



"LIFE IN ALL ITS FULLNESS"
(JOHN 10:10)

bdot

Bradford Diocesan
Academies Trust

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PRACTICALITIES

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Latest OFSTED 2023: [OFSTED 2023](#)

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Wycliffe CE Primary School falls within the remit of

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The particulars contained in this document were correct at June 2023. It must not be assumed that there will be no change before the start of, during or in relation to subsequent years.

LETTER FROM THE HEAD TEACHER

Dear parents and carers,

I am delighted to welcome you to Wycliffe Church of England Primary School. Our aim in this prospectus is to give future pupils and their parents/carers a real sense of our school. We work hard to ensure that all of our children are loved and accepted in a school family that encourages and celebrates diversity. Our school offers many opportunities for the development of the whole child, developing personally and academically, encouraging a lifestyle based on Christian values and teaching. Our school aims to foster the full support and confidence of parents and the community, working with them as partners to develop our children to their fullest potential by promoting a mindset that allows them to flourish. In a creative and joyous learning atmosphere, children are able to experience the enjoyment of school and celebrate the attainment of their full and highest capability. They are supported and challenged with learning programmes that meet their individual personal and educational needs.

Our school works hard to preserve its cultural roots, teaching children to value their own heritage, but at the same time learning to understand and respect the different racial, religious, cultural and language backgrounds of others. As a church school, and part of The BDAT family, we seek to achieve our aims within the context of the Christian faith, keeping true to the school's Christian foundation and purpose. However, we warmly welcome children of families from all backgrounds whose parents/carers will support the education of their children in a school with clear values, and high standards. We aspire not only to academic success but also to build a tradition of respect, good manners, pride in work and sense of responsibility amongst our children. We hold traditional values dear, and we are unashamedly proud of our finest ambassadors – our children. We offer a safe, secure and well-resourced provision which fosters respect for self, other children and adults, animals and the environment.

If having read the prospectus and our most recent **'GOOD' OFSTED**, you still have questions, or would like to talk to us personally, please get in touch. New parents/carers are always welcome to visit us to meet us all and get a real sense of our warm, family and learning environment. Please make an appointment with me or one of our team, and we will take you on a tour of the school. We assure you of a warm welcome.



Denise Baxter

Head Teacher

Vision Statement

We nurture an aspirational family of hard-working, respectful individuals who work collaboratively to have a lifelong love of learning.

“Life in all its fullness” (John 10:10)

Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This will be flexible and cater to individual needs and develop a love for learning through which all members can flourish. Our priority is to nurture habits and accountability which lead to sustainable development and responsibility.

Values

We shall achieve this vision through the promotion and celebration of our six Christian Values and our school motto – All Different All Equal.



ALL DIFFERENT ALL EQUAL

Wycliffe welcomes children from all faiths. The main Christian festivals will be celebrated in a traditional manner, but important religious festivals of other faiths are also discussed and enjoyed. We have strong traditional values with high moral standards, and the fundamental importance of good behaviour, and respect for others, is impressed upon all of our pupils. Children learn best in a secure and orderly school environment.

Ethos

"Learning for Life..."

We recognise that we represent only one of several key stepping stones along a child's educational journey through life and therefore we aim to provide *all* of our pupils with a sound start to their education, and a smooth transition to subsequent senior schools.

Our ethos is based upon Christian principles. We seek to provide pupils with a clear and solid moral framework, which embraces the different beliefs and cultures of others, and equal opportunities for all.

Our Aims

The aims of our school are to:

- make all children and staff feel safe, happy, respected, and cared for, and have a sense of belonging and pride in the school as a community
- nurture a trusting atmosphere at school where individuality and independence can flourish and yet pupils learn the value of team work and co-operation, for the maximum academic and social development of each child
- encourage the children to learn how to learn, use their imaginations, be reflective, have fun, and celebrate their achievements
- use every day to the full, ensuring that all children are challenged, keen to learn, and want to strive for excellence in every aspect of a creative and child centred curriculum
- develop each child's moral and spiritual wellbeing, by providing a clear set of values which will enable them to become tolerant, respectful, and caring citizens, thoughtful and sensitive to the needs of others and caring deeply about the environment and the planet on which we live;
- help each individual to fulfil his/her academic, creative and sporting potential – every child is encouraged to develop their individual talents, abilities and personality in preparation for the secondary stage of their education
- develop the voice of the children by providing an atmosphere which encourages pupils to come forward with original ideas and to play an active and appropriate role in the running and decision-making processes of the school
- create a well-structured indoor and outdoor environment that is attractive, lively, stimulating, informative, and supports the children's learning
- promote good working relationships between all who work in the school, and a strong partnership with the parents, the Church, and the wider community
- recognise the role of all staff by supporting and encouraging their career development, so benefiting all of the school community

WYCLIFFE CE PRIMARY SCHOOL

History and Description of the School

Wycliffe CE Primary School opened as a Primary school in September 2000. Formerly a middle school, the spacious Victorian building and grounds have continually been refurbished to meet the needs of primary aged children and to support an inclusive, imaginative and innovative curriculum.

We think that the learning environment should be attractive and stimulating for the children, and work hard to achieve this. The school building is well equipped with a wide variety of resources. We are exceptionally fortunate in that we have much more space than many other primary schools. Our Reception Classes have a purpose built inside and outside areas for Early Years. Our accommodation comprises of:

- large, light and spacious classrooms
- two large halls
- library
- fully furnished ICT suite
- nurture room
- separate dining hall
- gym
- art room

There is wheelchair access to most of the building, and our welcoming front entrance has been renovated to improve security and access for the disabled.

Outdoors we have an exciting outdoor classroom for the Reception Class, separate playgrounds for Key Stage 1, Key Stage 2 and Reception, a Trim Trail, and gardens which include: a habitat garden, a willow garden and edible garden sections per class. Reception join the key stage 1 playground when they have reached a certain level of development.

ADMISSION ARRANGEMENTS

Our school educates children from the ages of 4 to 11. Wycliffe CE Primary School is an academy with the Bradford Diocese Trust, however our admissions are administered by the Bradford Local Authority. Admission forms are sent direct to your home by Bradford Children's Services when your child is approaching school age. Children are admitted in the September before their fifth birthday.

If you are considering enrolling your child at Wycliffe CE Primary School, and would like to arrange a visit to look around the school, you will be warmly welcomed; please telephone to arrange a mutually convenient time.

We are happy to take pupils from outside our priority area, subject to places being available.

LA Admissions Criteria

Our pan limits us to 45 per intake (Reception) from September 2023. Where the number of preferences exceeds the number of places available, priority will be given to children in the following categories:

- looked after children or children who were previously looked after but ceased to be so because they were adopted or became subject to a residence or special guardianship order
- children who appear to have been in state care outside of England and ceased to be in care as a result of being adopted
- children who have exceptional social or medical needs, supported by a written recommendation from the child's paediatrician/consultant or professional from children's services; the letter must explain why the school is the only suitable school to meet the child's needs and why no other school could provide the appropriate support for the child
- children who have a brother or sister, living at the same address, and who will still be attending the school at the time of admission
- children whose home address is inside the school's priority admission area whose parents are members of the church of England (or other Christian denominations) for whom the preferred school is the nearest church of England school to the home address
- children whose home address is outside the school's priority admission area whose parents are members of the church of England (or other Christian denominations) for whom the preferred school is the nearest Church of England school to the home address
- other children whose home address is in the school's priority admission area
- children who currently attend another BDAT academy (in year admissions only)
- other children whose home address is outside the school's priority admission area. When demand exceeds places in any of the above criteria, the distance between home and school, measured by a straight line, from the main entrance of the home to the main entrance of the school building, will be used to decide who is given a place, those living nearest being given the available places.

