 2024-2025 v.1

An electronic version is available at  
<https://www.wiggintonprimary.co.uk/useful-school-information/>  
with active links

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'In the words of one pupil, 'Every day is an adventure at Wigginton.' The school provides a happy, caring and stimulating environment which challenges pupils to solve problems, be resilient and support others. Pupils are proud to come to this school. They enjoy learning here.'

OFSTED, November 2023

## 1.0 The Curriculum

'The school makes careful decisions to ensure that the curriculum constantly evolves and improves. Leaders, at all levels, are ambitious, confident and knowledgeable. They work together to ensure that the curriculum is broad, balanced and accessible for all pupils, including those with special educational needs and/or disabilities (SEND).'

OFSTED, November 2023

Using the National Curriculum programmes of study we have devised a two year rolling programme which we develop into exciting themed units of work to inspire pupils. Individual subjects are taught both within the themes and as discrete subjects as appropriate. More details are available on the school website: <https://www.wiggintonprimary.co.uk/curriculum/>

### 1.1 The Foundation Stage

Young children develop rapidly in the Early Years, physically, emotionally, intellectually and socially. The children's learning is carefully structured, with a strong emphasis on learning through play and a mix of teacher-directed and child-initiated activities. By building on what individuals can do and presenting the learning within a relevant and appropriate context, we develop a positive attitude and disposition to learning - we want to make learning fun! Our Early Years environments, both inside and out, are carefully planned and organised to support children's development in all areas.

### 1.2 Mathematics

The National Curriculum 2014 for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### **In our school we aim to:**

- Stimulate the children's interest in maths and numerical problem solving.
- Equip children with the basic skills in maths that they will need in their everyday lives.
- Develop skills through practical apparatus which enable children to use and apply numbers, measures, shape and space, and data-handling with competence and confidence in a range of contexts;
- Develop children's skills in mental calculation by ensuring they have a repertoire of known facts and strategies from which to draw;
- Develop children's understanding of mathematical terms and their ability to use this vocabulary correctly and concisely to both explore and explain their mathematical understanding;
- Enable pupils to understand the importance of maths and apply the skills of maths in everyday contexts.

### **1.3 Literacy**

We aim is to provide children with a love of reading and writing that will last a lifetime. We aim to foster a passion for reading and writing that will enable children to develop their knowledge and understanding and allow them to communicate and articulate their thoughts and participate in discussions. In order to do this we believe it is necessary to promote high standards of literacy throughout school and to ensure that literacy skills are taught and embedded in other areas of the curriculum.

#### **Key Stage 1**

Every day in Key Stage 1 children have phonics lessons, guided reading lessons and literacy lessons. Handwriting is also practised frequently.

#### **Key Stage 2**

Every day in Key Stage 2 children have whole class reading lessons and literacy lessons. In addition to this children have spelling and handwriting lessons every week.

As well as learning a variety of skills in literacy: sentence structure, punctuation and grammar, in both key stages children are taught a range of text types which allow them to apply these taught skills. Some of these text types include instructions, explanation texts, reports, recounts, stories from other cultures and poetry.

In order to develop literacy skills we aim to provide the children with an exciting and relevant English curriculum using our topic themed approach to provide many opportunities for writing.

### **1.4 Science**

We offer a high-quality science education providing the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. We offer children opportunities to understand the world around us and to develop an enquiring

mind. Our science encourages children to ask questions about everyday life and the world around us and to satisfy this curiosity with knowledge.

### **Key Stage 1**

In Key Stage 1 topics include: seasonal changes, animals including humans, plants and everyday materials.

### **Lower Key Stage 2**

In Lower Key stage 2 topics include: electricity, light, living things and rocks.

### **Upper Key Stage 2**

In Upper Key Stage 2 topics include: properties and changes of materials, forces, Earth and space and evolution.

In order to provide an exciting and relevant science curriculum we aim to provide children with opportunities to carry out science experiments over a range of subjects and we offer different trips and visitors to enhance our science work.

## **1.5 Computing**

'They enjoy the opportunities that they are given to use technology in lessons. Pupils benefited from clear teaching...this empowered all pupils to use their knowledge independently and explore and extend their learning.'

OFSTED November 2023

We encourage pupils to gain confidence and enjoyment from their computing activities and to develop new skills that extend and enhance their learning throughout the curriculum. We develop pupils' awareness of the use of computers, in the classroom and in everyday life, in a variety of contexts.

Early Years and Key Stage 1 focus on using tablets; in Key Stage 2, pupils develop skills through the use of chromebooks.

## **1.6 Music**

Wigginton prides itself on being a musical school. Music plays a vital role in the everyday life of pupils, with all children taking part in a rich musical curriculum and having a range of musical opportunities which we hope will foster a lifelong enthusiasm for music.

### **SINGING!**

All children have a weekly singing session where they build on their singing technique through active warm-ups and exercises and through singing an eclectic mix of song styles. Singing is taught through an enthusiastic, inclusive approach where everyone is encouraged to believe in their ability to sing. This leads to excellent singing in assemblies and performances, with an impressive number of pupils confident enough to sing on their own or in small groups. Every child in school performs to parents in Christmas performances. We are one of very few primary schools who have their own school song, composed by ex-pupils and performed proudly by the whole school regularly.

## **FOUNDATION STAGE**

Children are naturally musical and we use this to enhance learning across the whole curriculum. Songs are used particularly well in maths to help practise concepts and remember facts. Children are encouraged to experiment with sounds and will learn about making sounds and patterns louder or quieter, faster or slower, as well as trying out a range of percussion instruments, with an emphasis on enjoyment.

## **KS1 and KS2**

All pupils are inspired to build their confidence as musicians and develop their skills of listening, performing and composing music in a range of styles. Instrumental skills are developed alongside singing, with all KS2 pupils having the opportunity to take part in whole class instrumental lessons (recorders in Year 3 / 4, viola and cello in Year 5/6). There is an emphasis on practical music making and enjoyment in music, and notation skills are developed through the school, starting with graphic notation and fruity rhythms and leading to further understanding of conventional music notation by the end of KS2.

### **1.7 Art**

Our art education enables children to confidently explore ideas and record their experiences. Children will become proficient in drawing, painting, sculpture and other art and design techniques. Children will be taught to evaluate creative works and take inspiration from great artists, craft makers and designers. Our aim is to engage, inspire and challenge all pupils in art and design.

#### **Key Stage 1**

In KS1 children will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will learn about the work of a range of artists, craft makers and designers

#### **Key Stage 2**

In KS2 children create sketchbooks to record their observations and use them to revisit and review ideas. They will improve the mastery of art and design techniques including: drawing, painting and sculpture with a range of materials. They will learn about great artists, architects and designers in history.

In order to provide an exciting and relevant art curriculum, we aim to give children opportunities to apply and practise their art skills over a range of subjects.

### **1.8 Design and Technology**

Our design technology education provides the foundations for the 6 key skills promoted in the new 2014 curriculum. We teach children to consider the user, the purpose, and the functionality of their product. We then teach them to consider the design decisions they

have made, consider how to innovate their products and finally we look at the authenticity of their projects.

### **Key Stage 1**

In Key Stage 1 topics include: textiles, cooking and nutrition and mechanisms and structures.

### **Lower Key Stage 2**

In Lower Key stage 2 topics include: electrical systems, mechanical systems and cooking and nutrition.

### **Upper Key Stage 2**

In Upper Key Stage 2 topics include: structures, electrical systems and cooking and nutrition.

In order to provide an exciting and relevant DT curriculum we aim to provide children with opportunities to carry out DT projects through a range of subjects. Also we offer different trips and visitors to enhance our design technology work.

