

# St Peter's C.E. Primary School

## Handbook for parents 2019/2020

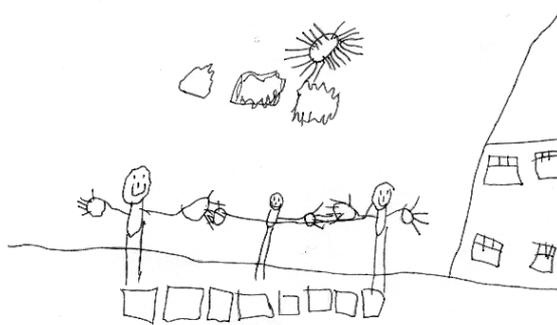
(Correct as at May 2019)



### “Learn, **sparkle** & **shine...**”

The purpose of this handbook is to give you general information about the school, its organisation and philosophies. Parents are welcome and encouraged to visit the school by telephoning the Head Teacher to arrange a convenient date and time.

### What kind of school is St. Peter's?



It is with great pleasure that we welcome you to the St. Peter's prospectus. We hope that you will find much to interest you. In here you will be able to discover what makes St. Peter's such a special place, why the pupils and staff love to be here and why it holds such a special place in the community.

St. Peter's is a warm caring place, filled with wonderful staff and happy children who are supported and encouraged to “**Learn, sparkle & shine...**” along every step of their learning journey with us.

Giving every child the chance to **learn** within a widely enriched curriculum is a high priority for us, and we strive for high academic standards; however, St. Peter's is about so much more than this. It is about giving every child the opportunity to **sparkle** and have their talents recognised and developed; it is about giving everyone the chance to **shine** and be proud of their achievements, no matter how great or small. It is about giving children the confidence to have a go and giving them the opportunity to try out new things. It is about tolerance and respect for beliefs of others and taking joy and pleasure from what others do well. Most importantly it is about making happy memories of school life that will be carried forward into adult life and indeed beyond.

We would encourage you to pay us a visit and sample something of the spirit of St. Peter's. You can be assured of a very warm welcome.

L.M. Williams  
Head teacher

**St.Peter's** School is a **Church of England** Voluntary Aided school, whose foundation is based on **Christian values and beliefs**. Our aided status ensures children are educated in a school where the Christian faith is taught and its values and standards maintained. Governors and staff work together to ensure the school is the very best it can be, and is based on sound Christian principles. St.Peter's School is located in the Parish of Farnworth, Kearsley and Stoneclough.

This school provides education for pupils between the ages of four and eleven. The school was established well over 100 years ago and has become an important part of the community. Over recent years the building has undergone numerous alterations to improve the facilities for the children, and in 2013 underwent a significant expansion programme to become a bright, modern 2 form entry school with high quality facilities.

Our **daily act of worship** is an essential part of the school day and is based around the philosophies and beliefs of the Christian faith. Since the closure of St. Peter's Church we have held a service in school on the second or third Sunday of each month. People of the Parish and parents are encouraged to join the children during these services. Class assemblies, organised by the children, are held regularly. The content of the assemblies is made relevant to the experiences of the children and is sensitive to other cultures and religions.



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# Meet the Staff and Governors

*(correct at May 2019)*

## **Head teacher**

Mrs L Williams

## **Deputy head teacher**

Mrs E Williams, Mrs J. Scott

## **Assistant head teacher**

Miss V Brown, Mrs D. Buckley

## **School Business Manager**

Mrs B Bale

## **School Administrator**

Mrs Y Pyle

## **Site Manager**

Mr P Bale

## **Cleaning staff**

Mrs P Duncalf, Mrs A Hamill,  
Ms Swindells

## **Kitchen staff**

Mrs K Thompson,  
Miss A Marland, Miss L Henshall,  
Mrs B Ackerley, Miss S Anderson

## **School meals supervisory assistants**

Mrs L Percival,

## **Classroom assistants**

Mrs Sawyer, Mrs Ince, Mrs Smith,  
Mrs Kemp, Mrs Rawlinson, Mrs Bessell,  
Mrs Milnes, Mrs Yarwood, Mrs Hamnett,  
Mrs Clegg, Miss Fairhurst, Mrs Hobson  
Miss McNamara, Mrs Murphy, Miss Belk,  
Mrs Smith, Miss Corbishley,  
Mrs Gregson, Miss Hirst, Miss Horsfield,  
Miss Kirkman, Mrs Greenhalgh,  
Miss Wharton, Mrs West, Mrs Warburton  
Mrs Hearsey, Mrs Brooks, Miss Rollinson,  
Mrs Taylor, Mrs Worthington, Miss Venier

## **Learning Mentor**

Mrs D Bircher

## **Pastoral Manager**

Mrs S Percival

## **Teachers (for September 2019)**

Mrs D Buckley	Mrs J Scott
Mrs K Simmons	Mr M Lane
Miss K Bailey	Mrs Z Quarmby
Mrs J Cox	Mrs E Williams
Mrs K Ward	Mrs S Cowell
Mrs E McKenna	Miss V Brown
Mrs Y Price	Mrs K Redmond
Mrs K Prescott	Mr P. Lynch
Mrs A Sharples	Mrs L Curme
Miss K Berry	Mr C. Wakes
Miss G. Brooks	

## **Chairman of Governors**

Mr P Masters

## **Governors representing PCC**

Mrs S Buckley	Mr A. McIntyre
Ms N Currie	Ms S Goodwin
Mr J Aspinall	Sr. D Needham
Mrs J Hall	Mr P Masters

## **Governors representing Local Authority**

Mr R Charleson

## **Governors representing Parents**

Mrs K Royle  
Mrs L Taylor

## **Governors representing staff**

Mrs J Cox

## **Co-opted Governor**

Mrs B Bale



## Contact details

Chair of Governors: Mr P Masters

Head teacher: Mrs L Williams

Deputy Head teacher: Mrs E Williams  
Mrs J. Scott

Address: Alexandra Street  
Farnworth  
Bolton  
BL4 9JT

Telephone: 01204 333090

Email address [office@st-peters-farnworth.bolton.sch.uk](mailto:office@st-peters-farnworth.bolton.sch.uk)

Website address [www.st-peters-farnworth.bolton.sch.uk](http://www.st-peters-farnworth.bolton.sch.uk)

Please note that the information in this document applies to the school year 2019/2020 was correct at May 2019. Parents should not, however assume that there will be no change to these arrangements before the start of or during the school year or in subsequent years



**“Learn, sparkle & shine...”**

## Mission Statement & School Aims

St Peter's School the staff and the governors work together to create a happy, secure and stimulating environment where the children are able to grow and develop within the caring Christian ethos of this school. The school believes that parents and teachers are partners in this process of education and that such a partnership is crucial to the development of the whole child. The school believes in maintaining a climate of trust and commitment where every one feels they are of worth within the school's environment and where each person realises that they are a valuable part of the school, its function and development.