Any remaining places will be allocated to children living outside of the priority area, using the above criteria.

Admission of children to Years 1 to 6 is allocated by the Head Teacher in the first instance, subject to availability.

Appeals for admission should be made to Pupil Access at Bradford Children's Services.

For more information, please see Bradford Children's Services, 'A Guide for parents about admission arrangements': www.bradford.gov.uk/admissions

TRANSITIONS

Children transfer from local nurseries/home into Reception class at age 4. Children start school in the September before their fifth birthday.

Local Nurseries

There are many local day nurseries near to our school. These can be found by following the following link.

http://www.daynurseries.co.uk/day_nursery_search_results.cfm/searchtown/ShIPLEY

Pupil transfer from another primary school

When a parent requests a change of school, wherever possible this should be done at the start of a school term, thus avoiding disruption to the teaching programme. Parents requesting a transfer mid-term will be asked to complete a Transfer Request form that will assist the receiving school to make the appropriate provision. (Bradford LEA Code of Practice - April 1997).

Starting Primary School - Entry into Reception

We aim to begin working with parents before their children start school in our Reception class.

- in the summer term preceding admission, we arrange a series of induction visits, including parent and children sessions both in and out of the classroom sessions enable children and parents/carers to become familiar with school, ready for the September start.
- we hold an evening meeting for parents to raise questions or concerns. At this meeting, we give all new parents school induction packs and an opportunity to sample a selection of typical school dinners.
- we undertake home visits and nursery visits so that our Reception staff can gather vital information about your child, to ensure a smooth transition into reception class
- in the first week of the Autumn Term we have a phased entry of mornings only, leading to full-time attendance in the second week.
- after the first half-term, we hold several celebration events that parents are warmly invited to attend throughout the year

Leaving Primary School – Entry into Secondary School

The majority of our pupils move on to the local secondary schools at the end of Year 6. These INCLUDE Beckfoot, Titus Salt, Dixons Cottingley, Bingley Grammar and Immanuel College.

We work closely with the Year 7 staff and Special Needs Coordinators in those schools, as appropriate, and we have also set up meetings where staff from all local Secondary schools in the area, come to a pupil and parents transition evening. Additionally, we organise a series of transition visits for all our pupils, and extra visits for those pupils with specific needs may be arranged.

THE BEGINNING AND THE END OF THE SCHOOL DAY

School sessions are:

Breakfast Club	Morning School	Afternoon School	After School Activity Clubs	Out of School Club
7:45am - 8:45am	8:40am - 11:45am	12.45pm - 3:15pm	3.15pm – 4.15pm	3:15pm – 6:00pm

Leaving your child

The school gates will be open to parents and children at 8:35am; **parents are responsible for their children until 8:40am**. For safety purposes, all doors to school will be locked after all children have entered after the bell goes.

School starts at 8:40am. Teachers will come out to the playground to collect the children and accompany them to their classroom. Children in reception class should be brought to the classroom gate and will be met by their class teacher. Registration will take place immediately. **All** children should be in school by this time and will be marked 'late' if not present by the time the registers are closed.

Meeting your child

All children are collected in the playground outside the exit/reception class doors through which the children leave. We request that parents stay in the playground to wait for their child. Children should be met promptly at 3:15pm. If you are unavoidably delayed, you must telephone us at school to let us know. As the school gates are locked at 3:25pm, parents/carers collecting children after this time should go to the main office. Parents who are late collecting their children may be charged a fee to cover our additional staffing costs.

Breakfast Club

Our breakfast club is open from 7:45am Monday – Friday. Registration and all sessions must be pre-booked through the school office.

Out of school club

We also offer after school care in our Out of School Club (OOSC) from 3:15pm–6:00pm, Monday – Friday (term time only). Registration and all sessions must be pre-booked through the school office.

Safety

To comply with Government regulations, we would appreciate it if you could telephone, or write a note, to explain the reason for absence if your child is unable to attend school. If your child does not arrive at school by 9.00am and we have not heard from you, we will contact you by telephone and email to ask where your child is. It is crucial for the safety of your child that you are aware of his/her whereabouts at all times. If your child is in Y6 they may be ready to walk to and/or from school. School will also allow Year 5 pupils to walk to school only. A written request is required before we can allow this

Punctuality

Children arriving after 08:50am will be marked 'late'. If a child is persistently late the Head Teacher will be notified, and will contact the parent/carers to discuss any problems. **If you arrive after 9.10am your child will get an unauthorised absence.**

** Please note that any children arriving after 8.45am must enter the building with parent/carers through the main school entrance and inform the office staff of their arrival.*

Parking

Please be aware that parking near to school is extremely limited. Parents are politely requested not to park on the yellow lines or zig-zags, nor to obstruct local businesses. Please show thought and consideration. You are asked not to drive or park in an unsafe way on Back Baker Street, and also Wycliffe Gardens as this is access only.

Please be aware that Parking Services make regular spot checks and issue fines for illegal parking.

Remember that parking away from the school and walking the last part of the journey gives parents the opportunity to promote walking as good exercise and makes a contribution towards learning to lead a healthy lifestyle.

Scoot to school:

How does it work? Your child simply comes to school on their scooter. **If on roads we recommend the correct safety equipment but in the playground we will not provide this**

Playtime - a slot where they can zoom around the playground with friends - should they wish - or some extra playtime.

What if I do not have a scooter?

ShIPLEY Council gave us a grant to purchase new scooters that we can share out each session but many are now rather worse for wear. **Bringing your own is the best option!**

What if our scooter gets broken?

Scooters brought in are done so entirely at your risk. We cannot be held responsible if they are damaged or broken.

How will we know which scooter is ours if some are the same?

PLEASE FIND A WAY TO NAME YOUR SCOOTERS!

Where will they stay during the day?

In the KS1 or KS2 shelter depending on your child's class. Collect from there in the evening please.

Can we ride them into the playground in the morning?

No - please walk in from the gate and pop it in the correct area.

Can breakfast and after school club members join?

Yes - but they must be named please. We will place them in your areas for you in the morning and Mr Hussain will collect them with your child at night.

Why are we doing this?

To have fun! To keep us healthy. To reduce traffic. To reduce our fuel costs. To reduce pollution.

Monday Rec (phased groups)

Dogs

For health and safety reasons, dogs are **not** allowed on the school site. The only exception to this would be, for example, is if a dog is being brought into class for curriculum purposes, or to assist someone with a visual impairment.

Smoking

Smoking **or vaping** is not allowed anywhere on the school site, including directly outside the school gates.

Disabled Access

The school welcomes all children and adults into the school community. We have a disabled access to the front of the school to facilitate easy access for wheelchair users to school, offices and classrooms.

ATTENDANCE AT SCHOOL

Regular and punctual attendance is encouraged so that children gain fully from all the educational opportunities available to them at school. Wycliffe considers excellent attendance as crucial to a child's success at school. We expect zero unauthorised absence and always require an explanation for absence for safeguarding purposes.