## **1.9 History**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time (National Curriculum, Sept 2013).

In our school we aim to:

- Develop children's curiosity about the past in Britain and the wider world from ancient times to modern day.
- Use first-hand experience and secondary sources to locate and investigate the historical significance of a range of events.
- Acquire a framework of knowledge about events and people that will enable them to set local and international events within a historical context.
- Develop skills of investigation, observation, analysis and communication.
- Develop a chronological framework for their knowledge of significant events and people and consider how the past influences the present.

At Wigginton School, we believe in inspiring and motivating children to want to learn for themselves. We try to arrange educational visits to engage children in their learning and

deepen their understanding. Practical, hands-on experience is key. We may also invite visitors to school to talk to the children or involve them in workshops.

### **1.10 Geography**

Children will study changes and landmarks in our locality to whole country studies of European and non-European countries. We ensure that the children have opportunities to understand the world around them and to develop map and atlas work skills.

#### **Key Stage 1**

In Key Stage 1 topics include: Local environment, Australia, The United Kingdom, Seasonal and daily weather patterns and Continents and Oceans.

#### **Lower Key Stage 2**

In Lower Key stage 2 topics include: Volcanoes and Earthquakes, European Country (Italy) and South America.

#### **Upper Key Stage 2**

In Upper Key Stage 2 topics include: European country, North America and Mountains and Rivers.

In order to provide an exciting and relevant geography curriculum we aim to provide children with opportunities to carry out field work and have the opportunities to explore their learning in different ways:

- Globe work
- Field work

### **1.11 Modern Foreign Languages**

We offer a languages education which fosters pupils' curiosity and deepens their understanding of the world. We enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We also provide opportunities for pupils to communicate for practical purposes, learn new ways of thinking and read literature in the original language. We believe that language teaching provides the foundation for learning further languages, equipping pupils to study and to work in other countries.

The main language we teach is French. However, by teaching transferable language skills we may sometimes teach other languages through topic work such as Italian when learning about Romans or Norwegian when learning about Vikings.

In the past we have also offered different after school clubs for languages including Spanish, Italian and British Sign Language.

### **Key Stage 1**

Although Foreign Languages are not compulsory at KS1 we believe that the earlier children learn a language, the more they enjoy it and the more confident they become. Children learn to count, introduce themselves and develop basic conversation skills.

### **Key Stage 2**

In Lower Key stage children continue to develop their conversation skills and also begin to write and read more French, for example they might write short poems or descriptions of people.

## **1.12 Physical Education**

We aim to offer every child in our school high quality opportunities in a safe and fun environment.

### **Key Stage 1**

In Key Stage 1 we cover the skills involved in netball, football, dance, gymnastics, bounce and catch, net and wall games, roll, throw and catch, athletics and rounders.

### **Key Stage 2**

In Key Stage 2 we cover the skills involved in football, hockey, basketball, gymnastics, dance, cricket, athletics and rounders. We focus these skills into competitive team games and give children opportunities to apply basic principles for attacking and defending.

A range of after school clubs are provided throughout the year. Clubs for Years 1 through to 6 are provided for throughout the school calendar. All of our teams get the chance to compete at a local level, with some children getting through to county levels.

At Wigginton we work closely with the York School Sports Partnership Network to help enhance our Sports provision through competitions. Total Sports coaches provide lunch clubs, in house PE and after school clubs.

## **1.13**

## **PHSCE**

### **Personal and Social Education.**

We develop personal and social skills through class circle time, daily classroom activities and through wider school involvement such as being a member of the school council. We aim for pupils to learn and develop the skills to recognise and celebrate their personal strengths. Alongside this we support and encourage pupils to recognise areas for development so that they can set personal targets and work towards self- improvement.

### **Health Education**

Pupils are encouraged to develop an awareness of personal health, hygiene and safety through half termly workshops covering aspects of health and well-being. Aspects of health are also covered through the science curriculum, such as naming body parts, how the body works. In PSHCE we consider changes in our feelings towards people and situations as we grow up. Developing an awareness of personal safety and knowing where to seek help when needing advice are all considered. Our community school nurse works well with us and supports our programme of "Relationships Education" with Year 5 and 6 pupils.

### **Citizenship Education**

A wide range of opportunities enable pupils to develop the skills and knowledge to contribute positively to their community. Pupils will consider issues relating to "Living in a Diverse World", looking after the environment, anti-bullying, supporting charity fund raising, democracy, understanding how rules are made and why they are important.

### **Economic Well-being Education**

Pupils are supported to develop skills and interests to prepare for their future as independent young people. Opportunities to find out about how and where people work are created through workshops, visits out of school and by inviting people from different professions into school. Further, through "Enterprise" projects pupils are encouraged to develop money management skills, research products and to create a profit based business from their own ideas.

## **1.14 Safety/Drugs/Health and Relationships Education**

At Wigginton Primary School we build Safety/Drugs/ Relationship and Sex Education into the curriculum. Our programme aims to enable children to make responsible and well informed decisions about their lives. It helps to support our children through their physical, emotional and moral development. It is firmly embedded in PSHE, linking with Science and helps our children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Pupils are taught about the importance of keeping safe and about the dangers of using medicines without adult supervision.

The main aims of our Safety/Drugs/ Relationship and Sex Education are to:

- Enable each pupil to develop confidence and self esteem
- Provide accurate information and correct any misunderstandings
- Enable pupils to explore their own and others' feelings, views, attitudes and values towards Drugs, Health and Relationships Education
- Encourage young people to understand human sexuality and to respect themselves and others

- Understand the nature and importance of marriage for family life and bringing up children but also that there are strong and mutually supportive relationships outside marriage.

## **1.15**

### **RE**

We offer pupils the opportunity to learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. The principal purpose of our RE is to help pupils to understand themselves and the world around them, including people who may have different cultures and beliefs from their own. It helps them to learn respect for themselves, for others and for the place in which they live. RE teaching promotes the wellbeing of each child and also supports community cohesion.

In **Key Stage 1** topics include: light and dark, living in our world and faith stories.

#### **Lower Key Stage 2**

In Lower Key stage 2 topics include: festivals of light, holy books and founders and leaders.

#### **Upper Key Stage 2**

In Upper Key Stage 2 topics include: hope, peace, justice and freedom and pilgrimage.

In order to provide an interesting and relevant RE curriculum we aim to provide children with opportunities to develop an open and reflective approach to gain some understanding of varied religious experiences, practices, values and beliefs and help them to relate these to basic questions about everyday life.

Also we offer different trips to enhance our RE work.

## **1.16**

### **Collective Worship**

Collective Worship takes place daily in accordance with the provisions of the 1988 Education Reform Act. Parents have the right to withdraw their children.

Collective Worship at Wigginton is guided by the following principles:

- It has a sense of occasion
- It involves children in an active way whenever possible
- It is of a wholly, mainly or broadly Christian character
- It is for everyone
- It is part of the whole school curriculum
- Collective worship is presented both as a distinct part of an assembly and as a discrete element within classrooms.

In our School we aim for pupils to:

- Explore a variety of forms of worship
- Experience awe, wonder, praise, appreciation, reverence, respect, and gratitude
- Experience silence which allows for listening, reflecting, contemplating and, when appropriate, praying
- Have opportunities for spiritual, moral, social and cultural development
- Heighten their awareness of questions relating to the origins of life
- Discover ways of developing a deep respect for themselves and for all others.

## 2.0 Assessment

As children progress through school, continual assessment shows teachers what action is needed to help each child make the best possible progress in their learning.

Teachers are continually assessing children's individual educational needs in all areas of the curriculum. This enables them to make consistent judgements of pupils' attainment and to plan appropriate work, setting realistic aims for each child. Children are constantly encouraged to do their best and also participate widely in self-assessment.