We recognise as a school, our privileged position at the centre of this community and endeavour, through our children, to make a positive contribution to the environment, the community and to society.

Our **Christian values** thread their way through our school aims and guide us through all aspects of our work at St.Peter's. They are based on God's love for us and reflect the life of Jesus and his teaching.

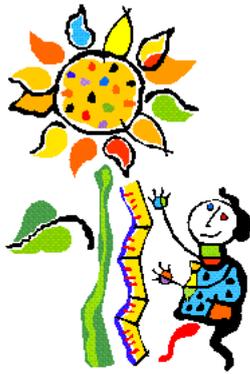
- To educate every child intellectually, socially, morally, physically and spiritually believing in **equality of opportunity** for all.
- To ensure that **every child achieves a personal best** in all aspects of school life. Within the framework of the National Curriculum we work to ensure each child reaches a standard of attainment which reflects their true ability.
- To promote an **awareness and understanding of the needs of others** and to encourage an attitude of **forgiveness and reconciliation**.
- To promote in every child a feeling of **value and self-worth** based on **mutual love and respect** for each individual child, in an ethos of **justice and fairness**.
- To maintain a **climate of trust and commitment** where each child **realises their own part** in creating conditions where effective learning can take place.
- To ensure the child recognises and values the importance of education, **feels of value** within the school's environment and is able to **make a valuable contribution to the school and to its community**.
- To foster in each child **a joy in both learning and life**.
- To develop the skills, knowledge and **curiosity needed to explore and learn about the world in which they live, so they are able to** contribute in a positive and enriching way



# **“Learn, sparkle & shine...”**

Learn to sparkle  
Learning to shine  
Thou precious child of mine  
Learn to trust  
Learning to care  
Jesus will always be there  
Learn to share  
Learning to play  
God is with us every new day  
Learn to look  
Learning to see  
The Holy Spirit is in you and me  
Learn to hear  
Learning to listen  
The gentle words of the Christian mission  
Learn to speak  
Learning to say  
Only kind words everyday  
Learn to sparkle  
Learning to shine  
Look to The Lord for guidance divine  
Learn to run  
Learning to race  
You never lose if you're full of grace  
Don't let others say you don't sparkle  
Don't let others say you don't shine  
Learn that as you are a child of Jesus  
You are always the brightest  
Amongst us

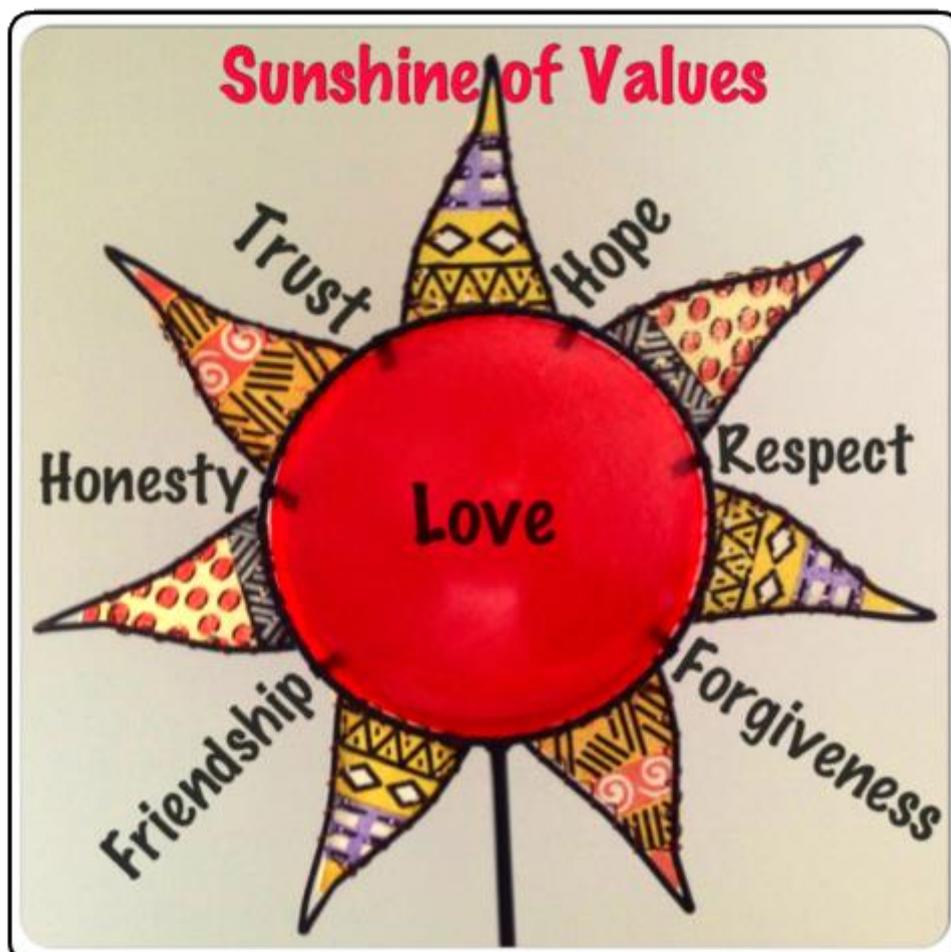
By Tony Rogers. Grandparent of a child at school.



## At St.Peter's School....

Everyone can do it and is encouraged to take part.  
We are all different and we are glad.  
We show respect in all we do.  
We know that people have different needs.  
We listen to each other and treat each other fairly.  
We say we are sorry and we make friends.  
We enjoy life and learning.  
Each one of us is special!

*Written by the children of St.Peter's C.E.Primary School*



# Working together with other agencies in Bolton

## Keeping children safe in Bolton

“In Bolton, all agencies work together with families, to promote the well being of children and keep them safe.”

Bolton Framework for Action, pg 5

Our aim at St. Peter's is to ensure our children are able to

“Learn, Sparkle & Shine...”

We therefore seek to provide help and support as early as possible, to remove any possible barriers, preventing this aim from being achieved.

By following the Bolton Children's Safeguarding Board (BCSB) guidance in Bolton's Framework for Action



and in accordance with the DFE documents

Working together to safeguard children – September 2018

and

Keeping Children Safe in Education July 2018

we work towards providing timely and appropriate access to services, to help children flourish and keep them safe.



Our school has been given the opportunity to take part in a new project that will run in partnership with Bolton Safeguarding Board and Greater Manchester Police.

The project, Bolton Encompass, has been designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school but which might have an impact on a child attending school the following day. This information will be shared on school days during the school term. When incidents occur on a

Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff, known as a Key Adult, will be trained to liaise with the police. At St. Peter's our Key Adults are Mrs S Percival and Mrs L Williams. They will be able to use information that has been shared with them, in confidence, to ensure that the school is able to support children and their families. Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident.