Parents have a legal duty to send their children to school regularly. It is the responsibility of parents to inform school of the reasons for a child's absence as soon as possible. If we are not informed of the reason for a pupil's absence, an unauthorised absence will be recorded, and policy followed. A home visit may follow. There is a direct link between good school attendance and levels of attainment at the end of primary school. Regardless of the reason, if your child is absent from school or frequently late, it will have a negative impact on their learning.

Dental and medical appointments

To minimise disruption to children's learning, we strongly encourage parents to make necessary dental and medical appointments after school or, during holidays. Where there is no alternative but to arrange an appointment in school time, school should be notified in advance if possible. For appointments in school time, we will ask to see appointment cards. Should attendance slip below 95% - a letter, then an appointment and LA support that may include penalty notice.

Holidays

School holiday dates are made available to parents each year, and spare copies are always available on request at the office; they are also on the school website.

Parents should not take children away on holiday, or abroad on family visits, during term time. Absences due to holidays taken during term time hinder academic attainment.

The Educational (Pupil Registration) (England) (Amendment) Regulations 2013

Which came into effect on 1st September 2013 removes references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Head Teachers may not grant any leave of absence during term time unless there are **exceptional circumstances**.

Bradford Children's Services will be informed of all unauthorised absences and in case of extended unauthorised absence, the school will pursue a penalty fine. (If the amount of unauthorised leave exceeds ten days, the school will remove the child from the school's register and the parents will have to re-apply for their place on their return.) **The LA may issue fines if aware that an unauthorised absence has exceeded 3 days.**

Regular attendance

The school is required by law to keep information relating to levels of attendance (figures not personal information), and we aim for 100%. Attendance data is shared with parents in our weekly newsletters. Individual attendance data is shared on termly reports.

Regular attendance is essential if your child is to make good progress at school. Unexplained absences, persistent lateness and erratic attendances are automatically investigated by school and our attendance lead, Mr. Holdsworth.

Each week, every child who has attended for the full week receives a reward. Children who achieve above the school's target receive termly rewards throughout the year with special rewards for those with 100%. Overall weekly class attendance is shared with each class and the class with best attendance is celebrated.

Parents should note that by accepting a place at this school for their child they imply acceptance of school policies and school rules

ENJOYING AND ACHIEVING

Organisation

Our co-educational Church of England Primary School welcomes families of all religions and cultures. From September 2014, our school became mainly 2 form entry, catering for children between the ages of 4 and 11 years. Our children are divided into the following mixed ability classes taught by a class teacher who has overall responsibility for their well-being.

Phase 1	Ages 4-6	Reception and Y1
Phase 2	Ages 7-8	Years 2 and 3
Phase 3	Ages 9-11	Years 4, 5, and 6

Most of the time, the children are taught by their class teacher, but there are other arrangements in place when the teachers have their non-contact time for planning. At this time KS1 and KS2 classes could receive:

- PE and sports instruction from qualified PE and sports coaches
- music instruction from qualified music teachers
- curriculum teaching from a qualified teacher employed as a HLTA

Additional help is available within the classroom from the support teachers, or teaching assistants attached to each key stage. Our Reception Classes are staffed by teachers, an early years' practitioner, and on occasion a teaching assistant.

We work hard to ensure that the needs of every individual are met. Members of our support team frequently teach small groups, under the direction of the class teacher, in a carefully planned strategy of intervention and extension.

Inclusion

Wycliffe CE Primary School is an inclusive school, and it values the talents and skills that all the community have. We are committed to meeting the needs of every individual and, to this end, take pride in our provision for children with Special Education Needs (SEN) and those who have exceptional talents.

Special Educational Needs

Many children at some time in their school career will have a special need of some kind. A child has SEN if he/she has

- a significantly greater difficulty in learning than the majority of children the same age
- a disability or medical condition which prevents or hinders him/her from making use of the educational opportunities or facilities generally provided in school
- social, emotional or mental health difficulties
- been identified as an exceptionally able child

All children in school have the same right to a broad, balanced, and differentiated curriculum, which relates to both their individual needs, and the requirements of the National Curriculum. Our clear aim is to address the individual need, and to provide the specific help which is required. Continuity of provision may involve assistance within the classroom from a support teacher or teaching assistant.

Children with SEN follow Individual Passports in which appropriate and specific targets are identified, and worked on, under the guidance of our Special Needs Co-ordinator (SENCO). We take great care to bolster the self-esteem of these children. We encourage parents of children with SEN to become involved with the support programmes. The class teacher will meet with parents to discuss progress on the Individual Passports 3 times a year with support from the SENCO. School makes reasonable adjustments to meet SEND needs, however the efficient education of all children is school's primary concern.

Our school has a SENCO with designated responsibility for SEN, and provision for Gifted and Talented pupils. SEN provision is identified and supported using the Local Authority graduated approach and application of The Bradford Matrix of Need.

Gifted & Talented Children

We identify Gifted and Talented children, and arrange for them to have extra provision both in and out of the classroom. This is part of Quality First Teaching.

Teaching and Learning

It is our belief that every child can achieve personal excellence. Our task is to provide the opportunities to enable and facilitate this. Whole-class work, group work, paired work, and independent study approaches, are used to ensure that every child's potential is fully realised. A variety of teaching strategies are employed, with an emphasis on creativity, to motivate pupils and encourage a love of learning and independent enquiry. We plan our teaching to take into account different individual learning styles, and to contribute to the development of children's lifelong learning skills.

Assessment

Assessment is a continual process undertaken by teachers and children together, so that everyone is clear about a child's progress. Teachers use assessment every day to enable them to know what each child needs to learn next. Formal assessments take place at regular intervals throughout the year.

Assessment in Reception plays an important part in helping the Early Years team and parents/carers to recognise children's progress, understand their needs, and to plan activities and support. During the first term in Reception, the children will complete a Reception Baseline Assessment (RBA) with their class teacher. The RBA assesses each child's early mathematics, literacy, and communication and language. The forms a starting point, additionally to the information we gather from observing the children and information from nurseries and parents/carers. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for our school. Ongoing formative assessment is an integral part of the learning and development process. It involves our practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. Through quality interactions, our staff respond to their own day-to-day observations about children's progress and observations that parents and carers share.

During the final term in Reception, we complete the Early Years Foundation Stage Profile, a statutory document which provides a well-rounded picture of each child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. This information is shared with parents, the Local Authority and Nationally. Parents will be kept up-to-date with their children's progress and development, and the EYFS lead and class teacher will address any learning and development needs in partnership with parents. Assessment then informs ongoing dialogue between Reception staff and Year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

In Year 1 children will sit the Phonic Screening tests which will be administered towards the end of the summer term. Children in Years 2 and 6 undertake their Statutory Tests during the summer term. The outcomes of these are always communicated to parents. The school also makes use of non-statutory tests in Years 1, 3, 4 and 5.

Target Setting

Individual ambitious targets are set for all children at the start of each academic year. These are shared with parents, and progress against targets is carefully tracked on a termly basis. The tracking identifies, for early intervention, any pupils who need further support at any time, as well as identifying those pupils whose progress is exceeding national expectation, and who need further challenge within lessons. In this way, the learning needs of all pupils are recognised and planned for in the most appropriate teaching and learning provision possible.

