

Newberries Primary School

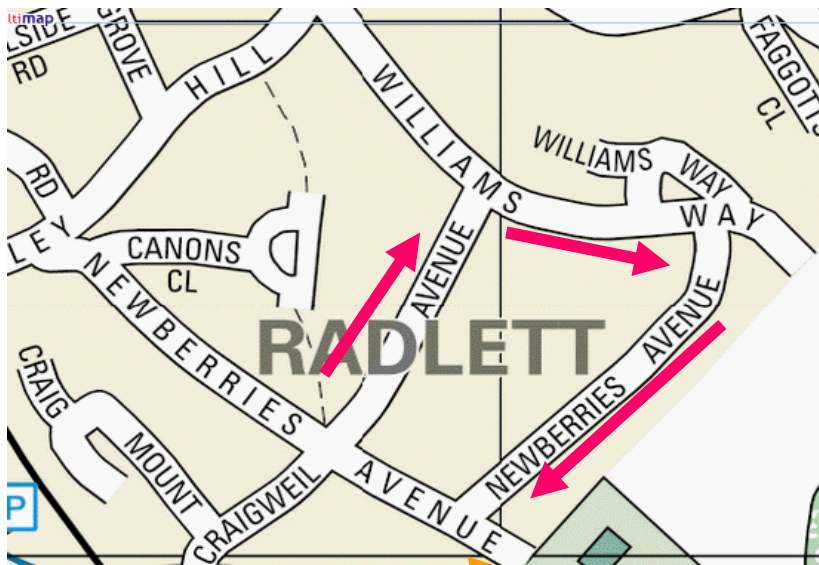
One-Way System & Parking Guidelines

A number of years ago, the school introduced a one-way system following concerns about the problems caused by parking around the school.

The following guidelines have been implemented to ensure the safety of the children when they arrive and leave school.

To follow the one-way system traffic should go up Craigweil Avenue, right along Williams Way and down Newberries Avenue, parking and dropping off on the school side of Newberries Avenue.

Please note: there are parking restrictions in the vicinity of the school, including the turning circle – please allow sufficient time to park sensibly and walk the rest of the way.



Pan Handle / turning point

Parking

Please may we also bring the following to your attention:

- Parking is not permitted on the right hand side of the pan handle as you approach the school – this significantly improves visibility for children crossing the road at this point.
- Please do not enter the pan handle directly outside the school, if at all possible.
- There is no stopping on the zig zag lines, even to drop off the children – please park safely further along the road and encourage the children to walk in.

Thank you for your co-operation.

Newberries Primary School Travel Committee

- The kitchen do their best to cater for children with special dietary requirements or food allergies; please see the school office staff in the first instance.
- The kitchen do not serve pork or beef dishes.
- A hot meal and a vegetarian choice are available daily.
- Additional protein items are available as a choice with the freshly prepared salad bowls.
- Puddings, cakes and biscuits are freshly made on the premises.
- Friday is 'Fun Lunch' day with a choice of hot finger foods and assorted cold desserts. Packed lunch children can choose to have regular Friday Fun Lunches.
- Menus are on display in the hall window.
- The school office will invoice you half-termly in advance for school meals, or you can choose to pay weekly. Payments for Friday Fun Lunches are requested on a termly basis, to aid administration time. Any absences are credited.
- Please see the school office if you believe your child is eligible for free school meals (details are available in the leaflet, 'Financial Help for Parents', which accompanies this pack).

Homework at Newberries School

At Newberries School, it is our aim to provide regular homework, which prepares a child for an activity; reinforces work in class or gives the opportunity to develop essential study skills through open-ended research. Homework is set to develop positive attitudes towards supported and independent work at home; to support current teaching and learning and to help prepare a child for the next phase of their Education. Most importantly it gives parents the opportunity to see what their child is currently studying in school and become involved in this.

We know that families have busy lives. In line with DFES guidelines, our aim is that homework should be relevant to a child's current learning and needs, but at the same time not be too onerous.

Progression of Homework across Key Stage One

Year Group	<i>Reception</i>	<i>Year One</i>	<i>Year Two</i>
Time Spent on Homework	Twice a week	Three times a week	Up to one hour a week
Support Required	Adult Support Required	Adult Support Required	Adult Support Required

Type of Homework

	<i>Reception</i>	<i>Year One</i>	<i>Year Two</i>
Reading	Twice a week	Twice a week	Twice a week
Spelling	-	Weekly	Weekly (including sentences)
Literacy	-	-	One of these subjects once a week
Numeracy (including number facts)	-	-	
Science	-	-	
Other	-	-	

A Positive Approach

- Encourage your child to listen carefully in school to the tasks set.
- Find a reasonably quiet space for your child to work in at home.
- Encourage them to complete their homework task straight away.
- Develop a routine that allows homework to be completed at a similar time each day.
- Encourage your child to develop their organisational skills by making it a joint responsibility to have equipment ready and things packed for school *e.g. help your child to pack their reading book away in their red book bag.*

Helping Your Child – General Guide

- Daily reading is an important part of early literacy skills. School books are sent home twice a week, but it is important to encourage your child to develop their reading in everyday situations *e.g. read the back of the cereal packets, take notice of signs and written information whilst shopping.*
- When hearing your child read, try to relate it to their own experiences as much as possible. Always discuss the text to ensure they have understood what has been read. Reading sessions should last from 10 to 20 minutes, depending on the individual.
- Working with your child is particularly important in Key Stage One, although once your child reaches Year Two a little more independence should be encouraged.