We always endeavour to offer the best support possible to our pupils and believe that Bolton Encompass is going to be beneficial and supportive for all concerned children and families.

The Universal and Early Help Services we provide are summarised below.

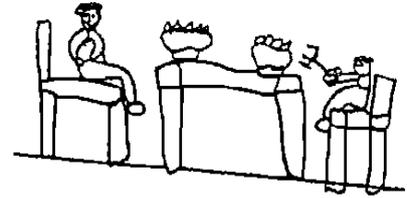


# How is the school day organised?

## Registration

The morning bell goes at 8.50am, morning registration is at 8.55am in the classroom. The teachers are available in school from 8.45am onwards. Lessons always begin promptly so we would ask that children are on time each day. If you would like to meet with your child's teacher please make arrangements with the school administrator.

Morning Break	varies (between 10.00 and 10:30)
Lunch Break	12:15 to 1:15 (Y3 11:45 – 12:45)
Afternoon Break	2:15 to 2:30 (optional for Y1 & Y2)
Home Time	3:15



## Break Time Arrangements

**Healthy Eating Snacks** - Healthy Eating snacks are available at breaktime and are paid for in advance on a Monday morning for infant children and daily for juniors. Alternatively children may bring fruit for their mid morning break.

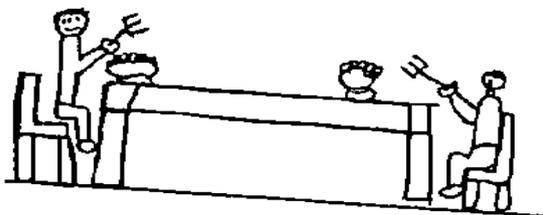
**Milk / Juice** - Reception children have milk during the morning break and all children may have juice or milk at this time.

**Water bottles** - children are encouraged to bring their own water bottles from home on a daily basis.

We do encourage the children to eat well and drink plenty, as we know this is essential to their well-being and their learning.

## Lunch Arrangements

**School Meals** - The school has its own kitchen which provides well balanced, nutritional meals. Dinner money is collected in advance on Mondays. Children should bring their money in a labelled purse or envelope. For administrative reasons changes in your child's lunchtime arrangements are made on a half-termly basis. Please inform the school office if your child will be in school late or will not be in for dinner.



## Free Meals

Under certain circumstances parents are entitled to claim for free school meals. Application may be made to The One Stop Shop at Farnworth or Bolton Town Hall. All Ks1 children receive a free school meal.

If you are concerned or need any help/advice please ask Mrs. Bale or Mrs. Pyle, who are our office staff.

**Packed Lunches** - Some children bring a packed lunch to school. We ask that this includes a sandwich, fruit, drink and yoghurt. Crisps, chocolate and fizzy drinks are not encouraged as the school has the Healthy Schools Award and promotes healthy eating. The lunch should be in a sealed container with the child's name on it. Please do not send glass bottles or cans in a packed lunch.

## What should my child wear?

We have a school uniform which we encourage the children to wear at all times.

### Winter - Boys

Grey or bottle green sweater / school sweatshirt  
Grey shorts or trousers.  
Pale blue polo shirt or cotton shirt.

### Summer - Boys

Grey or bottle green sweater.  
Grey shorts or trousers.  
Pale blue shirt. - short sleeved or open necked if preferred, or polo shirt.

### P.E. Clothing - Boys

Please ensure your children have the following items for P.E. lessons.

Gym shoes - black pumps.  
T shirt (white).  
Shorts (dark coloured).  
Juniors - trainers for games.



### Winter - Girls

Grey or bottle green cardigan/sweater.  
grey pinafore dress, skirt or trousers.  
Pale blue blouse or polo shirt.

### Summer - Girls

Grey or bottle green cardigan/sweater.  
Blue and white or green and white checked dress  
Grey skirt or pinafore with pale blue shirt or polo shirt.

### P.E. Clothing -Girls

Please ensure your children have the following items for P.E. lessons.  
Gym shoes - black pumps.  
Black leotard - or as for boys.  
Juniors - trainers for games.

*Swimming* Older juniors will require a swimming costume.

The tie can be purchased from school, as can baseball caps, school book bags and P.E. bags. Sweatshirts, T shirts. Polo shirts and cardigans printed with the school logo can all be purchased from local shops.

### **Please note we remind parents that:**

Children do not wear trainers or shoes with high heels or backless/slingback sandals.  
Sports clothing should not be worn as a substitute for school uniform.  
No jewellery should be worn in school except for small stud earrings.

# School Attendance

At St.Peter's School we know that good progress in learning depends on excellent school attendance. Children should attend school every day unless too unwell to do so. The school regularly monitors every child's attendance and regular feedback is given to both children and parents. We follow through all absences in our drive to ensure the attendance of all pupils is outstanding.

The school also has an Pastoral Manager who is able to support to families and give advice on school attendance issues.

**Sickness** - If your child is unwell and unable to attend school it is very important that you contact the school with a clear explanation - a phone call, text message, email or a letter will do. If the child has a medical appointment please send a letter in advance to the class teacher indicating the arrangements for pick up from school.

**Holidays in school time** – We are not able to authorise any holidays in term time. (this is a directive from the Government) Parents should therefore not take children out of school for holidays during term time. Lessons missed during this time could affect their child's learning & progress. The school day is very full and it is not always possible to repeat the work covered during this absence.

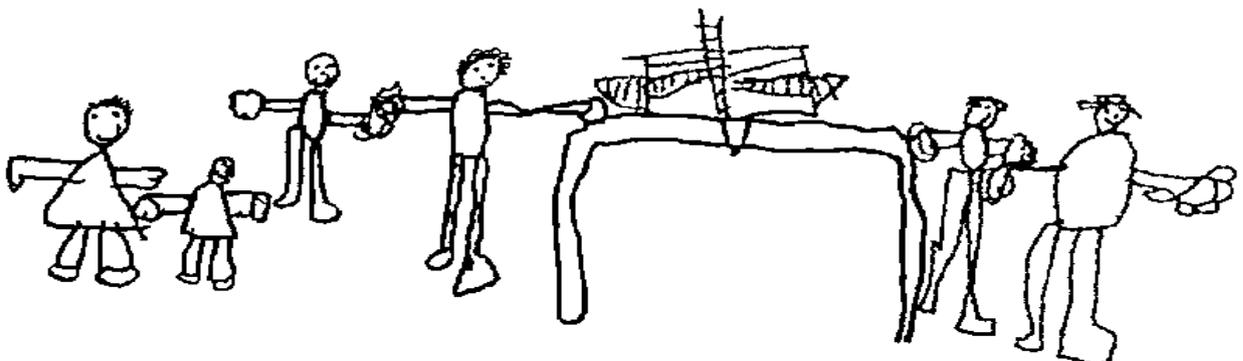
**Absence for other reasons** - Please come into school and discuss with your child's class teacher or the head teacher if your child is absent from school for any other reason.