The Curriculum

We believe that every day should be used to the full, and we want every child to be challenged and keen to learn. In our fast-changing society, we recognise the need to teach the children a proactive approach to learning. We want the children to strive for excellence in every aspect of our child-centred curriculum which is wide, balanced and cohesive, and which not only provides essential knowledge and skills, but also promotes important spiritual, moral, social and cultural understanding. We want the children to think for themselves, exercise their imaginations and have fun.

To achieve this, the curriculum is divided into themes and topics, combining different subjects of the National Curriculum. It focuses on developing skills as well as knowledge, and is organised to ensure children receive a wide range of stimulating opportunities for learning during their school life. Class newsletters share their topics and learning each half term.

The programme that each child follows from Reception to Year 6 meets the statutory requirements of the Foundation Stage, National Curriculum and Religious Education. Planning documents can be found on our website.

The Role of Play in Early Years

The Reception year at Wycliffe Primary School is fun, exciting and inspires our youngest learners. We firmly believe that children learn best through an inquisitive and explorative approach: play is how they learn best. Play enables our children to challenge themselves, problem solve, work together, communicate, negotiate, develop an inquiring mind, express their ideas and imagine possibilities.

- children are individually supported in their learning journey by experienced and understanding adults who understand how to extend their learning opportunities through interaction and provision
- our planning revolves around and focuses on the children's needs, interests and stages of development
- we understand that learning should be holistic; each of the 17 areas of learning cannot be taught in isolation and we seek to provide opportunities for children to make links in their learning and understanding
- new concepts are presented in a context the children understand to develop their learning and move them forwards
- learning is facilitated through adult-led activities as well as child-initiated experiences

Early Years Foundation Stage: Reception

Our youngest children work towards the new 'Early Learning Goals' in each of the following areas.

The Prime Areas:

- **Communication and language**
 - Listening Attention and Understanding
 - Speaking
- **Personal, Social and Emotional Development**
 - Self Regulation
 - Managing Self
 - Building Relationships
- **Physical development**
 - Gross Motor Skills
 - Fine Motor Skills

The Specific Areas:

- **Literacy**
 - Comprehension
 - Word Reading
 - Writing
- **Mathematics**
 - Number
 - Numerical Patterns
- **Understanding the world**
 - Past and Present
 - People, Culture and Communities
 - The Natural World
- **Expressive Arts and Design**
 - Creating with Materials
 - Being Imaginative and Expressive

Children are assessed against these goals by the teacher on entry, and again at the end of their first year in school, and the parents are involved throughout the year in setting appropriate targets to ensure their continued progress. Learning experiences are provided that meet the developmental needs of all children, and these experiences are carefully selected across the day to ensure children have a mixture of direct teaching and exploring their own interests. The early stages of literacy and mathematics are also given a high priority.

Years 1 to 6

During the first term in Year 1, there is a period of transition from the Early Learning Goals to the National Curriculum. After this, the curriculum becomes more structured as the children mature. In Years 2-6 the structure of the curriculum continues to develop the child's independent learning skills in preparation for their transition to secondary school.

The National Curriculum is a statutory requirement, and provides a clear framework for the teaching of:

Core subjects: English, Mathematics, Science and RE.

Foundation subjects: Design and Technology, Computing, Art, History, Geography, Music, P.E. and Personal Social, Health Education and in some Phase 2 and all phase 3 classes we teach French.

The Creative Curriculum

This integrates innovative topic areas with core and foundation subjects to add new dimensions and challenges to the curriculum. [OUR CURRICULUM](#)

Usually, English, Reading and Maths are taught explicitly every day, and most of the other subjects are taught in a cross-curricular way as part of our creative curriculum. To achieve this, we group different aspects of subjects around a theme which will inspire the children's interest, and which we know they will enjoy. Visits and end-of-term outcome events are linked to each theme. All aspects of our curriculum are topic driven.

Throughout all teaching we include opportunities to learn from first-hand experience. This may mean taking the children out of school or inviting external specialists into school to provide expertise and enrich the curriculum (e.g. artists, musicians and professional sports people).

Sport and Physical Education

The school offers every child the full range of activities as outlined in the National Curriculum. Children learn to swim in Year 5. A wide range of extra-curricular sports clubs are also offered, including football clubs, netball, basketball, gymnastics and multi sports to Years R-6.

We also pride ourselves in providing numerous opportunities for children to learn about keeping healthy, by encouraging participation in physical activity and learning about and making healthy lifestyle choices.

ICT

We have a mobile suite of 30 iPad's as well as a purpose-built computer suite. Pupils from age 4 have at least one lesson each week in the suite, and use devices in their classrooms. Children use the internet, and also have the use of interactive whiteboards in every classroom. Each class also have a selection of IPADS for Accelerated Reader activities.



Science and PSHE

The Science and PSHE curriculum determines that all children will be taught about life cycles, how the body works and relationships. In addition to the science content, we have a 'Relationship and Sex Education Policy', which outlines additional teaching input in this area. Sex and Relationships Education is defined as 'lifelong learning about physical, emotional and moral development'. Parents are invited to view the curriculum materials used for teaching in this area. Please note: we do not teach sex education at Wycliffe, only relationship education which includes puberty.

Religious Education and Collective Worship

The Education Reform Act 1988 requires all schools to organise a daily act of collective worship, which is to be of a broadly Christian nature, and to include Religious Education in the curriculum of the school on a weekly basis.

All Religious Education (RE) in our school is guided by the Leeds Diocesan Syllabus using Understanding Christianity and other faiths as a resource, which gives opportunities for all children to learn about life in different faiths and cultures, and encourages tolerance and understanding. It also enables all children to develop their own personal beliefs and practices, and to gain an understanding of the world in which they live. RE is a compulsory area of study for all children.

Children and staff meet together every day for Collective Worship, this is an important part of coming together as a school community and having a few moments of quiet reflection and stillness. All Collective Worship is based on Christian teachings and stories, poems etc are used as vehicles to explore Christian values such as: love, courage, respect, hope, progress and creativity. Collective Worship will always involve an invitation to pray and usually a hymn/song. During the year we invite other representatives from varying faiths, organisations and charities to talk to the children about their beliefs, culture and work. Parents and friends are invited to attend our Friday Celebration Assemblies. We also share festivals during the year e.g. Diwali, Chinese New Year. At present, no children withdraw from our Collective Worship as it is inclusive, but parents should contact the Head Teacher if they wish to withdraw their child,

Homework

By providing homework in the form of daily reading, weekly spellings, maths facts and a half termly project, we hope to involve not just the child but the parents as well. It becomes a shared experience and allows parents to monitor their children's progress. As soon as your child starts school, he/she will be bringing home books to share and words to learn. We have a Home-School reading system which operates throughout the school and parents should try to complete reading records daily with their child. Later, your child will be asked to find out information, to learn spellings and to do Learn by Hearts. Whatever the task, we hope parents will show an interest and offer appropriate help and support.

You can help your child by making sure he/she has the time and a quiet place to do homework and by giving advice and encouragement. By providing this, you will help your child to recognise that you believe what he/she does at school is important. If you have any problems, we will always help.

We see homework as:

- extending school learning
- supporting learning through practice and reinforcement
- integrating with the regular programme of school life
- encouraging self-discipline and confidence for lifelong learning

In KS1 and Reception, the main purpose is to have children and parents working together on short activity sessions. In KS2, the purpose is to move towards independent learning but still with parental involvement.