Within the first few weeks of entering school, children are assessed to identify any specific needs. Statutory tests take place in Year 2 and Year 6. With phonics screening in Year 1 and multiplication tables check in Year 4. All assessment records are passed from class to class so that children are grouped appropriately in order to challenge them each year.

Parents receive a written report at the end of each year and have an opportunity to discuss their child's progress at parent consultations twice during the year, as well as more informally at any time during the year.

## 3.0 Inclusion and Special Needs

Through our policy, we aim to:

- To identify and assess a child with additional needs at the earliest opportunity
- To provide additional support according to the individual needs of the child.
- To provide the child with further support from outside agencies, where appropriate
- To enable all children to have full access to all elements of the school curriculum
- To help children manage their behaviour and emotions, in order to enable them to learn effectively
- To keep parents well informed about all aspects of their child's educational development
- To include parents in all decision making
- To include children (where appropriate) in decision making
- To provide a variety of learning strategies, which meet the needs of the individual child
- To provide a structured framework of assessment, monitoring and evaluation through which pupils can progress
- To prepare and deliver an Education Health Care Plan (EHCP) & Pupil Passports

Please see the school website for more information  
<http://www.wiggintonprimary.co.uk/special-educational-needs-information/>

### 3.1 Admission Arrangements

All children with SEND have a right to be educated in a mainstream school. Wigginton School strives to be a fully inclusive school. We welcome those children whose parents are seeking inclusive education for their child with special educational needs in accordance with the Local Authority Admissions Policy.

### 3.2 Special Facilities

All major entrances are ramped for wheelchair access and we have a medical room with shower and a disabled toilet.

## 4.0 Homework

Your support with your child's learning makes a real difference, and there are many ways in which you can help.

The reading partnership between parents, staff and children begins as your child starts school. We use a Reading Diary to facilitate this partnership, and Reception parents are invited in to school during the first term when your child's teacher will demonstrate our approach to reading. Listening to your child read, discussing the texts and reading good literature to your child throughout primary school is a really valuable support for the development of literacy skills.

Throughout their time at our school, your child will be expected to remember key number and language facts such as addition and subtraction facts, multiplication and division facts, key words, common spelling patterns etc. The mastery of these facts is vital as they underpin much of their future mathematical and language learning. Practical opportunities to do with all forms of measuring, time-telling and handling money also prove very beneficial.

Getting involved in your child's topic is also very helpful. Encouraging or supporting your child to widen or deepen their knowledge of the topic in hand gives your child a very positive role model for learning. This may involve visiting the local library for further information, making use of technology or perhaps a family outing to a related place of interest. If you have any particular expertise or local knowledge relevant to the area of study, we would be delighted for you to come into school and share it with the children. We often hold special themed days and parental involvement is warmly welcomed.

Every fortnight, children are set an English and maths task, as well as activities linked to their topic.

## 5.0 Safeguarding

Wigginton School takes its' Safeguarding role very seriously and we have adopted a range of policies and procedures to support that role, including:

- Safeguarding Children Policy
- Behaviour Policy
- Anti-bullying Policy
- Equalities Policy
- Health and Safety Policy
- Educational Visits Policy
- Staff recruitment -we follow CYC Safer Recruitment procedures
- Disclosure & Barring Service Checks

Copies of these policies can be found on the school website:  
<http://www.wiggintonprimary.co.uk/policies/>

We also include opportunities within our curriculum, most particularly within our PSHCE curriculum, to develop the skills they need to recognise and stay safe from abuse.

The most significant protection comes from the adults surrounding the child and we pride ourselves on the professionalism of our staff and the culture of respect within our school, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. We aim to develop strong partnerships with parents and there is a ready willingness from all staff to meet with parents at any time.

### Child Protection

Wigginton School recognises that all children have a right to protection from abuse. Wigginton School takes seriously its responsibility to protect and safeguard the welfare of children and young children.

We will:

- Respond swiftly and appropriately to all suspicions or allegations of abuse, and provide parents and children with the opportunity to voice their concerns
- Have a system for dealing with concerns about possible abuse
- Maintain good links with statutory childcare authorities

Paul Laycock is our designated senior person for child protection and has received appropriate training and support for this role. The deputy designated child protection person is Laura Blackmore.

Mandy Windass is our nominated governors responsible for child protection.

**Should you have any concerns, please contact us immediately.**

## 6.0 Concerns and Complaints about School

### 6.1 Guidance for Parents

If you have a concern or complaint we would like you to tell us about it. We welcome suggestions for improving our work in the school. Be assured that no matter what you tell us, our support and respect for you and your child in the school will not be affected in any way. Please tell us of your concern as soon as possible. It is difficult for us to investigate properly an incident or problem which has happened some time ago.

### 6.2 What to do first

Most concerns and complaints can be sorted out quickly by speaking with your child's class teacher. Any teacher or the school secretary can help you find the right member of staff. If you have a complaint which you feel should be looked at by the Headteacher in the first instance you can contact her straightaway if you prefer. It is usually best to discuss the problem face to face. You may need an appointment to do this, and can make one by ringing or calling in to the school office. You can take a friend or relation to the appointment with you if you would like to.

All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their own actions to you. They will ask what you would like the school to do to put things right. Of course, this does not mean that in every case they will come round to your point of view but it will help both you and the school to understand both sides of the question. It may also help to prevent a similar problem arising again.

### 6.3 What to do next

If you are dissatisfied with the teacher's response (or with the Headteacher's initial reaction if they have already been involved) you can make a formal complaint to the Headteacher. This should be made in writing. Help with this is available from the school office.

If your complaint is about an action of the Headteacher personally, then you should refer it to the Chair of Governors. You can contact the chair through the school office, where they will give you contact details.

You may also find it helpful at this stage to have a copy of the full statement of the general Complaints Procedure as this explains in detail what procedures are followed.



This is available from the school office or the school website <http://www.wiggintonprimary.co.uk/policies/>

The Headteacher will ask to meet you for a discussion of the problem. Again you may take a friend or someone else with you if you wish. The Headteacher will conduct a full investigation of the complaint and may interview any members of staff or pupils involved. You will receive a written response to your complaint.

#### **6.4 If you are still unhappy**

The problem will normally be solved by this stage. However, if you are still not satisfied you may wish to contact the chair of the governing Body to ask for a referral of your complaint to a *Governors' Complaints Panel*. It will then be heard by a group of three governors who have no previous knowledge of the problem and so will be able to give it a fresh assessment. You will be invited to attend and speak to the panel at a meeting, which the Headteacher will also attend. The *General Complaints Procedure* statement explains how these meetings operate.

#### **6.5 Further Action**

Complaints about school problems are almost always settled within schools but in exceptional cases it may be possible to refer the problem to an outside body such as the Secretary of State for Education. Again there is more information on this in the *general Complaints Procedure*.

## 7.0 Attendance

We really value the excellent attendance record we have. This enables us to complete our teaching programmes effectively and for children to have continuity in their education. Details of your child's annual attendance will be provided with your child's annual report at the end of the summer term.

### **Absences due to Illness or Injury**

Naturally, if your child is ill or absent due to any unavoidable cause they need time off at home to regain their full health. We ask that you telephone us on the first day of illness (01904 552225), before 9:30am and on any subsequent days if the length of absence is not known to the school. Please tell us the reason for absence & expected duration. Such reported absences constitute an 'Authorised Absence'. Similarly, if a child is absent from school with no notification from parents or carers, then we will call you so that we can ensure the child is safe. Any unreported or unexplained absence will be classed as an 'Unauthorised Absence'.

### **Returning to school after illness**

Children returning to school after illness should clearly be fit to do so and free from infection. If the illness has been due to sickness &/ or diarrhoea your child must be clear of all symptoms for 48 hours before returning to school.