## How are the classes organised?

The school has a reception unit, four **Keystage 1** classes and eight **Keystage 2** classes. The classes are organised as follows.

Year R	4 to 5 years	Year 3	7 to 8 years
Year 1	5 to 6 years	Year 4	8 to 9 years
Year 2	6 to 7 years	Year 5	9 to 10 years
		Year 6	10 to 11 years

For most of the school day the children in the juniors are taught by their class teacher, but on occasions are taught by other teachers who have expertise and skills to offer. The children often work in ability groups and are taught in classes.

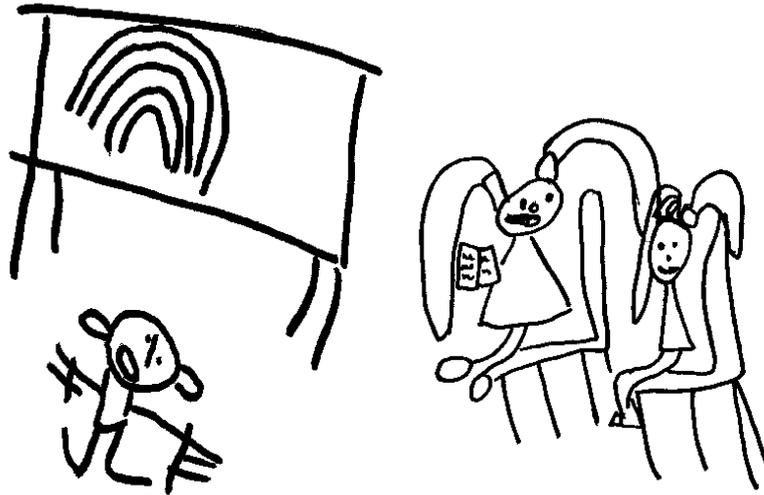


There are many other adults who work in school with the class teachers. On occasions when your child's class teacher is out of school on training courses or at meetings your child will be taught by supply teachers.

## What are the school's curriculum aims?

The children enjoy a curriculum which gives them access to a full range of carefully planned and structured learning experiences which will promote their all round development and enable them to achieve their potential as learners and citizens.

We offer a broad and balanced curriculum which encompasses the Early Learning Goals and the wide variety of the National Curriculum subjects, extending into the area of personal, social and health education, citizenship, an understanding of the "world at work" and sex education. Our curriculum policies are available should you wish to read them in detail.

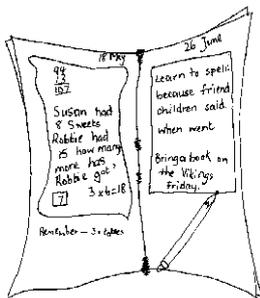


## Curriculum Fact Sheets for Parents

We always keep parents informed on a termly basis of the work your child will be doing in class. The sheets are very user friendly and give valuable information to help you help your child as he/she moves up through the school. Should you wish to talk about this and feel you need further advice on helping your child please do not hesitate to contact your child's teacher to arrange an appropriate time to discuss this.



## How can parents help their children at home?

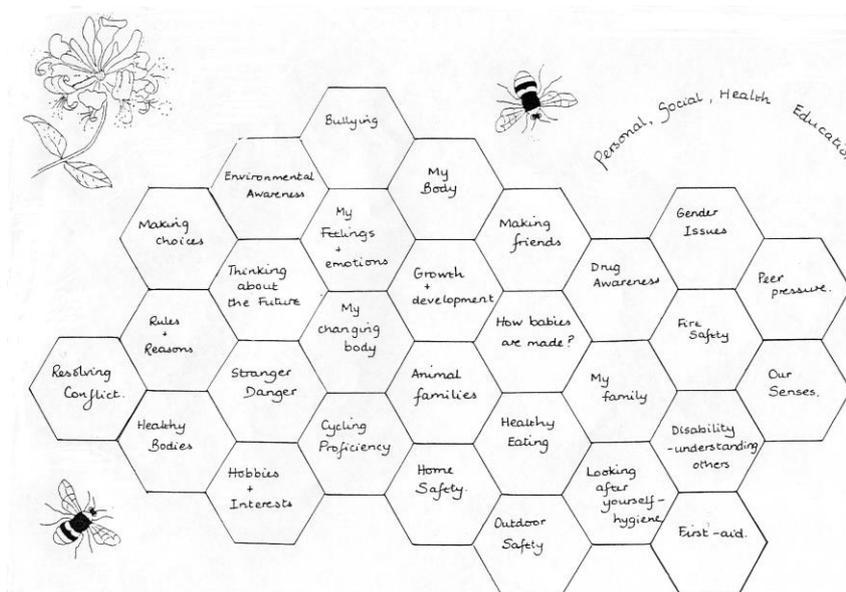


Support from parents is essential to the child's progress in school. Children are given homework - this may be a "finding out" activity, a game, a worksheet, a reading activity or learning spellings and tables. The time spent on homework varies according to the age, the needs and the interests of the child. At these times parental support is of great value ... the teachers are more than willing to help parents who might find it difficult to offer this support.

## What is PSHE Personal Social Health Education?

Our aim is to enable the children to understand their own bodies, how to keep them healthy and to understand their own feelings and responses to situations. P.S.H.E. is a cross curriculum issue which permeates all areas of the school curriculum.

We aim to encourage in all children positive qualities and attitudes, knowledge and understanding, abilities and skills which will enable them to grow in confidence and feel able to play their part within the family, school and community. We are keen that children should be happy within themselves and with their own achievements. We aim to develop children's social and life skills to enable them to establish good personal relationships with others and to raise the children's awareness of the potential risks in society and to learn strategies for dealing with them should they arise.



**Sex Education and Relationships** - this is a part of our wider teaching philosophy which emphasises the importance of family life and personal relationships. It is taught in Y4, Y5 and Y6 in greater depth. Parents are invited to be fully involved in this work. They may also choose to withdraw their child from Sex Education lessons.

### Religious Education

St Peter's school follows the Manchester Diocesan Board of Education syllabus for their R.E. policy. The syllabus provides a sound understanding of the beliefs and practices of Christianity and also recognizes the importance of developing our understanding and appreciation of life in a multi-cultural society.

Our aim is to enable children to...

- Have a better understanding about themselves and their place in the world.
- Think about life and its meanings which will aid them on their spiritual journey.
- Understand the ways in which religious beliefs and practices affect the behaviour of individuals and groups.