Please remember, we set project-based homework to benefit your child; it is not intended to be stressful or to put the child or parent under pressure. It should not keep children up all night nor deprive them of going out or involving themselves in other interests. If there is a problem, please contact us.

CURRICULUM ENRICHMENT

Educational Visits and Visitors

We aim to widen and enrich the curriculum with educational visits to places of interest and by inviting professionals into school. We try to use our local environment as much as possible and, in connection with this, we sometimes take children on walks around our local area. Such visits are a very important aspect of curriculum provision for all classes: they are linked to current work and provide children with first-hand, memorable experiences, invaluable to their learning.

Year 6 and some other year groups are given the opportunity each year to take part in a residential visit. These have proved to be very enjoyable and highly beneficial to all- round development.

Detailed risk assessments are carried out by staff before any visit goes ahead and safety is always the main consideration. When children take part in educational visits out of school involving transport, they are insured against personal injury.

Additional Music Tuition for Key Stage 1 and 2 Pupils



All children study aspects of Music as part of the National Curriculum within their own classes. Years 3-6 inclusive will all learn to play an instrument as part of our creative curriculum. In addition to this, the Local Authority provides opportunities for children to learn to play a musical instrument. These lessons are taken by peripatetic music teachers from Bradford Children's Services.



They are open to children in Years 2-6 and Bradford Children's Services charge for tuition. These lessons take place either during the school day or at lunchtime. We currently provide free trumpet lessons to Years 5 and 6 and after school recorder sessions at a cost to parents.

After School Sports

Wycliffe CE Primary School run after school sports club for Years 1-6. The session types vary from term to term. See below examples of sports offered;

Football

Gymnastics

Forest Schools



Cricket

Dance

Multisports



Charging Policy

We usually invite parents to contribute to the cost of a trip, and, on occasions, a contribution may be requested towards the cost of such activities as baking, sewing or technology. If parents are having difficulty with payment, this can be discussed, in strict confidence, with the Head Teacher. No child would be excluded from a school outing/activity through an inability to contribute; however, plans may have to be cancelled if insufficient funding is available.

A charge will be made for deliberate damage caused to school property, equipment or for the loss of library books.

SAFEGUARDING CHILDREN, AND CHILD PROTECTION

Wycliffe School is committed to the safeguarding of children, young people, their families and staff. This means that everything we do is designed to promote the safety and well-being of the children we work with, as well as that of children and young people in general.

We believe that safeguarding and good practice are best promoted by staff who, after a thorough selection process, are valued, trained, encouraged and appropriately managed and supported in the work they do.

To ensure the safety of all those in our school, we have a range of policies, systems and procedures which all members of the teaching and non-teaching staff follow. They cover lunchtime supervision, evacuation in the event of an emergency, medical care, out of school activities, the use of safety equipment and so on.

At Wycliffe, we are committed to protecting children from danger and abuse of any kind by:

- ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse and liaising, as appropriate with Bradford's Social Care Team
- supporting pupils who have been abused in accordance with his/her agreed child protection plan
- establishing a caring, safe environment in which children can learn and develop

Our Named Persons:

Denise Baxter - Head Teacher
Christopher Holdsworth – Deputy Head Teacher
Chloe Jukes – Teacher
Nabeel Hussain – Pastoral lead
Amy Ambler – Senior administrator

Full details may be found in our current Safeguarding Children, and Child Protection Policies.

More information on Safeguarding Children and Child Protection may be obtained from the Bradford Safeguarding Children Board website: www.bradford-scb.org.uk

Equal Opportunities

Wycliffe CE Primary School aims to provide a well-structured, stimulating, and enriching educational experience where each child is offered an equal opportunity to fulfil her or his potential. We are proud to be responsible for the education of children from different cultures and differing abilities, as this gives our school its special character. Our school is a place which brings people of our community together in an environment of increasing mutual understanding, tolerance and respect. We reject and oppose discrimination in any form. It is the school's intention to respect the dignity of all people with regards to gender, race, religion, and physical or mental ability.



All of our staff are committed to these fundamental principles, and we would welcome your encouragement.

Race Relations

The school supports the Local Authority policy on the development of good race relations, and we expect our children to learn to get on well with people of all races and religions. We will not allow racist remarks or behaviour within the school. We are required by law to record, and report to the Local Authority, any racist incidents.

Disability Provision

The school welcomes pupils with disabilities. All areas of school are accessible, with double doors and ramps on main exits and thoroughfares and a lift to the dining hall. There are two disabled toilets, one on the first floor and one on the ground floor.



Bullying

We do not accept any form of bullying, and the school has a clear Anti-bullying and a Behaviour Policy. We encourage children to tell us if they feel they are being bullied. Staff are aware that bullying can take place and may go unreported, therefore we ask parents to inform the school if they suspect their child is being bullied.

All allegations of bullying are thoroughly investigated and acted upon. Parents will be notified if their child bullies another child or is bullied by another child. Bullying incidents are reported to Governors.

Our policies (which are available upon request) apply to all staff, peripatetic teachers, supply teachers, governors, and volunteers working in the school.

GOOD BEHAVIOUR IN SCHOOL

Positive Behaviour

Our approach to discipline in Wycliffe CE Primary School is one of firmness, with a high regard for what is right and wrong. Our philosophy is to encourage and promote good behaviour and we are very proud of the very high standards of behaviour in school.

All children should behave in a responsible manner, both to themselves and to others. They will be expected to show consideration, courtesy and respect for all children and adults at all times. This is a multicultural school, and we expect the children to exercise understanding towards each other, and to respect each other's cultures, religion and way of life. We encourage honesty and respect for others' possessions and property. Staff encourage the children to behave well, and we rely on parents and carers to reinforce with their children a respect for all pupils and adults in school.

Through the positive use of praise, we encourage all our children to develop self-esteem, self-discipline and sensitivity to the needs of others: no corporal punishment is ever delivered in school.

Rewards

- a whole-school weekly celebration assembly for children, friends and family
- children are sent to the Head Teacher with good work, and receive a Head Teacher award sticker
- reward stickers for good work and good behaviour
- two children from each class are chosen by their teacher, one a superstar of the week and one for good work; these certificates are presented at the Celebration Assembly
- one class each week wins the attendance award for the highest attendance marks
- house points are awarded to children throughout the week and each week we celebrate the house with the most points, each half term the house with the most points receive a reward
- effort, good work and good behaviour are rewarded with praise

Sanctions

At times, however, the positive approach needs reinforcement and, if a problem has occurred, a child is given the task of 'putting it right'. This might mean an apology, or a piece of writing explaining why the behaviour was wrong. When we can, we also give time to reflect. Occasionally, unacceptable behaviour may result in a child missing a playtime so that they can consider how a situation could have been avoided. Where there is regular anti-social, inappropriate, or unacceptable behaviour, we will contact parents. In the unlikely event of serious behaviour difficulties, fixed-term suspension from school could be considered. Parents and governors of the school would be involved, and clear procedures would be followed.

Our policy is implemented via our behaviour chart system which operates from Reception through to Year 6. This is described in detail in our Behaviour Policy which is available on-line for you to read.