### **Late Arrival**

If your child is going to arrive at school after morning registration for any reason please ensure you inform the school office before 9:30am, giving your reason and your child's dinner choice.

### **Requests to Leave School during the Day**

If parents need their child to leave school during the school day a request must be made in writing to the child's class teacher and arrangements made to collect them from the school office by a named adult- you will need to telephone the school office to confirm the details. If the absence is due to an appointment please visit the school office and provide a copy of an appointment letter for the school files.

### **Holiday Requests**

Families occasionally request time away from school for holidays. Time off for holidays is not a right, and time out of school can seriously disrupt children's progress. The law changed, from September 2013, with regard to absence from school. **Headteachers no longer have the power to authorise 10 days holiday.** Absence from school during term time will only be authorised in exceptional cases. Any holiday requests must be made in advance of the absence and on our 'Leave of Absence' form available from the school



office or on our website in the Parents section:  
<http://www.wiggintonprimary.co.uk/useful-forms-1/>

Daily registers will be marked with the appropriate absence code. Should a child have 10 or more unauthorised absences within a 12 week period, Fixed Penalty Notices may be issued.

### **Punctuality**

Of equal importance is punctuality. Children, who persistently arrive late for registration, disrupt not only their own education but also that of their classmates. Lateness is recorded on your child's attendance record if your child arrives in class after the class start time but before 9:20am. If your child arrives after 9:20am your child's absence will be recorded as unauthorised absence. In both instances the child must be signed in to school by an adult at the school office.

### **Other Leave of Absence Requests**

Any other requests for Leave of Absence from school for one session or more should be made using the 'Leave of Absence' form available from the school office or on our website in the Parents section: <http://www.wiggintonprimary.co.uk/useful-forms-1/>

Absences of less than a day should be made by letter wherever possible.

Leave of absence requested for educational reasons will be granted. E.g. Music exams.

## 8.0 Behaviour

'Behaviour is exceptionally good here. This is because showing respect for others is seen as essential.'

OFSTED, November 2023

We see high standards of behaviour as an essential element in providing the best possible environment for children to thrive socially, emotionally and academically. Therefore, with your support, we aim to develop both good manners and behaviour throughout school, based on mutual respect for all.

To support and enhance our existing good behaviour and to ensure consistency throughout school by all members of our school team, we have a positive behaviour policy. This provides consistency through the school and at all times of the day. Pupils are supported to regulate their emotions through a range of strategies: whole class Positive Pathways to collaboratively develop behaviour regulation strategies; Zones of Regulation to recognise pupils' emotions and scaffold support for individuals; Calm Corners for pupils to access independently; emotion coaching co-regulating with pupils.

We have regular discussions about the behaviour we expect alongside pupils. They encourage children to show consideration for others and to conduct themselves in a positive and friendly way.

Secondly, it means that we give regular praise and positive recognition to students for showing this behaviour. This helps children to develop into successful and effective learners whilst remaining enthusiastic and excited about the curriculum.

Finally, there are the sanctions for those instances when children choose not to follow the rules. In most cases, a quiet word with the child is enough to put things right, but occasionally their actions may merit a more formal sanction. It is normal as part of growing up to transgress the rules occasionally, but should your child's behaviour give us any cause for concern then we would contact you to discuss the situation and agree a way forward.

Please see the school website for our Behaviour Policy:

<https://www.wiggintonprimary.co.uk/policies/>

## 9.0 Bullying

'Any form of bullying is extremely rare. If it does occur, pupils know that staff will deal with it swiftly. Pupils are keen to solve minor issues independently. They do this by talking about worries and feelings.'

OFSTED, November 2023

Although our school has a warm and friendly atmosphere, we recognise that bullying, in some form, takes place at times in every school. It is for this reason we have developed, in consultation with the children, our anti-bullying policy. A copy of the policy is on the school website and regularly reinforced and supported through our Personal, Social and Health programme.

The children are made aware that:

- Our school will not tolerate any form of bullying
- Bullying can affect a child's emotional well-being and that may affect their schoolwork
- Always tell someone if you are being bullied

If you are ever concerned that your child may be being bullied, please contact the school immediately and be assured that we will deal with the situation quickly.

## 10.0 Health and Safety

### STATEMENT OF INTENT

School Management at Wigginton Primary School believes that ensuring the health and safety of staff, pupils and visitors is essential to the success of the school.

We are committed to:

- Reducing accidents and work related ill health as far as reasonably practicable
- Ensuring compliance with statutory requirements as a minimum standard
- Assessing and controlling risks from curriculum and non-curriculum work activities
- Providing a safe and healthy working and learning environment for staff and pupils
- Ensuring safe working methods and providing safe work equipment
- Providing effective information, instruction and training
- Consulting with employees and their representatives on health and safety matters
- Monitoring and reviewing our systems and prevention measures to ensure that they are effective
- Setting targets and objectives to develop a culture of continuous improvement
- Ensuring adequate welfare facilities exist throughout the school
- Ensuring adequate resources are made available for health and safety issues, so far as is reasonably practicable
- Learning from our own health and safety experiences and share learning opportunities with other schools

*To ensure the above commitments can be met the City of York Council Safety Management System has been adopted. All Governors, staff and pupils will play their part in its implementation.*

## 11.0 Illness at School

Should your child fall ill at school we will make every effort to contact you by telephone using the emergency contact details provided on the child's registration form/ personal details update form. Information regarding allergies is also sought in order that appropriate first aid can be administered. It is important that these details are kept up to date and any change in circumstances must be relayed to the school office. A 'Change of Personal Details' form is available in our Parents section of the school website in the Parents section: <http://www.wiggintonprimary.co.uk/useful-forms-1/> or from the school office.

### 11.1 Medicines

Where possible, we ask that medicines be administered at home. Please see the 'Medicines in Schools Policy' (hyperlink: [Medicines in Schools Policy](#)). Where this is not possible medicine **clearly marked with the child's name and required dose**, should be given into the school office by a responsible adult. You will be asked to complete & sign a form giving your formal consent for the school staff to administer the appropriate dose. A copy of the form is available from the school office or can be downloaded from the school website in the Parents Section- Useful Information (hyperlink: [Medicine Administration Form for Parental use](#)).

**At NO time should any child carry any (prescribed or over the counter) medicines themselves whilst in school.** This includes such things as cough sweets, hand creams etc

Whilst staff will do their best to prompt children, the onus will be on the child to remember to come at the appropriate time for their medicine.

Any unused medicine must be collected from the office by a responsible adult at an agreed date. Any uncollected medicine will be disposed of at the end of each term by school.

### 11.2 Asthma

Children who require an inhaler for the treatment of asthma may either keep one in the school office **or** carry their inhaler with them. Please ensure you inform the office if your child may need an inhaler whilst at school. You will be required to complete the relevant parental consent form and send the form to the school office with the named inhaler (if relevant). It will kept in a named bag ready for administration by a trained first aider when required. If your child keeps their inhaler in the office you can choose to be notified when your child uses their inhaler, please indicate this on the Parental Consent form. A copy of the form is available from the school office or can be

downloaded from the school website in the Parents Section- Useful Information (hyperlinks: [Inhaler Consent Form for Parental use](#) & [Consent Form for Child to Carry own Inhaler](#)).

### **11.3 First Aid**

A number of staff members are trained first aiders.

It's in the nature of children's play that they suffer the occasional bump or bruise. These incidents are dealt with as appropriate. Simple first aid is given at school when necessary. In the case of a bump to the head, we would ensure that the class teacher is aware of it so that they can keep your child under observation for the remainder of the day. We would also inform you either by phone or by an Accident Report slip which will be sent home with the child. If an accident needs hospital attention, we will make every effort to contact you first. Please ensure that any contact information is kept updated, particularly with mobile phone numbers.