More information can be found on the government's site for parents:

www.parentcentre.gov.uk

Home and School Working Together

Reading is an important part of homework for Key Stage One children and is expected to make up part of the daily time designated to homework.

As children begin to be set more formal tasks, it becomes difficult to judge the time homework will take each individual. Teachers will endeavour to set homework which is pitched carefully at the requirements of their class.

We are always happy for your child to stop after the designated time, even if an activity has not been completed. However, if you or your child wishes to continue beyond the time guidelines, in order to complete an activity, you may do so.

If you feel your child is regularly completing homework outside the given time it is helpful if you note this on the activity for us to see.

It is essential that reading and spelling books are bought home regularly in order to help form the desirable habits required later on in school life.

It is essential that homework is completed on time, as it feeds in to tasks set in class. Children, who do not hand homework in on time, can end up missing out on vital learning opportunities. Your child will need support in organising this.

If there is a good reason why your child was unable to complete a piece of homework, please inform the class teacher by letter so that arrangements can be made.

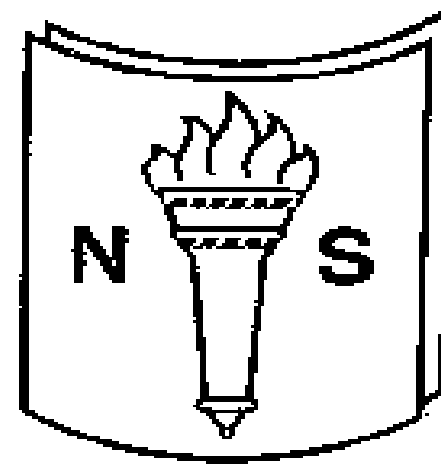
Parents of children with Special Educational Needs may wish to consult the class teacher about specific homework arrangements.

There will be times when no homework will be set. This will be announced in advance in Newberries.

The information provided in this leaflet is unable to take into account the needs of each individual. If you wish to discuss the needs of your child further or find out more about our homework policy, please contact the class teacher.

Newberries Primary School

Homework in Key Stage One



Homework is an important part of school life. This leaflet is intended to give you an overview of the way homework is organised in Key Stage One, as well as offering some general guidance on supporting your child at home.

Homework at Newberries School

At Newberries School, it is our aim to provide regular homework, which prepares a child for an activity; reinforces work in class or gives the opportunity to develop essential study skills through open-ended research. Homework is set to develop positive attitudes towards supported and independent work at home; to support current teaching and learning and to help prepare a child for the next phase of their Education. Most importantly it gives parents the opportunity to see what their child is currently studying in school and become involved in this.

We know that families have busy lives. In line with DFES guidelines, our aim is that homework should be relevant to a child's current learning and needs, but at the same time not be too onerous.

Progression of Homework across Key Stage Two

	<i>Year Three</i>	<i>Year Four</i>	<i>Year Five</i>	<i>Year Six</i>
Time Spent on Homework	15-20 minutes a day	15-20 minutes a day	30 minutes a day	30 minutes a day
Support Required	Some Adult Support Required	Some Adult Support Required	Minimal Adult Support Required	Minimal Adult Support Required

Type of Homework

	<i>Year Three</i>	<i>Year Four</i>	<i>Year Five</i>	<i>Year Six</i>
Reading	Daily	Daily	Daily	Daily
Spelling (including sentences)	Weekly Test Learn Daily	Weekly Test Learn Daily	Weekly Test Learn Daily	Weekly Test Learn Daily
English	Weekly	Weekly	Weekly	Weekly
Maths (including number facts)	Weekly	Weekly	Weekly	Weekly
Science	One of these subjects once a week	One of these subjects once a week	Weekly	Weekly
Other			Weekly	Weekly

A Positive Approach

- Encourage your child to listen carefully in school to homework instructions.
- Find a reasonably quiet space for your child to work in at home.
- Encourage them to complete homework straight away.
- Develop a routine that allows homework to be completed at a similar time each day.
- Encourage your child to become increasingly aware of time when completing homework.
- Make checking homework part of the routine.
- Encourage your child to develop their organisational skills by making it their responsibility to have equipment ready and things packed for school.

Helping Your Child – General Guide

- Daily reading is an important part of homework at Key Stage Two. This may be done as part of a set homework activity, or in addition to a task that does not have a heavy reading focus.
- Continue to hear your child read regularly once they enter the juniors, discussing the text they have read in detail. Encourage independent reading in addition to this, particularly as your child becomes more fluent. Independent reading should last from 10 to 20 minutes.
- Working with your child is important, but so is developing independence! In Years 3 and 4, your child will still require support with their homework, but should be encouraged to work on their own at times.
- In Years 5 and 6, your child will may still require some support with specific pieces of homework, but should be working with increasing independence. A 'Homework Diary' is given to children in the upper juniors to help them organise their approach to homework, support your child with this.
- Children's Presentation skills are always developing, encourage your child to take pride in the presentation of their homework.