HEALTH, SAFETY AND WELFARE AT SCHOOL

Your child's well-being at school is of paramount importance to us. All the work we do is based on the fact that your child will be safe, and well cared for. The school has a wide range of policies that guide what we do to ensure the children's well-being.

The building and equipment undergo regular safety checks, and we seek to be extremely diligent in this area.

Site safety and security

We work hard to ensure that our school site is as secure as possible for pupils and staff. Our main entrance door has an electronic door entry system, and a key code system protects access from the foyer into the teaching areas.

In the interests of security, we ask that parents who need to visit the school during the day call first at the school office. So that we are aware of who is on the premises, all visitors to school are expected to sign the visitor's log and are issued with a 'visitor's badge' for the duration of their visit. They must sign out, and hand back the badge when leaving the premises. Any person on the school site without a badge will be challenged. We ask that phones are turned off beyond Reception areas.

Medical Matters

Age-related medical and dental checks are held periodically in school, and parents will be informed of these before they occur:

The School Nurse visits regularly. The weight, height and eyesight of all the children are checked in their Reception, Year 4 and Year 6. She will discuss any concerns that arise. Parents may contact the School Nurse, via school, at any time.

The School Dentist visits once a year to inspect children aged five years. Parents will be notified in writing of the date of this visit. No treatment is given during the inspection but if your child requires treatment you will be notified. You can then decide if you wish this to be arranged through the School Dental Service or by your own dentist.

The Audiometrician conducts hearing tests on all children at some point during their first year in school. If any hearing problems are found, you will be notified and further tests are arranged.

Medicine in School

In the rare situation that your child requires other medication, you **MUST** hand this to a member of staff in the office. Medication should be prescribed by your child's doctor and should be clearly labelled with your child's name, class and the instruction for administering. **We will be unable to administer any medication that is not prescribed by a doctor and that does not bear your child's name.** You will be asked to complete and sign a form to give school staff permission to administer the medication. School staff will **not** administer medication unless this form has been completed and signed by a parent/carer. All medicines are kept in the school office during the school day or fridge as required. It is the parent's responsibility to collect any medicine from the school office. If medicine is not collected within a reasonable time frame, it will be disposed of.

The school cannot be held responsible should medicine not be administered at the correct time.

Rashes and allergies

If your child is subject to rashes, allergies, asthma etc. please let us know in writing. This is especially important if your child needs special medication e.g. Ventolin inhalers for asthma. You **MUST** supply at least one in-date inhaler and an asthma management plan, to be kept in school. The inhaler must be clearly marked with your child's name and it will be stored in an accessible place at all times in the class room.

First Aid and Accidents

Minor injuries sustained in school are treated by staff trained in basic first aid. Any minor incidents in school will be reported to parents through a form being sent home that evening. In the case of a more serious accident or a child feeling unwell, we will contact the parent or named person (see below) as soon as possible to seek advice or personal involvement. Parents will be informed of any serious head injury by telephone whenever possible.



Emergencies and Contact Numbers

Should your child become ill at school, we will contact you during the day. Parents/carers are asked to supply the school with their home and work telephone numbers and also a contact number of at least one other person. These numbers **must** be kept up to date in case school needs to contact you in an emergency. Contact details can be updated by the parent using the school website. If, in an emergency, we cannot establish contact, the Head Teacher has authority, in loco parentis, to take appropriate action in the interest and welfare of the child.

- **IF THERE ARE ANY CHANGES TO EMERGENCY CONTACT INFORMATION PARENTS MUST LET US KNOW IMMEDIATELY.**

Illness at Home

If your child becomes ill and is unable to attend school, you must inform school on the first day of absence, before 9.00am. If your child does not arrive at school by 9.00am, and we have not heard from you, we will contact you by telephone, text and email to ask where your child is. It is crucial for the safety of your child that we/you are aware of his/her whereabouts at all times. If we do not receive notification from you, and we are unable to contact you, we will record the absence as unauthorised and may undertake a home visit.

Please do not send your child back to school until he/she is fully recovered. If medical attention has been sought, your doctor will advise you when your child should return to school. We do expect children to go outside at playtime in dry weather, so please bear this in mind when deciding whether your child is fit to return to school.

Missing PE

If a child needs to be excused from P.E., for any reason, then a letter should always be written to the class teacher. P.E. is part of the statutory curriculum and children will only be excused in exceptional circumstances. If children are well enough to attend school, they are expected to take part in all activities, including PE.

Sunshine Safety

In summer, if good weather is forecast, we would ask you to apply sun cream to your child before coming to school in the morning and to send in a named sun hat.

NUTRITION AT SCHOOL

Breakfast Club

Breakfast Club is open at 7:45am, Monday to Friday. Children may choose any combination from cereals, fresh fruit, toast, bread, yoghurts and juice for a good value price. Parents may drop off children at Breakfast Club and feel free to set off to work a little earlier.

Playtime



We have achieved Healthy School Status and, as part of our healthy schools commitment, we provide free fruit to all Reception and KS1 children on a daily basis. Any remaining fruit is distributed to KS2 children on a rota basis. **We encourage KS2 children to bring a snack of fruit or vegetable sticks for morning playtime.**

Nuts, chocolate bars and sweets are not allowed in school.

Lunchtime options

At lunchtime children are cared for by TA's and lunchtime supervisors. Members of teaching staff are always present in school at lunchtime.

There are two available lunchtime options:

- take school meals
- bring packed lunch

Our catering suppliers are Mellors Catering Services. They are an award-winning family business that was established in 1840 as a local bakery, and is now the first-choice contract caterer in the north for staff restaurants, schools and colleges. They are committed to delivering an exciting choice of food, and they only use the finest, freshest ingredients from local suppliers. See below a sample menu;

WEEK 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TRADITIONAL	CHICKEN STRIPS in pitta bread	BEEF LASAGNE	ROAST GAMMON DINNER	PEPERONI PIZZA	FISH OF THE DAY
HALAL	CHICKEN QUESADILLA	BEEF LASAGNE	ROAST CHICKEN DINNER	BBQ CHICKEN PIZZA	ANY OPTION SUITABLE
VEGETARIAN DISH *vegan **vegan available	*FALAFEL in pitta bread	*BOLOGNESE	**QUORN ROAST DINNER	**CHEESE & TOM PIZZA	**QUORN DIPPERS
SANDWICH OPTION	CHEESE PANINI	CHEESE OR TUNA MAYO WRAP	CHEESE PANINI	CHEESE OR TUNA SANDWICH	CHEESE PANINI
JACKET OPTION	JACKET POTATO	JACKET POTATO	JACKET POTATO	JACKET POTATO	JACKET POTATO

Every day we have an option suitable for all dietary requirements. Children pick their option in morning registration, and they are given a coloured wristband to indicate to the caterers the choice they have made that day.

Packed lunches

As part of the school's healthy eating approach, we encourage a good mix of healthy foods and crisps, biscuits and cakes should be limited and only used as part of a balanced diet. On the grounds of safety, we do not allow the use of glass containers or polythene bags. **Chocolate bars, nuts, sweets and fizzy drinks are not permitted.**



Biscuit bars are allowed as part of a balanced meal.

Dinner Money

If your child takes a school meal, then dinner money for the coming week should be paid via ParentPay. Alternatively, parents may choose to pay per half-term. We will send log in details for ParentPay once your child starts at school.