## 12.0 Travelling to and from School

Most of our children live within walking distance of the school and we encourage them to walk or cycle whenever possible. We have an annual programme of road safety, run in conjunction with the Local Authority:

In Year 3/4, we provide pedestrian training.

In Year 5/6, we provide Level 1 and 2 cycle training.

We have a lockable cycle shed for children's bikes.

We are a 'Bike-IT' school & are keen to promote cycling to school.

For those families who live further afield, or who need to use the car for another purpose, the Trustees are quite happy for parents to use the car park at the recreation hall; a safe five minute walk from school.

Parking for parents/ carers is NOT PERMITTED in the staff car park unless you or your child is a blue badge holder. Please do not use the staff car park for dropping off or picking up children from after school club. The car park is very busy at these times of day and poses a hazard to pedestrians.

Clearly, the fewer cars around the school perimeter at the beginning and end of the school day, the safer it is for children to see and be seen as they cross roads. The school has a designated 20 mph School Safety Zone.

We have 'SCHOOL KEEP CLEAR' zig-zag markings outside our two pedestrian entrances. These road markings mean **no waiting, no stopping or no parking even** for the dropping off or picking up of children. These markings are in force on weekdays, between 8.30am and 9.30am and 3pm and 4pm.

We also have double yellow lines around much of our perimeter, which of course means **no waiting** at any time. You may stop to allow passengers to board or alight.

## 13.0 School Uniform

Our School colour is blue and our badge is the Wigginton Mallard, 'Adult with Young'. The starred\* items below, along with book bags & PE bags, are available with the school badge on, to purchase, from the office or via Tesco website.

- Sweatshirts\* or cardigans\* in royal or navy blue.
- 'School type' trousers, skirts or pinafore dresses in grey, black or navy blue.
- Shirts, blouses or polo-shirts\* in white and sky blue.
- Socks or tights in grey, blue or white.
- 'School' shoes in black or blue. Sandals in black, blue or white.

More information on how to order school uniform can be found on the school website: Parents- Useful Information section (<http://www.wiggintonprimary.co.uk/school-uniform/>). School bags are also available to purchase. They are recommended but not compulsory.

### We ask that children do not wear:

- **Clothes** in other colour combinations
- **Clothes** that are of inappropriate material, especially denim
- **Clothes** that have other logos or designs on
- **Trainers** at times other than P.E.

### Jewellery (Except for watches):

Due to the very practical and physical nature of a young person's day, we do not permit jewellery on the basis of safety.

Children with pierced ears may wear small studs. Hoops or dangling ear rings are **not** allowed. Again for safety reasons, children are expected to remove their ear-rings, or to tape over them, for PE. Children are expected to provide the tape and be able to manage this themselves.

### P.E Clothing

Pupils now can come to school in their PE kit for PE days. This means more time for PE and less lost property. Please ensure they have the following items of clothing.

For indoor P.E	For outdoor P.E
<ul style="list-style-type: none"> <li>• Shorts or gym skirts in navy blue</li> <li>• White tee shirts</li> <li>• Short socks</li> </ul>	<ul style="list-style-type: none"> <li>* Trainers or plimsolls.</li> <li>* Plain, blue sweatshirts and jogging bottoms for cooler weather.</li> </ul>

## 14.0 Food in School

### School Dinners

Hot meals are prepared on site. Children who choose to have a hot dinner have a choice of 3 hot dinner options: either meat /fish dish; a vegetarian option or a jacket potato. Sandwiches are also available with different filling options. All meals are served with salad or vegetables, followed by fruit or a dessert. Your child must be able to tell their teacher their choice of meal for the day at morning registration. Therefore, if your child is planning to have a school dinner could you discuss the lunch options with them in advance to ensure a smooth registration process.

The dinner menu is posted in different areas of the school and is also available to view on the school's website in the Parents section/ Useful Information.

(<http://www.wiggintonprimary.co.uk/school-dinners-information-menus/>)

Parents are invited to sample a hot meal with their child shortly before they start school full-time in Reception year. Parents are also welcome to try a meal at any other time.

School dinners are available at a cost of £2.55 per day per pupil (relevant at 1 September 2024). Ideally payment for school dinners will be made through a Parent Pay account, where you can view lunches taken and payments made. We are happy to receive payment in advance and your child's account will be credited with the exact amount paid. If you have no other option than to send payment into school please send cheques only. We no longer accept cash in school. Please ensure when dinner money is sent into school that it is in a sealed envelope clearly marked with the pupils name and class, stating Dinner Money. **Any cheques should be made payable to 'CYC Wigginton Primary School'**. We cannot be held responsible for any lost cash sent into school.

### Universal Infant Free School Meal

Please note all **Reception, Year 1 & 2 pupils** are entitled to a free school meal (**Universal Infant Free School Meal**) each day as part of the Government Universal Free School Meal programme and no money should be sent into school for these pupils. Children will be asked, each day, at registration whether they are having a school dinner, packed lunch or home dinner. You do not need to register for these meals in advance.

### Alternative Lunch Options

Children who do not have a school meal may either go home for lunch or bring a packed lunch.

**Children who choose to bring a packed lunch:** Please ensure that packed lunches are brought to school in a secure container labelled with your child's name, and with appropriate food hygiene precautions taken e.g. ice pack. Water is available in the dining hall, but you may like to supply a drink. We prefer drinks to be brought to school in plastic



flasks or bottles or other safe containers. In the interest of health and safety, we request that children do not bring cans, glass bottles or fizzy drinks at any time.

At lunchtime, our children are supervised in the dining hall and on the playgrounds by our team of mid-day supervisors.

### **Snack time**

You may like your child to have a healthy mid-morning snack. We welcome fruit and vegetables but please do not provide your child with chocolate, sweets, crisps or gum.

**Reception, Year 1 & 2 pupils** are provided with free fruit every day.

### **School Milk Scheme**

Our school provides a milk scheme that is available to all our pupils.

The cost of school milk is subsidised for pupils aged five or older at a cost of around £25 per term.

Children under 5 & children in receipt of statutory Free School Meals (NOT Universal Infant Free Schools) are **entitled to free school milk**.

**ALL** children who wish to receive milk at school need to register with 'Cool Milk' at [www.coolmilk.com](http://www.coolmilk.com) or complete a registration form available from our school office. Please see the school website Parents section/ Useful Information for further details (hyperlink: <http://www.wiggintonprimary.co.uk/school-milk-scheme-1/>)

Each pupil that registers with Cool Milk will receive a 189ml portion of semi-skimmed milk everyday, which is delivered fresh and chilled. Pupils in Reception class, Year 1 & 2 will be provided with milk during the morning break. Registered pupils in Years 3 to 6 will need to go to the school library to collect their milk from the milk monitors.

## 15.0 General Information

### Sun Protection

During warm summer months all children should have a named sunhat in school which they will be encouraged to wear when playing outside. Wide brimmed hats or those which cover the neck are ideal.

We ask that you apply a long lasting sunscreen before school in sunny weather as staff are not permitted to apply sunscreen to pupils.

### Emergency Contact Information

When a child starts at our school a pupil information pack is issued to the parent/carer for completion and retention by the school. Please ensure that your contact details are correct, particularly mobile telephone numbers and email addresses. We operate a text messaging service to families, this uses the mobile number of the first emergency contact you provide to the school. If your contact details do change please advise the school in writing by means of the 'Change in Personal Details' form available from the school office or the school website (hyperlink: [Change in Personal Details Form](#)). We use the emergency contact numbers you have supplied if your child is unwell and needs to be taken out of school. The school must also be kept informed of any health matters, especially allergies, relating to your child. Please see the administration staff in the School Office to ensure that the school has full details about any health aspect which may affect your child.