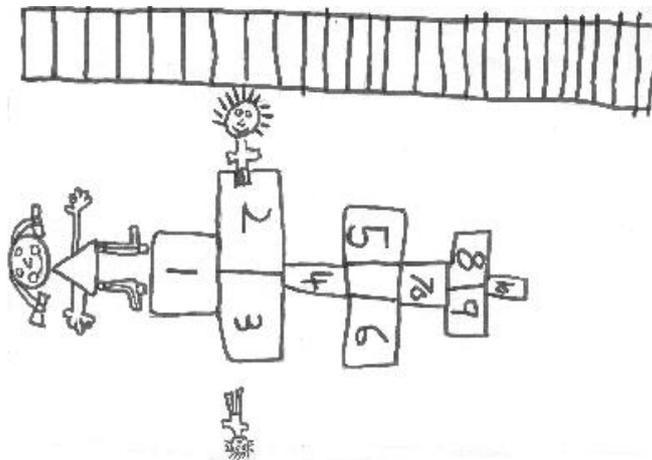
***(Parental Rights of Withdrawal - at St. Peter's school Religious Education and Worship are a vital part of the education we offer to children and are essential to the child's growth and development. As such, any parent wishing to exercise their rights of withdrawal from either R.E. or Worship are requested to discuss their position with the Head Teacher. Appropriate alternative provision will be decided following discussion with the child's parents)***

## How do we encourage good behaviour & positive attitudes to learning?

Good relationships are at the very heart of all our work here at St.Peter's. We will look after and care for your child whilst they are in school and you can trust that we will do our best for each one of them.

Throughout your child's time at school we expect & encourage the highest standards of behaviour and manners, where all the children are helped to work and play together, whilst showing respect, care and concern for all people (adults & children) and property. We promote and develop positive relationships with parents and with children. At St Peter's we work hard to ensure the children are happy in school and that they make good progress in their work.

- We praise and encourage, and love to say "well done."
- We listen to, talk to and involve the children in decision-making.
- We recognise and reward children's achievements in their academic work, personal qualities, behaviour and attitudes in school.
- We share the children's achievements with others.
- We give stickers, stars, badges, a smiley face or words of acknowledgment!
- We have a system of certificates "Super learners" which are given out at assemblies at regular intervals.
- Every day is a new day, where we start afresh, forgive and forget any past incidents.



We have few written rules and those we have exist for the safety, welfare and well-being of all the children in our care. Parents are always kept informed when serious problems do occur and it is particularly at these times when we ask for your support and co-operation so that we can all can work together to sort out any issues arising. Formal and informal meetings may be called to discuss these matter as they arise.

(The school has a detailed policy on Behaviour and Discipline which is available in school or on the website for parents to read.)

## Extended Services

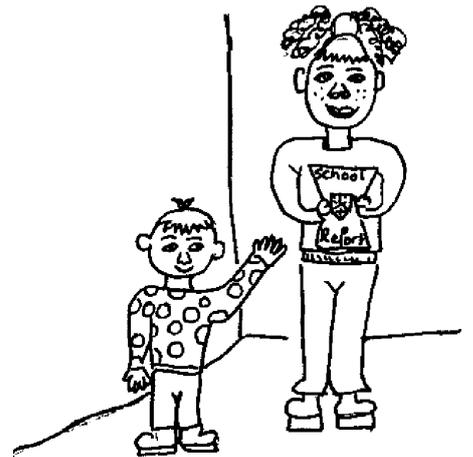
The school links with many different services in Bolton who work with young children and their families. Our Outreach Worker is a point of contact who is able to signpost and link families up to the appropriate services. Parents are encouraged to ask members of staff if there are any issues which they feel might be a barrier to the children's learning, safety and well-being, so that we can offer support which will be of help.

## How do we provide for children with Special Educational Needs?

Please see our website for our full SEN local offer.

Every child is special, is valued and encouraged to contribute to the life of the school in their own way. Our aim is to provide a stimulating and structured learning environment for all our children. Special educational needs can arise at any time during the child's school life. They may be related to learning difficulties, health problems, emotional or behavioural problems. At St.Peters, some children have moderate needs and others have more severe needs. It is important that parents and teachers work together to ensure the needs of the child are identified and provided for, through the LA / school partnership. All teachers are involved in the provision of work suitable to each child's own level. Often children are supported by Special Needs Assistants and teaching assistants.

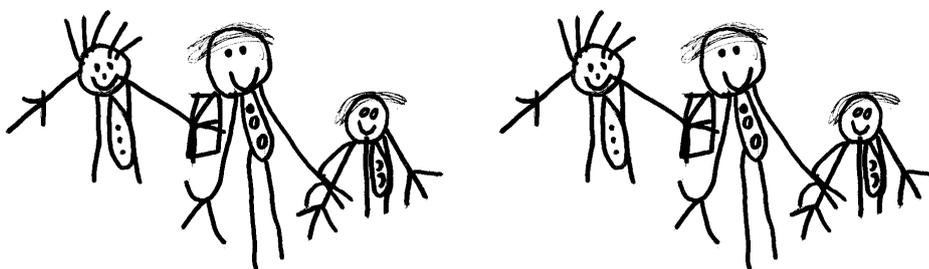
We have a member of staff who takes responsibility for children with special educational needs. The local education authority is able to provide support for some pupils through the Educational Psychology Service.



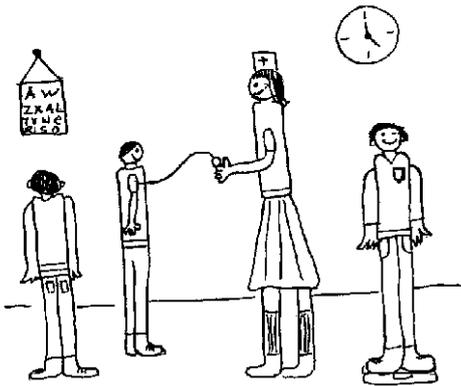
## Pupils with Disability

Pupils with disability learn alongside their peers with additional resources such as a hearing aid or equipment to aid vision. Teachers plan to ensure these pupils are enabled to participate as fully and effectively as possible within the National Curriculum. The Governors recognise the requirements of this act and consider all aspects of disability when planning for school improvements and building works. They continue to explore ways in which the building can be adapted to provide access to all parts of the school's curriculum and buildings.

Parents are encouraged to ask for the schools Accessibility Plan and the Disability Equality Scheme as this will give more details of the schools provision and the plans for the future. The school has an up to date Special Needs Policy which is updated annually and is available at the school office.



## How do we care for the children in school ?



**Pastoral Care** - It is important that your child is happy in school - happy children learn more easily. We see the education and care of a child as a partnership between home and school and to this end we encourage parents to discuss with us any problems which might arise at home and could affect your child. Similarly if a problem arises in school the teacher will discuss the matter with you.

**The role of the School Nurse** -The school nurse can offer support and guidance to parents and teachers. You may make an appointment to discuss your child's health by contacting the health centre or the school.