If you think you may be eligible for free school dinners, please contact the school office or follow this link: <https://www.bradford.gov.uk/benefits/applying-for-benefits/free-school-meals/>

Water



Research has confirmed the benefits of drinking water throughout the day and how it helps concentration levels and the ability to learn. Children are encouraged to have water available in the school, near the classroom at all times. School has two water coolers from which children can fill their own water bottles. **Please provide your child with a named clear plastic water bottle** with sports type top for water. PRIME is a brand we do not allow.

These may be purchased from any supermarket BUT we have biodegradable ones in stock in school. All bottles should go home daily to be washed ready for the following day; any unnamed bottle left in school will be disposed of. Drinks other than water are not permitted except those brought in with a packed lunch.

Milk



Milk is supplied free to EYFS and children who are on Free School Meals.

Other children may be supplied with milk for a termly cost. Please enquire at the school office for current prices.

You should send payment at the end of the autumn, spring and summer terms for the forthcoming term. Please note that following Government guidelines, Key Stage

1 or Key Stage 2 children are given semi skimmed milk.

Birthdays

We feel it very important that children get to celebrate birthdays but IF you choose to send them with a snack please note:

- **Awareness of being healthy**
- **Vegan/halal/vegetarian eaters and children with allergies**
- **NO nuts in anything at all – even if individually wrapped.**

Ideally some chopped fruit that we can share out is ideal. We will NOT cut and share out cake and any nut items will be returned to you.

COMMUNICATION WITH PARENTS

Parents are Partners

Our school aims to be a friendly, welcoming place for children, parents, staff and visitors. We value our relationship with parents. We aim to be as open and honest with you as we hope you will be with us. We will keep you fully informed of your child's progress at school, and we will approach you if we have any anxieties. We positively encourage all parents and carers to talk to us if there are any problems or queries, however small they may seem. Throughout your child's time with us, you will be given many opportunities to come into school on either a formal or informal basis. We will keep you informed via our regular newsletter of our many welcome-to-school initiatives.

Curriculum workshops

Curriculum workshops are held in line with school improvement areas. For example, where school has a focus on improving the quality of learning and teaching in mathematics, this may include updating a policy and informing parents through a workshop of how an area of mathematics is taught.

Parent-Teacher Consultation Meetings

Individual appointments with class teachers in October/November and February/March provide an opportunity for discussion about children's progress and targets.

Annual School Reports

You will receive a written report of your child's progress in the Summer Term and in July any matters that arise from your child's written report may be discussed with the class teacher.

Other Meetings

You are encouraged to come into school to discuss any concerns that you have about your child or general school matters. It may be necessary to make an appointment to do this to ensure that the member of staff concerned can give the matter his/her full attention. You should not hesitate to contact the school if you have any worries concerning your child.

Messages home

A weekly newsletter is sent home to keep you informed of school events – either a paper copy or electronically. We also use text messaging and social media to keep parents informed of school events and activities, however, please remember to ask your child if they have any letters. We endeavour to send out all paper communication out on a Friday.



Half-termly/termly topic letter

In each class, parents are provided with specific information every half term/term about the things the children will be learning. This enables you to support the home learning your child will be expected to do and also support that learning by, for example, taking them to places of interest linked to a history theme.

Further ways in which you can help us

Please speak to your child's class teacher in the first instance about any concerns you may have. We would rather deal with small problems before they become big ones.

Please keep us informed of anything that may affect your child's education, such as health, upsets with friends or changes in family circumstances.

You can make a vital contribution to your child's success at school by helping us to understand and respond sensitively to their growing personality. Please remember that one of the best ways you can help your child is by talking to them about their day, sharing their work and demonstrating your support for all that the school and its staff are doing in the best interest of all the children.

PARENTS SUPPORTING CHILDREN'S LEARNING

Homework: parents/carers can help by

- supporting the school in explaining to children that homework is valued and aids learning
- providing a suitable, peaceful place, equipped with a comfortable chair, clear table space, good light
- providing encouragement and support to children when they require it
- being actively involved in the homework of younger children in particular
- encouraging pupils to take responsibility for completing homework and praising them when they do so
- signing and dating their child's homework when they are satisfied that it is of an acceptable standard.
- support daily reading

Homework: your child is expected to:

- make full use of all the opportunities with which they are presented
- tackle home tasks promptly and with a positive attitude
- take pride in presentation and content, acknowledging the high personal standard expected
- be organised so that necessary books and equipment are not left at school
- take responsibility for handing in the completed task on the agreed day
- daily reading

Supporting your child's education at home

Here are a few tips for ways in which you can help your child make progress at school.

- do everyday activities together, such as cooking, paying for items in a shop, gardening and playing board games
- encourage children to practise addition and subtraction, to learn the multiplication tables and to learn to tell the time
- encourage children to complete and return promptly any extra work they have been given to help them on an individual basis. this applies to follow-up work in general i.e. topic/story writing, which children are sometimes asked to finish at home
- above all, encourage and help your children to develop a positive attitude to learning and a desire to give of their best. try to make learning fun and not criticise your child.

12 things you can do to help your child learn:

1. Give your child confidence through lots of praise and encouragement.
 - i. *"You have tremendous power to strengthen your child's confidence - and confidence is vital to learning."*
 - ii. Provide specific praise that focuses on a particular aspect of their work. A comment such as, *"I like the way you have..."* is more effective than *"You're clever"*.

2. **Read to, and with, your child as much as possible.**
3. Encourage your child to observe and talk about what they see, feel, think etc. For example, even young children can be helped to read notices and signs and understand what they mean.
4. Make use of your local library.
 - a. *Look out for special events and services for children.*
5. Visit museums and other places you think your child might find interesting.
 - a. *Children now have free admission to major national museums and art galleries.*
6. If your child likes watching television, watch it together sometimes and talk about what has been watched. **Turn on the subtitles!** Children enjoy sharing their experiences and will gain a lot from the discussion.
7. Try to provide a reasonably quiet and suitable place where your child can work and show that you and all members of the family value and respect the homework activity.
8. Try to set time aside to support your child's homework activities whilst also allowing some independence where appropriate.
9. Encourage your child to discuss homework with you, including feedback from teachers.
10. Try to help your child to see the enjoyable aspects of homework.
11. Help your child to see the importance of homework and teach them to become more independent and take more responsibility for themselves as they get older.
12. Remind your children to complete and hand in homework on time. A copy of your child's homework programme will be provided at the start of each year but please ask if you need another one. Please contact us if you have any questions or concerns. We want your children to succeed.

When your child brings home a book

It is not intended that you teach your child to read every book word for word. Instead read the book and bear these points in mind –

Choose a time when you can give all your attention.

- Choose somewhere quiet and comfortable.
- Allow enough time to talk about the story and the pictures.
- Ask what he/she thinks might happen next.
- Let your child "read" the story to you afterwards or tell you what happened.
- Point to the words as you read (*only applicable for very young readers*).
- Use your voice to reflect what is happening.
- Your child will probably make up the story from the pictures. This is an important stage at the beginning and will give satisfaction.
- If your child is tired or reluctant - don't insist on continuing, leave it for later or another day.
- Don't worry if reading isn't word perfect - if it makes sense, don't correct it.
- Reading the story first isn't cheating - it is helping your child to predict. Never make your child feel s/he must read - always praise and encourage them.