### Dogs

Please do not bring dogs onto the school premises (this includes the playgrounds and pedestrian areas) or allow them to obstruct the pavement where children walk. No matter how gentle your animal is, children can be easily scared. Please don't allow your dog to foul pavements on the route to school. Bag it and bin it!

### No Smoking Site

This school is a designated 'No Smoking Zone'. Please do not smoke or use e-cigarettes anywhere on our school site.

### ParentPay

We are a cashless school, therefore we are asking all parents to use our e-payment method to pay for **dinner money, trips, swimming lessons etc.** This can be done online using a very secure website called ParentPay. [www.parentpay.com](http://www.parentpay.com)

#### **Already have a ParentPay account?**

If you already have a ParentPay account, either with our school or another ParentPay school, you can simply login to that account and add your other children.

### **New to ParentPay?**

We will set you up with a secure online account, activated using a unique activation username and password. You should receive a letter and instructions within 2 weeks of your child joining our school. If you need help with ParentPay there is a very good help section on their website: <https://www.parentpay.com/parent-account-faqs/#help>

### **Cheques sent into school**

All cheques sent into school **must** be contained in a sealed envelope marked with your child's name, class, amount and the purpose of the money.

Please do not send cash into school. We are a cashless school, the only exception being for special charity events. We cannot be held responsible for any cash that goes missing in school.

### **Care of Property**

Every reasonable effort is made to safeguard pupils' property while at school. However, the school cannot accept responsibility for loss. Parents are asked to ensure that property and clothing are marked clearly with their child's name. Other items of value, i.e. jewellery, large amounts of money, are not to be brought to school.

Items of lost property which are not named will be kept in the Lost Property Box. Please contact the school office if you would like to see the box at any time.

### **Organisation**

Children spend seven years in their primary school and each age group is classified as follows:

Age	Key Stage	Year
4-5 years	Early Years Foundation Stage	(EYFS/ Reception)
5-6 years	Key Stage 1	Year 1
6-7 years	Key Stage 1	Year 2
7-8 years	Key Stage 2	Year 3
8-9 years	Key Stage 2	Year 4
9-10 years old	Key Stage 2	Year 5
10-11 years	Key Stage 2	Year 6

The number of pupils on the roll and the number of children in each year group govern the arrangement of the classes. This often changes from year to year. Class sizes are kept as balanced as possible.

## SCHOOL HOURS

The School doors are open from the times detailed below when children should go straight into their classrooms where staff will be waiting to greet them. All pupils have a morning break of 15 minutes.

### CLASS TIMES & PE DAYS 2024/25

	Start Time	Finish Time	PE Days
<b>Class RRO</b> Total Hours = 31.25	08:50	15:05	Tuesday
<b>Class 1KF</b> Total Hours = 32.5	08:45	15:15	Monday & Wednesday
<b>Class 1/2D</b> Total Hours = 32.5	08:45	15:15	Monday & Wednesday
<b>Class 1/2G</b> Total Hours = 32.5	08:45	15:15	Monday & Wednesday
<b>Class 3F</b> Total Hours = 32.5	08:45	15:15	Wednesday & Friday
<b>Class 4/5P</b> Total Hours = 32.5	08:45	15:15	Thursday & Friday
<b>Class 4/5F</b> Total Hours = 32.5	08:45	15:15	Thursday & Friday
<b>Class 4/5SB</b> Total Hours = 32.5	08:45	15:15	Thursday & Friday
<b>Class 6R</b> Total Hours = 32.5	08:45	15:15	Tuesday & Wednesday

We are asking pupils to come to school in their PE kit on their PE days rather than their school uniform. They will remain in their PE kit all day:

- Shorts or gym skirts in navy blue
- White t-shirt
- Trainers or plimsolls
- Plain, blue sweatshirts and jogging bottoms for cooler weather

**EARRINGS MUST BE REMOVED FOR PE or COVERED BY TAPE PROVIDED FROM HOME (school will not provide tape). If this is not possible your child will not be able to take part in PE lessons.**

**School Office Hours are:  
8.30am Monday to Friday**

## 16.0 Home-School Communication

Parents/ carers are invited to a wide range of events including assemblies, concerts & sports events and details of all these events will be made available either via the school website, email or hard copy letter. **Our school website <https://www.wiggintonprimary.co.uk/> is our main tool for providing regularly updated information for both parents & pupils.** We aim to give you at least 2 weeks' notice of events taking place in school.

### Newsletters

A *whole school newsletter*, which includes dates for your diaries, is published fortnightly on the school website on a Monday in the Newsletter section. **This is our MAIN METHOD of communication with parents regarding activities & diary dates.**

*Class/ Year newsletters* are published half-termly normally by the second week of term in the relevant Class pages. An email will be sent to all contacts associated with a pupil (if an email address has been provided) signposting them to look at the website for details.

### Other Letters

All other letters and school information is published on the school website. An email will be sent to all contacts associated with a pupil (if an email address has been provided) signposting them to look at the website for details. Only letters that require a response by parents/ carers are sent home with pupils, for example school trips. Please keep a check on your child's bag for these letters!

### School Clubs

We run numerous school clubs over the school year- different clubs at different times of the year. Club letters & permission slips are not routinely sent home with children, they are made available in class for any children who are interested in joining. Keep checking the *School clubs section of the website* (<http://www.wiggintonprimary.co.uk/school-clubs/>) for details. The Club timetable is published every half term and provides an overview of all the clubs on offer (including dates & times). For more details of each club you can look at specific club pages.

### Short-Notice Information

We will send a text to the nominated parent/ carer mobile phone to provide any short-notice information or prompts to look at the website if we have any urgent latest news. Please ensure you contact the School Office if your contact details change to ensure you receive relevant texts.

**X (formally known as Twitter)** This will be used to celebrate events happening in school and share successes.

## 17.0 Staffing

### Governors (relevant as at 1<sup>st</sup> Dec 2024):

Mr Paul Laycock	Headteacher	Headteacher
Mr Richard Underwood	Vice Chair of Governors/ acting Chair of Governors	Co-opted
Ms Laura Blackmore	Deputy Headteacher	Co-opted
Mr Lewis Frank		Staff Governor
Mr Gordon Jennings		Co-opted
Mrs Helen Jones		Co-opted
Mr Rob Lister		Co-opted
Mrs Felicity Langford		Parent
Alex Hughes		Parent
Ms Lesley Ackrel		Co-opted
Louise Roberts		Co-opted
		Co-opted

## Teaching Staff and Responsibilities (relevant as at 1<sup>st</sup> December 2024):

Name	Role	Responsibilities
Paul Laycock	Headteacher	
Laura Blackmore	Deputy Head Year 4/5 teacher	Pupil progress and assessment Maths & Languages subject leader
Rob Peacock	Assistant Head Year 4/5 teacher	Reading subject leader
Katie Davies	SENCO	Special Educational Needs
Kate Osborn	Reception teacher (0.5)	EYFS Phase Lead
Saffron Redhall	Reception teacher (0.5)	EYFS Phase Lead DT subject leader
Kate Fox	Year 1 teacher (0.5)	History Subject leader
Caroline Knighton	Year 1 teacher (0.5)	RE subject leader
Frances Delamere	Year 1 teacher	Reading subject leader
Gemma Goff	Year 1 teacher	KS1 phase leader PE subject leader
Lisa Flude	Year 3 teacher	PSHCE subject leader
Lewis Frank	Year 4/5 teacher	Y4/5 Phase Lead Geography subject leader Computing subject leader
Charlotte Sweeting	Year 4/5 teacher	Literacy subject leader
Sarah Ryding	Year 6 teacher	Art subject leader
Jessa Liversidge	PPA cover	Music Subject leader Cr. Arts Events Coordinator

### Part-time staff

Mrs Osborn shares a class with Miss Redhall, Mrs Osborn working the first 2 days of the week and Miss Redhall working the last 2 days of the week. They alternate teaching on Wednesday.