**Sickness** -If a child falls ill or is injured at school every attempt will be made will be made to contact the parent or guardian and return the child home. Parents are asked to ensure their emergency numbers are updated in school on a regular basis. A member of staff is qualified to give first aid advice when necessary.

**Medication in school** - If your child is receiving regular prescribed medication and needs to be administered in school hours the medicine should be left by arrangement with the Head Teacher. Other medication can not be given by school staff. Please inform the school of any serious recurring medical problems.

**Asthma** – The school supports children who have asthma. The school secretary provides help, support and guidance for all children. Parents are asked to inform the school and will be asked to give specific details so that we can provide for each child's specific needs.

## Keeping children safe

**What is our role in safeguarding and child protection?** Because of the day to day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. Parents should be aware, therefore, that where it appears to a member of staff that a child may have been abused, the member of staff is required, as part of the local Child Protection procedure, to report their concern to Social Care immediately, where advice and support will be sought. A full copy of the child protection policy is available in school should you wish to see it.

Please also refer to our Keeping Children Safe in Education section of our website for more detailed information regarding our child protection procedures.

**Road Safety** -\_Parents who bring their children to school by car are asked not to park on the zig-zag lines immediately outside school. It causes a hazard for all parents and children crossing the road. The safety of all our children is very important. Parents are asked to read all child safety letters carefully. Your co-operation and assistance is appreciated.

**Supervision of children before and after the school day**- parents of infant children are asked to supervise their children until the bell rings in the morning and are asked to collect the child from the classroom door at the end of the school day. It is important that the teacher is notified if a family member or friend will be collecting the child on any particular day.

## How we use pupil information?

### Why do we collect and use pupil information?

We collect and use pupil information under Article 6 (1)(e) of the General Data Processing Regulations which permits processing for tasks carried out in the public interest and Article 9(2)(g) which permits processing which is necessary for reasons of substantial public interest. Under Section 537A of the Education Act 1996 we are also required to submit school census returns, including a set of named pupil records, and pupil information is collected and used for this purpose.

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing

### The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information (such as test results and teacher assessments)
- Medical information (such as information about medical conditions or allergy information and details of medical practitioners involved in a child's care)
- Special Educational Needs information (such as assessments carried out in school or by other professionals and interventions carried out in school)
- Exclusions and behavioural information.
- Child Protection and Safeguarding information.

### The lawful basis on which we use this information

We collect and use pupil information under Article 6 and Article 9 of the GDPR:

- a) Consent: the individual has given clear consent for you to process their personal data for a specific purpose.
- b) Legal obligation: the processing is necessary for you to comply with the law (not including contractual obligations).
- c) Vital interests: the processing is necessary to protect someone's life.

**Special Category Data:** GDPR identifies that some information is particularly sensitive and therefore needs extra protection. In this case the data subject will have given explicit consent

### **Collecting pupil information**

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

### **Storing pupil data**

The length of time for which we hold pupil data varies according to the type of data. More information can be found in our Information Management Policy, which can be found on our website at [www.st-peters-farnworth.bolton.sch.uk](http://www.st-peters-farnworth.bolton.sch.uk)

### **Who do we share pupil information with?**

We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- our local authority
- the Department for Education (DfE)
- Health and other professionals working with specific pupils
- Early Interventions

### **Why we share pupil information**

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

### **Data collection requirements:**

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to

<https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

### **The National Pupil Database (NPD)**

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

To find out more about the NPD, go to

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

### **Requesting access to your personal data**

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact Mrs Bale at [office@st-peters-farnworth.bolton.sch.uk](mailto:office@st-peters-farnworth.bolton.sch.uk) or on 01204 333090

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection

regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

**Contact:**

If you would like to discuss anything in this privacy notice, please contact:

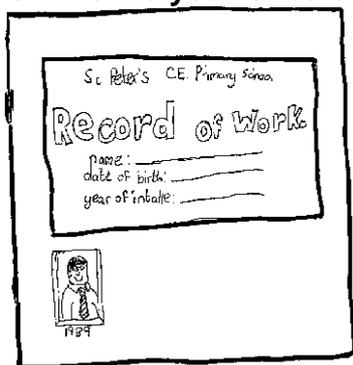
Mrs Bale at [office@st-peters-farnworth.bolton.sch.uk](mailto:office@st-peters-farnworth.bolton.sch.uk) or on 01204 333090

If you cannot access these websites, please contact:

- Tom Powell  
Bolton Council  
Town Hall, Bolton,  
BL1 1UA  
website: [www.bolton.gov.uk](http://www.bolton.gov.uk)  
email: [tom.powell@bolton.gov.uk](mailto:tom.powell@bolton.gov.uk)

# How does the school keep parents informed of their child's progress?

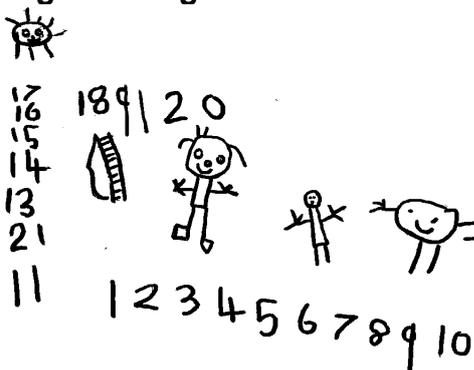
## How well is your child doing at school ?



The school has high expectations of all its pupils. It works to ensure every child achieves the very best in all areas of learning. This is at the heart of all we do.

As very careful and detailed records are kept which track your child's progress we are able to give parents information at any time in the school year as to how well they are doing. Reading, writing and mathematics are still at the heart of the work we do. Reinforcement at home makes a difference to how well your child achieves. The school is always grateful for your support. Reports are sent out at the end of the school year

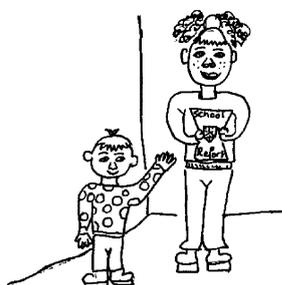
## Target setting & Assessment.



The teacher regular assesses your child's progress. This might be formally or informally in each area of the curriculum. Children, teachers and parents are involved in the setting of clear learning targets for the child. This helps the child to understand what he/she must focus on over the next few days or weeks. Children who are in Year 2 and Year 6 take the National Standard Attainment Tests in May. The results of the assessment will be written on your child's report and discussed at parents evening.

## Reporting to Parents.

Parents are welcome to come in to school **at any time** during the school year to discuss the child's progress. Two formal parents evenings are held in the school where parents may view their child's work and discuss his/her progress with the class teacher. At the end of every academic year a written report will be sent home on which you will be invited to make a comment. If you wish to see a member of staff please contact the school to make an appointment. All teachers are available for consultation with parents between 3:15pm and 4:00pm each day.