How to help your child with reading

- Read for a short while every day - make it a time that is enjoyable to you both.
- Encourage your child to look at different words in the world around them. Point out street signs, shop names, food labels, birthday cards, buses and so on.
- Traditional nursery rhymes - children soon learn by heart and pretend to read them in books. Point out words as you read them together. Songs and TV ads can be used in the same way.
- Help your child to use a TV guide to find their favourite programmes.
- Spend time talking to your child about things you do together - include everyday things as well as special things.
- Let your child see you reading books, magazines and newspapers and that you find them useful and enjoyable.
- Continue bedtime story sessions - the best way to share the pleasure of reading.

OUR PARENTS' CONTRIBUTION TO THEIR SCHOOL COMMUNITY

Parental Involvement

The support and co-operation of parents is highly valued, and we hope that you will spend time participating actively in the life of our school. Volunteers are welcome and our DHT co-ordinates these.

Carers and Parents of Wycliffe CE Primary School (CAPOW)

All parents/carers of children who attend the school become members of the Friends Association. Any local residents, business people, or other community members, who are interested in the welfare of the children at Wycliffe CE Primary School, may become members.

CAPOW are a newly formed hard-working group who work to benefit the school through the organisation and provision of both fund raising and social activities. In previous years they've held coffee mornings, children's discos, Christmas and Summer Fairs and a wide range of other activities.

OUR CHILDREN'S CONTRIBUTION TO THEIR SCHOOL COMMUNITY

Pupil Council

A Pupil Council is elected by pupils in the school. Two representatives from each class are elected by their classmates.

The Council representatives hold meetings attended by a member of staff. At these meetings, decisions are taken, and the representatives feedback the information to their classmates. All pupils are encouraged to pass ideas and suggestions to their representatives, thereby sharing in the decision-making process. The staff believe very strongly that the children should have a voice, and that their views should influence the development of the school.

Other pupil-led committees may include:

- Collective Worship Committee
- Playtime & Lunchtime Buddies
- Eco Committee

We encourage children to be active members of their school community in many other ways. For example:

Classroom monitors and **Collective Worship monitors**

Sports Leaders: Some children are trained to lead games and activities during lunch clubs for Reception and KS1 children. This has been highly successful in creating an active environment in which children learn new skills and keep fit. It has proved to be enjoyable and effective for both the older and younger children.

Buddies: Volunteers from Y6 act as supportive playtime mentors to the younger children.

Office helpers: Our Prefects volunteer to help with general office duties at lunch time.

All children are encouraged to **share their ideas** about improving school life; most make their suggestions directly to the Head Teacher.

Elections are held each September for a team of **Year 6 Prefects**.

FURTHER INFORMATION

School Dress

We are very proud of the appearance of all children at Wycliffe CE Primary School. It is our policy that children wear school uniform every day, and we would appreciate your cooperation in this. It is designed to be simple and practical and, above all, gives children a sense of belonging to the school. We also feel that wearing a school uniform encourages a pride in personal appearance. **Please ensure that all jewellery is removed and that long hair is tied back on PE days. Teachers are not asked to do this – it is your responsibility.**

School Uniform – ALL NAMED

- grey/black/navy trousers/shorts, skirts or pinafore dresses
- white polo shirts/shirts/blouses
- jade sweatshirt/jumper/cardigan with school logo if possible
- green and white summer dresses
- sensible flat black shoes (not trainers)
- on wet days it would be helpful if your child has a pair of indoor shoes to change into.

Arrival in kit on PE days - weather dependent:

- plain navy blue/black shorts – no logos
- plain white t-shirt/red/green/blue (house colours)
- black pumps
- jogging bottoms – navy or black – no logos
- training shoes
- jade sweatshirt/jumper/cardigan with school logo if possible – **NO HOODIES**

For outdoor play Reception will need:

- waterproofs
- extra socks
- wellies
- spare change of clothes

Please make sure that all school clothing, including indoor shoes are clearly marked with your child's name.

Book bags, with the embroidered school logo, may be bought through the school, subject to availability. Other items are available from Whitakers in Shipley or Natasha Schoolwear in Bradford.

Appearance

We encourage children to take pride in their personal appearance and have regard for standards of personal hygiene.

- **Full school uniform must be worn daily.**
- **All children's hair should be neat and not restrict vision. See below – these styles will impair vision.**



Leaning forward to look at work – this would be a barrier. If clipped back – perfect.

- **Coloured hair is NOT recommended at this stage and Secondary schools only permit hair close to their natural colour.**
- **Coloured hair bands should be restricted to dark colours. Long hair must be tied back at all times for health and safety reasons.**
- **No jewellery of any description may be worn in school, except small studs in the lobe of the ear. It is expected that children will remove studs for PE, or will bring surgical tape to cover them. They must complete these tasks independently.**
- **Watches may be worn, but are the responsibility of the wearer, and must be removed for all PE and games activities**
- **Nail varnish is not permitted.**

Complaints Procedure

At Wycliffe CE Primary School we believe that parents have the right for all complaints to be dealt with quickly, fairly and with the minimum of difficulty.

Should you have a complaint, or an issue to raise, there are two steps to follow:

1. Talk to the class teacher. Class teachers are available to speak with you at the end of the school day. Alternatively, if you need a longer discussion, please make an appointment.
2. After speaking to the class teacher or phase leader arrange to talk to the Deputy Head Teacher. Most matters can be resolved in this way but if that are not, please make an appointment with the Head Teacher.
3. The vast majority of concerns will be of a minor nature, and are usually dealt with as described above. Wycliffe CE Primary School has an excellent reputation in this area, and our relationship with parents has always been really important to us. A fundamental aim of our school is for the children to be happy, and anything that affects this must be dealt with quickly and effectively. Please help us to help your children - contact us early so that small problems will not grow into large ones.
4. If, in the unlikely event of the matter remaining unresolved, then parents have the right to take the complaint further via the Governing Body or The Trust. Details of these procedures are available on request and are on the website.

If you are unhappy with responses – we have a complaints policy – please use this rather than any other process. If we are approached by external agencies the first thing they ask is has the policy been used.

School Inspection

The schools SIAMS (Statutory Inspection of Anglican and Methodist Schools) report graded the school at 'Good'. April 2023 – OFSTED reported likewise.

Role of the Governing Body

It is a legal requirement that every school should have a Governing Body which acts in the interests of current and future pupils and staff. School Governors are all unpaid volunteers who meet regularly (at least twice termly) to discuss and decide upon all aspects of school activities such as appointing staff, monitoring the budget, maintaining the premises and reviewing the curriculum. They work closely with the Head Teacher, the staff and parents of all the children, and they accept guidance from the LEA and our trust.

Together with the Head Teacher, the Governors are responsible for the overall educational and financial health of the school, and determine the aims and philosophies of the school, seeking their fulfilment through a partnership with staff and parents/carers. They are responsible for the policy documents that determine important aspects of the education of children at Wycliffe CE Primary School. These documents are appraised regularly and updated as necessary, and are available for inspection on request.

Day-to-day management of the school remains the responsibility of the Head Teacher, and parents/carers are encouraged to share with members of the teaching staff any questions or concerns they may have. The Governors are confident that most issues can be addressed by the Head Teacher; in situations where broader policy is an issue, however, a direct approach may be made to the Governors, either through the Chair of the Governing Body, or through the clerk to the governor.