Mrs Fox shares a class with Mrs Knighton, with Mrs Fox working the first 2 days of the week and Mrs Knighton working the last 2 days of the week. They alternate teaching on Wednesday.

## Support Staff (relevant as at 1<sup>st</sup> December 2025):

Mrs Jacky Corner	Higher Level Teaching Assistant + Speech & Language support
Miss Joanne Whitelock	Higher Level Teaching Assistant & Teaching Assistant
Mrs Michelle Scotter	Teaching assistant and Speech & Language support
Miss Katie Swan	Teaching Assistant
Miss Lesley Ackrel	Teaching Assistant
Mrs Lisa Kirby	Higher Level Teaching Assistant & Teaching Assistant
Mrs Nicola Roberts	Teaching Assistant
Mrs Heather Lewis	Teaching Assistant & ELSA
Ms Sandra Ulett	Higher Level Teaching Assistant/ Teaching Assistant/ Midday Supervisor
Ms Nicola Jolly	School Business Manager
Mrs Clare Boyle	Office Manager
Miss Angela Hustwick	Office Administration Assistant
Mrs Elaine Shillito	Play Team Member
Miss Katie Swan	Play Team Member
Mrs Dawn Watson	Play Team Member
Mrs Laura Wileman	Play Team Member
Mrs Theresa Rhodes	Play Team Member
Ms Faye Learoyd	Play Team Member
Ms Jen Dixon	Play Team Member
Miss Alice Wenham	Play Team Member
Mrs Alison Towle	Play Team Member
Mrs Linda Murray	Play Team Member
Mrs Mel Duncanson	Cook
Mrs Debbie Needham	Catering assistant
Mrs Liz Eyeington	Catering assistant
Mr Max Gembles	Caretaker and Site Supervisor

### Planning, Preparation and Assessment Time

Class teachers have a statutory right to 10% teaching time, off timetable, for planning, preparation and assessment. PPA time is timetabled in and covered by Total Sports sport coaches, Mrs Liversidge, class teachers & Higher Level Teaching Assistants.

### Covering other staff absences

Your child's class teacher may also have occasional absences for illness or for attendance on courses. In these instances, we try first to cover the absence with our part time staff or with supply staff that we use on a regular basis. Failing this, we will then ask the City of York Supply Agency to provide us with a supply teacher. In all cases of planned absence, class teachers will leave the work for the supply teacher to carry out. If the absence is unplanned, then other members of the staff will support the supply teacher in planning the work to be covered.

# 18.0

## HOLIDAY DATES 2024/2025 Academic Year

School Opens (to pupils)	School Closes (to pupils)
Tuesday 3 <sup>rd</sup> September 2024	Friday 25 <sup>th</sup> October 2024
Monday 4 <sup>th</sup> November 2024	Friday 20 <sup>th</sup> December 2024
Monday 6 <sup>th</sup> January 2025	Friday 14 <sup>th</sup> February 2025
Monday 24 <sup>th</sup> February 2025	Friday 4 <sup>th</sup> April 2025
Tuesday 22 <sup>nd</sup> April 2025	Friday 23 <sup>rd</sup> May 2025
Monday 2 <sup>nd</sup> June 2025	Friday 18 <sup>th</sup> July 2025

### School Training Days (school closed):

Monday 2<sup>nd</sup> September 2024  
 Friday 27<sup>th</sup> September 2024 (during middle of autumn term)  
 Friday 27<sup>th</sup> June 2025 (during middle of summer term)  
 Monday 21<sup>st</sup> July 2025  
 Tuesday 22<sup>nd</sup> July 2025

### Bank Holiday dates (school closed):

Easter Monday                      Monday 21<sup>st</sup> April 2025  
 May Day Bank Holiday            Monday 5<sup>th</sup> May 2025

## HOLIDAY DATES 2025/2026 Academic Year

School Opens (to pupils)	School Closes (to pupils)
Tuesday 2 <sup>nd</sup> September 2025	Friday 24 <sup>th</sup> October 2025
Monday 3 <sup>rd</sup> November 2025	Friday 19 <sup>th</sup> December 2025
Tuesday 6 <sup>th</sup> January 2026	Friday 13 <sup>th</sup> February 2026
Monday 23 <sup>rd</sup> February 2026	Friday 27 <sup>th</sup> March 2026
Monday 13 <sup>th</sup> April 2026	Friday 22 <sup>nd</sup> May 2026
Monday 1 <sup>st</sup> June 2026	Friday 17 <sup>th</sup> July 2026

### School Training Days (school closed):

Monday 1<sup>st</sup> September 2025  
 Friday 26<sup>th</sup> September 2025 (during middle of autumn term)  
 Monday 5<sup>th</sup> January 2026  
 Friday 26<sup>th</sup> June 2026 (during middle of summer term)  
 Monday 20<sup>th</sup> July 2026

### Bank Holiday dates (school closed):

May Day Bank Holiday            Monday 4<sup>th</sup> May 2026

# 19.0 Key Stage Assessments (most recent statutory assessments)

## Phonics Screening school level data 2024

### SCHOOL RESULTS

These tables show percentages of children achieving at each level in the school in 2024 (with pupil counts in brackets).

Tables do NOT include data for pupils where they have been marked as L ('Left') or have no recorded Outcome.

Results that were 'Assessed at another school' are excluded.

Figures may not total 100 per cent because of rounding.

The shaded sections represent national result data for 2023 (All state-funded schools, hospital schools and PRUs).

Phonics Screening 2024 (excluding re-checks)					
	Percentage at each level (39 Students)				
	Meeting the required standard	Not Meeting the required standard	Disapplied	Absent	Maladministration
Phonics Screening Check Outcome*	77% (30)	23% (9)	0% (0)	0% (0)	0% (0)
<b>National Result Data 2023</b>	<b>79%</b>	<b>18%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>

\* Identified as those that are recorded in Integris as 'Screening Check' outcomes for 2024. 'Screening (Re) Check' outcomes are NOT included.

Phonics (Re) Check Screening 2024 (combined outcomes)					
	Percentage at each level (23 Students)				
	Meeting the required standard	Not Meeting the required standard	Disapplied	Absent	Maladministration
Phonics Screening Check Outcome*	100% (23)	0% (0)	0% (0)	0% (0)	0% (0)
<b>National Result Data 2023</b>	<b>89%</b>	<b>9%</b>	<b>2%</b>		

\* Identified as those that are recorded in Integris as not meeting the required standard for the 'Screening Check' in 2023 (where the pupil concerned was also 'On Roll' at some point during the 2024 Phonics Check administration period) plus relevant results that are identified as being for the 'Screening (Re) Check' in 2024. Outcomes identified as 'Screening Check' 2024 are not included.

Phonics Assessments 2024					
	Percentage at each level (39 Students)				
	Meeting the required standard	Not Meeting the required standard	Disapplied	Absent	Maladministration
Screening Check Outcome	77% (30)	23% (9)	0% (0)	0% (0)	0% (0)
Screening (Re) Check Outcome	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
All Outcomes	77% (30)	23% (9)	0% (0)	0% (0)	0% (0)

In this table, all Outcomes are as recorded for Checks or (Re) Checks that were administered in 2024

Phonics Check – Available Outcomes

A=Absent, D=Disapplied, Q=Maladministration, L=Left

Wt=Did not meet expected phonic decoding standard for pupil

Wa=Met expected phonic decoding standard for pupil

# Key Stage 2 school level data 2024

## SCHOOL RESULTS

These tables show the percentage of eligible pupils at the end of key stage 2 achieving each outcome and the school's attainment and progress in 2024.