## Attendance Record

Parents are regularly informed of their child's attendance record and the school's attendance record.

## How can parents be more involved in the life of the school?



Read our regular Parent newsletters & magazines and other correspondence.

Access the school's blogs and website to find out more about our school and what the children are doing.

Volunteer to help us when we have special events in school.

Offer to lend a hand in the classroom.

Come to our school's events & functions.

Talk to us about anything and everything

Share your ideas and thoughts about the school – respond to our questionnaires

Encourage your child to adopt good reading routines and habits both in the infants and the juniors.

Play games with your child and involve yourself in their ICT learning!



# What else happens in school?

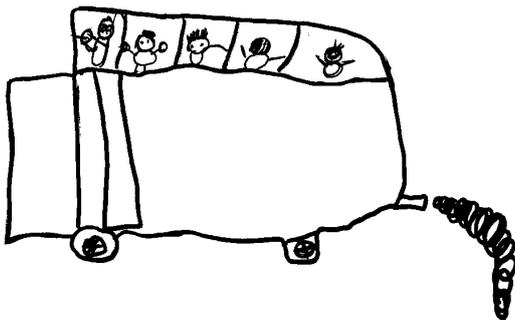
## Extra Curricular Activities

Several sporting activities take place throughout the year in which the children are encouraged to participate. Over recent years these have included chess, science, writing club, football, rounders, netball, swimming gala, cross country running and infant sports. There are many other activities that take place in and out of school, visits, theatre groups, musical events and book club.



## After school learning clubs

Our after school learning clubs vary accordingly to the needs of the children and the funding available to provide this additional facility. They are designed to support the children in literacy and numeracy.

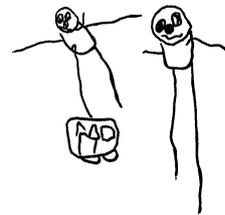


## Charges for School Trips.

For visits taken during school hours a voluntary contribution is asked for. Unfortunately if sufficient contributions are not received the visit may be cancelled. For excursions out of school hours a charge is made. However individual needs are discussed and assistance may be arranged in cases of hardship

## Local Walks & community activities

Children often go on walks around the locality as part of the curriculum. We take part in very many community and church activities. A risk assessment is always carried out beforehand to ensure your children are safe. Parents are asked to sign a local walk permission slip and return it to school.



## What will my child learn in school?

Please visit our school website curriculum pages for full and thorough information about the curriculum we provide.

[www.st-peters-farnworth.bolton.sch.uk](http://www.st-peters-farnworth.bolton.sch.uk)

### Early Years Education in the reception class - the Early Years Foundation stage (EYFS)



playing with the sticklebricks

- The children in the reception class enjoy a curriculum which gives them access to a full range of carefully planned and structured learning experiences which will promote their all round development and enable them to achieve their potential as learners and human beings.
- Children develop quickly in their early years and in the EYFS. Practitioners aim to do all they can to help children have the best possible start to school life.
- The work in the EYFS builds on what children already know and can do. The curriculum is organised into 7 areas of learning:
  - **Prime Areas** are fundamental, work together, and move through to support development in all other areas
    - Personal, Social and Emotional Development
    - Communication and Language
    - Physical Development
  - **Specific areas** include essential skills and knowledge for children to participate successfully in society
    - Literacy
    - Mathematics
    - Understanding of the World
    - Expressive Arts & Design
- There is balance between self-directed play experiences & activities, and those guided or directed by adults.
- Practitioners observe how children engage with others and their environment through
  - Play and exploring
  - Active learning
  - Creating and thinking criticallyto support the child to ensure they are an effective and motivational learner.

## A Summary of the National Curriculum

### English

#### Keystage 1

During KS1 pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

**Speaking and Listening:** Pupils learn to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. Our children also learn how to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.

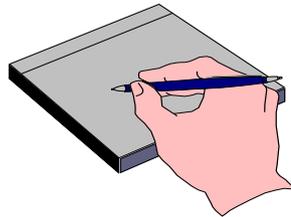
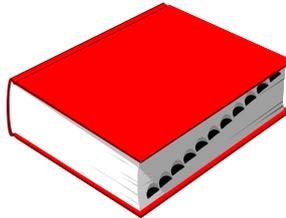
**Reading:** pupil's interest and pleasure in reading is developed as they learn to read confidently and independently, building on their knowledge of phonics to blend and read an increasing number of words. They focus on words and sentences and how they fit into whole texts. They work out the meaning of straightforward texts and say why they like or do not like them.

**Writing:** pupils start to enjoy writing and see the value of it. They learn to communicate meaning through sentences and then develop these into paragraphs for narrative and non-fiction texts.

#### **Spelling, Punctuation and Grammar:**

Pupils start to understand how texts are constructed by studying a range of punctuation and learning how tenses affect a piece of writing.

The Programmes of Study provide a detailed basis for implementing the statutory requirements of the curriculum and is closely followed in school in order to provide a broad and exciting curriculum.



#### Keystage 2

During KS2, pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.

**Speaking and Listening:** pupils learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Taking varied roles in groups gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used.

**Reading:** pupils enthusiastically read a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others.

**Writing:** pupils develop an understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They start to explore how the English language can be used to express meaning in different ways that engage and interest the reader. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.

**Spelling, Punctuation and Grammar:** Within this children learn the technical names for parts of the written language and study how changing these can affect the meaning of the text. They also explore a wider range of punctuation.

The Programmes of Study provide a detailed basis for implementing the statutory requirements of the curriculum and is closely followed in school in order to provide a broad and exciting curriculum.

# Mathematics

## Keystage 1

During keystage 1 pupils develop their knowledge and understanding of maths with a strong emphasis on practical activity, exploration and discussion. Pupils learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills, including 2, 5, 10 times tables, and use these confidently in different settings. They learn about shape and space through practical activity which build on their understanding of their immediate environment. The children begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

## Keystage 2

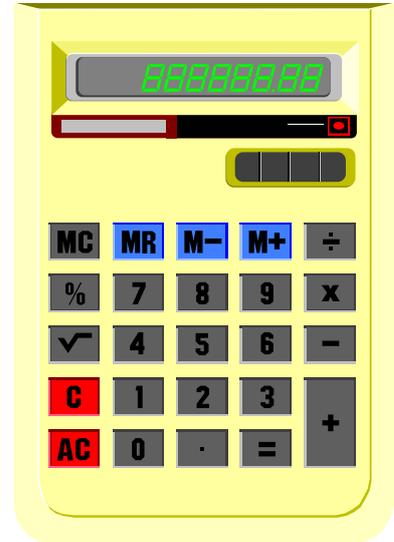
During keystage 2 pupils use the number system more confidently reading and using numbers to a million. They move from counting reliably to calculating fluently with all four number operations. Children apply the knowledge they gained of number through a range of real life problem solving opportunities.