More information can be found on the government's site for parents:

www.parentcentre.gov.uk

Home and School Working Together

It is difficult to judge the time homework will take each individual, although teachers will endeavour to set homework which is pitched carefully at the requirements of their class.

We are always happy for your child to stop after the designated time, even if an activity has not been completed. However, if you or your child wishes to continue beyond the time guidelines, in order to complete an activity, you may do so.

If you feel your child is regularly completing homework outside the given time it is helpful if you note this on the activity for us to see.

Daily reading is an important part of homework for Key Stage Two and is expected to make up part of the daily time designated to homework.

It is essential that homework is completed on time, as it regularly feeds directly into a lesson. Children, who do not hand homework in on time on a regular basis, will be asked to complete the activity during break times. You will be contacted if this becomes a regular occurrence for your child.

If there is a good reason why your child was unable to complete a piece of homework, please inform the class teacher by letter so that arrangements can be made.

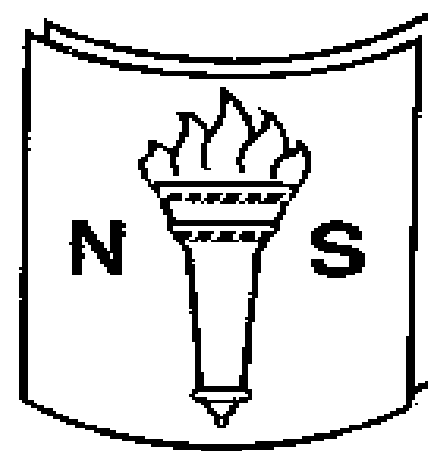
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There will be times when no homework will be set. This will be announced in advance in Newberries.

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Newberries Primary School

Homework in Key Stage Two



Homework is an important part of school life. This leaflet is intended to give you an overview of the way homework is organised in Key Stage Two, as well as offering some general guidance on supporting your child at home.

What should the children do?

If you are the target of bullying...

- Try to walk away confidently
- Tell a member of staff
- Talk to your parents and friends
- Do not leave it

If you know someone is the target of bullying...

- Do not ignore it
- Tell a member of staff
- Do not encourage the bullying behaviour
- Do not join in

What should I do as a parent?

- Ensure that you child understands the concept of bullying.
- Discuss the differences between bullying and falling out with friends / peers with your child.
- Talk to your child about school, listen to any problems and speak to the class teacher if you are concerned
- **Do not tell them to hit back**
- Tell them to tell a member of staff
- Reassure them that it's not their fault if they have been the target of bullying, but help them to understand that there are ways in which they can help themselves
- Make it clear that it is not acceptable for your child to bully another.

**Encourage your child to talk about school in a positive way.
Don't start by talking about the negative incidents.**

Policy Against Bullying



Tackling Bullying

We do not tolerate bullying in this school. The school is committed to dealing thoroughly with any cases of alleged of bullying, ensuring support and confidentiality for all those involved.

Every person in our community is respected, whatever their ability, social, religious or ethnic background. At Newberries we work together with pupils, teachers and parents to create an atmosphere of co-operation and trust. This policy should be read in conjunction with our behaviour policy.

What is bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft);
- verbal (name calling, racist remarks);
- indirect (spreading rumours, excluding someone socially).

Bullying is not two children having the occasional falling out or disagreement.

At Newberries Primary School, we discuss issues around bullying as part of our PSHE curriculum. This includes a whole school focus on Anti-Bullying in the Autumn Term which coincides with National Anti-Bullying Week. Discussions are always linked to our school shared values and will be presented in a way that is accessible to children appropriate to their age and understanding.

Respect Fairness Honesty Kindness
Forgiveness Inclusion

What will the school do?

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- a member of staff will interview all concerned and will record the incident;
- relevant staff will be kept informed and involved;
- parents will be kept informed as appropriate, ensuring confidentiality for those involved;
- punitive measures will be used as appropriate and in consultation with all parties concerned. Sanctions will be applied in line with the school's Behaviour Policy.

How do we support pupils?

Pupils who have been the target of bullying will be supported in a range of ways including:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassuring the pupil;
- offering continuous support;
- restoring self-esteem and confidence;
- ensuring that those who carried out the bullying behaviours understand the consequences of their actions.

Pupils who have displayed bullying behaviour will be helped by:

- experiencing defined consequences, as appropriate – in line with the school's Behaviour Policy;
- discussing what happened;
- discovering why the pupil became involved;
- establishing the wrong doing and need to change;
- informing parents or guardians to help change the attitude of the pupil.

Depending on the circumstances around the incident(s), the appropriate sanctions will be applied. These will be applied in line with the progressive sanctions outlined in our behaviour policy.

The action taken by the school will aim to support both pupils that have been the target of bullying and those who have displayed bullying behaviour.