The number of eligible pupils is: 32

Figures may not total 100 percent because of rounding.

TEACHER ASSESSMENT RESULTS																
	Percentage with each outcome															
	EM	PK1	PK2	PK3	PK4	PK5	PK6	HNM	WTS	EXS	GDS	A	L	F	P	Q
Reading	0	0	0	0	0	0	6					0				0
Writing	0	0	0	0	0	0	6		16	56	22	0	0	0	0	0
Mathematics	0	0	0	0	0	0	6					0				0
Science								9		91		0	0	0	0	0

TEST RESULTS															
	Percentage with each outcome														
		B	NS	AS	A	L	M	U	J	F	P	H	Q		
Reading		3	13	84	0	0	0	0	0	0	0	0	0		
Grammar, Punctuation & Spelling		6	9	84	0	0	0	0	0	0	0	0	0		
Mathematics		6	13	81	0	0	0	0	0	0	0	0	0		

ATTAINMENT	
Percentage of pupils achieving the expected standard in English reading, English writing and mathematics	75%
Percentage of pupils achieving a higher standard in English reading, English writing and mathematics	9%
Pupils' average scaled score in English reading	106
Pupils' average scaled score in mathematics	107

### Teacher assessment results

EM	Pupil assessed against the Engagement model
PK1	Pre Key Stage Standard 1
PK2	Pre Key Stage Standard 2
PK3	Pre Key Stage Standard 3
PK4	Pre Key Stage Standard 4
PK5	Pre Key Stage Standard 5
PK6	Pre Key Stage Standard 6
HNM	Has not met the required standard for most 11-year-olds
WTS	Working towards the expected standard
EXS	Working at the expected standard
GDS	Working at greater depth at the expected standard
A	Absent
L	Left
F	Pupil will take test in the future
P	Pupil has taken test in the past
Q	Maladministration

### Test results

B	Working below the standard of the test
NS	Not achieved Standard
AS	Achieved Standard
A	Absent
L	Left
M	Missing
U	Unable to access test
J	Just arrived in the school
F	Pupil will take test in the future
P	Pupil has taken test in the past
H	Pupil cheating
Q	Maladministration

More details can be found at: [www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=121366](http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=121366)

## 20.0 Online-Safety Policy

### THE USE OF COMPUTERS, THE INTERNET AND ELECTRONIC MAIL

#### Rationale

At Wigginton Primary School we recognise the value of the internet as a teaching and learning resource. Access to the Internet, school website ([www.wiggintonprimary.co.uk](http://www.wiggintonprimary.co.uk)) and e-mail will enable staff and pupils to:

- explore thousands of libraries, databases, museums, and other repositories of information;
- exchange personal communication with other internet users around the world;
- be included in Government initiatives and global educational projects;
- keep abreast of news and current events;
- take part in live discussion with experts;
- publish and display work by creating pages and folders within the school website.

As well as providing many benefits and new opportunities, the use of ICT and in particular the internet may offer chances for misuse and abuse. At Wigginton we accept this must be managed if the child is to be protected.

At Wigginton we believe that we must:

- educate pupils to help them to develop a responsible and mature attitude towards internet use, inside and outside the school environment.
- regulate internet access to endeavour to ensure that inappropriate sites and materials are not accessed.
- monitor children's access to the internet
- establish agreements involving parents and pupils about acceptable use of the Internet.

It must also be remembered that children have access to the computers and the internet both inside and outside of school. It is therefore necessary for us to ensure and maintain appropriate use whilst they are within school, but also to encourage a responsible and mature attitude to internet use outside school.

## **Personal Security Guidelines**

Pupils should:

- never reveal personal information, either their own or others, such as home addresses, telephone numbers and personal email addresses;
- not use photographs of themselves on their Web pages unless the parent or guardian has given permission to do so;
- never meet people in person that they have contacted on the Internet without parent/guardian permission;
- notify their teacher whenever they come across information or messages that are dangerous, inappropriate, or make them feel uncomfortable;
- be aware that the author of an email or web page may not be the person they claim to be.

Wigginton Primary School will allow pupils, and all members of its staff to access its computers, network services, and the internet. Internet access at Wigginton Primary School is supervised by all staff as well as the internet firewall provided by the Local Authority. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Pupils who access the internet from the school site are responsible for everything that takes place on their computers and must be in support of education and/or research and be appropriate to the educational objectives of the school. All internet activity is logged to enable staff to monitor a child's use.

## **Effective Use**

Internet access will be planned to enrich and extend learning activities as an integral aspect of the curriculum. At Wigginton Primary School we believe a variety of strategies should be employed to promote and ensure the acceptable use of the internet.

Pupils will

- be given clear objectives for internet use including the school website;
- be educated in responsible and effective internet use;
- be offered guidance in responding to inappropriate materials or messages,
- be supervised appropriately;
- learn to search for and discriminate between valid and inappropriate material;
- learn to copy, save and use material found on the internet without infringing copyright.
- not access resources for which they do not have expressed permission.

In addition we will:

- Establish a code of conduct on internet use acceptable to parents, pupils, staff and governors.
- Work in partnership with parents
- Raise awareness of the policy with staff, pupils and parents.
- Provide guidance on the use of e-mail and websites - to ensure appropriate communication by pupils.
- Review policies and procedures regularly.

### **Managing Email**

E-mail skills are taught as part of the planned ICT curriculum. However, we do not allow children to access their personal email addresses that they may use at home, within school. For the purpose of learning skills children use email addresses which are monitored by the teacher and all content is checked. These email addresses are never made public.

### **Access Permission**

Pupils are responsible for appropriate behaviour on the school's computer network just as they are in the classroom or on the school playground. Communications on the network are often public in nature. General school rules and our Behaviour Policy apply and it is expected that users will comply with the guidelines of this policy. Pupils are personally responsible for their actions when using school equipment to access computer resources outside the school network.

The use of the internet is a privilege, not a right, and children must follow our rules for Safe and Responsible Use. If not then the following will happen:

- The child may be banned from using the computing facilities in the future,
- parents will be informed
- other punishments or sanctions may be applied depending upon the severity.

### **Usage Rules and Guidelines**

- **Privacy:** Teachers and staff may review documents and log files to ensure that pupils are using the system responsibly.
- **Software:** Pupils should never download, load or install any software, shareware, or freeware, or load any such software from memory pens, CDs, mobile phones or MP3 players, unless they have permission from their teacher. Pupils may not copy other people's work or intrude into other people's files without permission.
- **Inappropriate materials or language:** profane, abusive or impolite language should not be used to communicate nor should materials be accessed which are not in line with the rules of school behaviour. A good rule to follow is never view, send,

or access materials that you would not want your teachers or parents to see. Should pupils encounter such material, they should immediately report it to their teacher. Internet games may be played during school hours but will be monitored by staff.

- The law: Pupils should never use the computers to engage in activities that may be in violation of the law.

### **Parental Support**

Pupils could potentially have unfiltered, unsupervised Internet access at home. All parents should be aware of the concerns and benefits of Internet use. In order to support parents there will be opportunities throughout the year to come in to school to work alongside the teacher to experience the Internet first hand and to help in the supervision of the children.

#### *Keeping your Children Safe Online.*

For useful information please see:

- the Internet Matters website which is a useful resource for parents about internet safety, key issues and general advice about being on the internet. <https://www.internetmatters.org/>
- CEOPS website <http://www.ceop.police.uk/> for news and articles surrounding internet safety