Practical work is still key as pupils explore features of shape and space such as recognising and sorting shapes and develop their measuring skills in a range of contexts.

Children also begin to explore concepts linked to fractions, decimals and percentages and further on through school they study algebra and ration problems.

They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

The maths programmes of study provides a detailed basis for implementing the statutory requirements of the programme of study in mathematics.



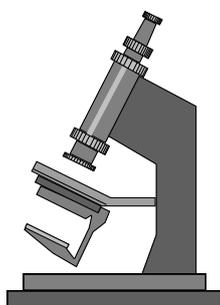
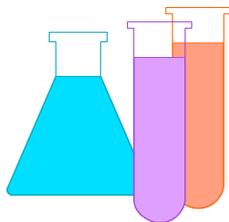
## Science

### Keystage 1

During keystone 1 pupils observe, explore and ask questions about living things, materials and phenomena around their everyday lives such as the seasons, light and sound.

Practical work is key as they begin to work together to collect evidence to help them answer questions and to link this to simple specific ideas. Pupils learn to evaluate evidence and consider whether tests or comparisons are fair.

They share their ideas and communicate them developing the use of specific scientific language, drawings, charts and tables. The children use a range of reference materials including books, and internet websites to research scientific ideas which they share within class.



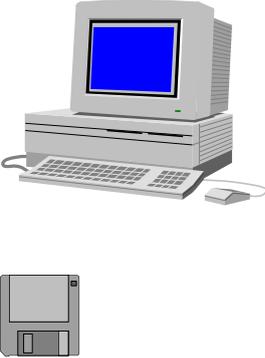
### Keystage 2

During keystone 2 pupils learn about a wider range of living things, including animals, plants and humans. They also study materials in more detail and begin to understand physical phenomena such as forces.

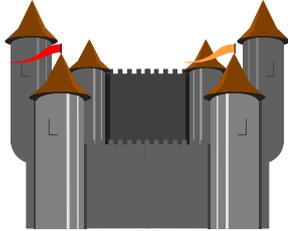
They develop the links between ideas and start to explain things using simple models and theories. The children apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. Pupils learn about scientific and technological developments and start to think about the positive and negative effects of these and how this will affect their lives in the future.

They carry out more systematic, independent investigations, working on their own and with others. Pupils learn to talk about their work using a wide range of scientific language, conventional diagrams, charts and graphs. Children are encouraged to use a range of sources including text books and specific websites to add to their practical knowledge on a subject.

## Computing

<p><u>Keystage 1</u> During keystage 1 pupils explore information technology and learn to use it confidently and for different purposes. They start to use it to develop their ideas and record their creative work. Children become familiar with a range of hardware and software and begin to learn to use different programmes as well as learning how to create simple programs.</p>		<p><u>Keystage 2</u> During keystage 2 pupils use a wider range of tools and information sources to support their work in a range of subjects. Pupils develop their research skills and decide what information is appropriate. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience. They also learn to use more detailed programming techniques.</p>
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## History

<p><u>Keystage 1</u> During keystage 1 pupils learn about people's lives and lifestyles. They find out about significant people, events and changes within living memory including those from the locality and the wider world. They also learn about some key events from the distant past. Pupils listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.</p>	<p><u>Keystage 2</u> During keystage 2 pupils learn about significant events from the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economical, technological and scientific, social, religious, cultural or aesthetic perspectives. Students are encouraged to use different sources of information to help them investigate the past both in depth and as an overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways, and why this may have been.</p>	
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## Geography

### Keystage 1

During keystage 1 pupils investigate where key features, such as oceans and continents, are across the world. They also study an area of Britain and contrast this with an area from across the world. They also learn about weather patterns and understand seasonal variations.

Children carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.



### Keystage 2

During keystage 2 pupils investigate a variety of people, places and environments in greater detail across the United Kingdom and contrast this with knowledge about Europe and the Americas.

They learn about aspects of physical and human geography and how we affect our world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask increasingly complex geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

## Art and Design



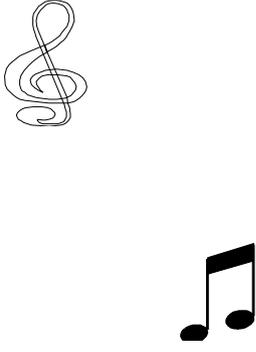
### Keystage 1

During keystage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. Children begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

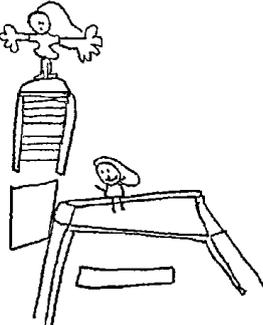
### Keystage 2

During keystage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. Pupils become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

## Music

<p><u>Keystage 1</u> During keystage 1 pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. Children explore and enjoy how sounds and silence can create different moods and effects.</p>	<p><u>Keystage 2</u> During keystage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. Pupils explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.</p>	  
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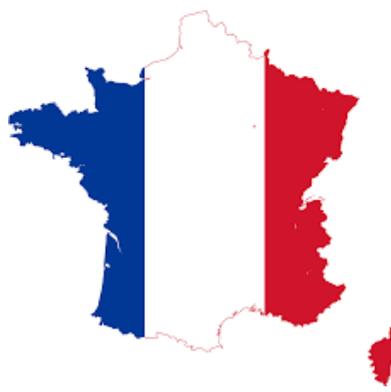
## Physical Education

<p><u>Keystage 1</u> During keystage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs, small groups and teams. By watching, listening and experimenting, children develop their skills in movement and co-ordination, and enjoy expressing and testing themselves in a variety of situations.</p>	 	<p><u>Keystage 2</u> During keystage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. Pupils enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.</p>
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## Design and Technology

	<p><u>Keystage 1</u> During keystage 1 pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. By building on their early childhood experiences pupils investigate objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and could start to use ICT as part of their designing and making. Children also evaluate their work and begin to use technical vocabulary to explain it.</p>	<p><u>Keystage 2</u> During keystage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of people who use them. They plan what has to be done and make items using a wider range of materials and tools. They then identify what works well and what could be improved in their own and other people's designs using specific technical language. Pupils draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways to support the design process.</p>
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## Modern Foreign Languages

	<p><u>Keystage 2</u> Children in key stage 2 learn a modern foreign language, currently this is French. The children learn through games, stories and interactive film clips that allow them to practise and refine skills orally and then begin to write key words and phrases. The children also begin to learn some basic grammar and recognise the differences between written language in English and French.</p>	
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This information has been taken from the newly revised National Curriculum 2014 and is accurate at the time of writing.

### Curriculum Queries

Parents who have queries about the school curriculum should first consult the Head Teacher who will discuss the matter with the teaching staff and the governors. If however concerns cannot be resolved, then a formal complaint may be referred to the Governing Body.