



Wyndham Street

Alvaston

Derby DE24 0EP

Telephone: 01332 571153

Email: admin@wyndhamacademy.org

Executive Principal: Mrs Angela O'Brien

Head of School: Mrs Paula Baines-Chambers

Chair of Governors: Mr Geoff Weightman

'Together We Can'

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A Warm Wyndham Welcome!



We have produced this booklet in order to provide you with important information about what happens in our school.

A booklet cannot fully capture the culture, atmosphere and ethos of our school – this can only be gained by a personal visit.

Therefore, we do invite, and warmly welcome new children and parents/carers to visit the school. Please telephone in advance and make an appointment in order to ensure that there is a member of staff available to show you around and answer your questions, giving you and your child quality time.

We look forward to getting to know you better in the coming years, and look forward to working with you as partners in the education of your child.

We believe that together, we can achieve anything.

'Together We Can'



WYNDHAM PRIMARY ACADEMY

GREAT Expectations

Good to talk, even better to listen

Respect myself, school and the community

Enjoy and achieve safely

Able to make mistakes and learn from them

Together we aim high

TOGETHER WE CAN...



WYNDHAM PRIMARY ACADEMY

Core Purpose

Working together to achieve personal greatness

Aims

- Enable everyone to become happy, secure, enthusiastic life-long learners who experience and celebrate personal success.
- Give support, challenge and guidance through a broad, balanced and creative curriculum that places children at the centre of everything we do.
- Develop a school ethos and environment where individual needs are respected and diversity celebrated
- Ensure children are supported towards achieving a healthy and eco- friendly lifestyle
- Build a sense of confidence, self-worth, personal responsibility, friendship and respect for one another.
- Encourage a caring and supporting partnership between school, children, their families and the wider community.

TOGETHER WE CAN...

'Together We Can'

Staff at Wyndham

Executive Principal	Mrs Angela O'Brien	
Head of School	Mrs Paula Baines-Chambers	
Vice Principal	Miss Kirsty Ryan	
EYFS Leader and TLR	Mrs Philippa Brentnall	
Achievement Leader Phase 1 & SENCO	Mr Euan Holden	
Achievement Leader Phase 2	Miss Michelle Rickett	
	Teachers	Teaching Assistants
EYFS Staff	Mrs Philippa Brentnall Mr Jonathan Simpson Miss Katie McCabe	Mrs Amanda Marvill Mrs Emilia Maciejewska Mrs Clare Kelk Miss Erica Tite Mrs Catherine Hardy Mr Jonathan Beardsmore
Phase 1 Staff	Mr Euan Holden Mr Ross Christie Mrs Sarah Eley Miss Samantha Gee Mrs Rachel Bird	Mrs Sharon Mayer HLTA Mrs Carla Flint Mr Bradley Evans Mrs Danielle Duerden Miss Mandi Westbrook
Phase 2 Staff	Mr Shaun Barker Miss Lauren Brooker Miss Nicol Winfield Miss Mary-Jo Ellison Miss Jennifer Elks Mr Chris Adams Miss Michelle Rickett	Miss Emma Hursey HLTA Mrs Michelle Hughes HLTA Miss Sam Walker Mrs Tania Orton Miss Katie Scotney
Intervention Team	Mr Kevin Jones, Mrs Kelly Gallimore, Miss Emma Mellard, Mrs Tania Orton (Skill Zone) and Miss Katie Scotney (Skill Zone)	
EAL TA	Mrs Emilia Maciejewska	
IT Apprentices	Mr Farez Hussain & Mr Elliott Hardy	

Home/School Coordinator	Mrs Suzannah Hemmings	
Learning Mentor	Mr Paul Brown & Mrs Talia Padilla	
Trust Finance Manager	Miss Jennifer McHugh	
Office Manager	Mrs Aysha John	
Pupil Support Officer	Miss Debbie McCullough	
Receptionist/Administrator	Miss Joanne Donnellan	
Play Leader	Mrs Zara Hinchcliffe	
Midday Supervisors	Mrs Heather Bennett Mrs Shirley Barber Mrs Sandra Edwards Mrs Sheila Whitehurst Miss Michala Harris Mrs Sue Earnshaw	Mrs Lisa Walsh Mrs Laura Shaw Miss Hayley Muldoon Mrs Suzanne Gurney Miss Elizabeth Hanson Mrs Saima Rizwan
Kitchen	Mrs Sue James Mrs Denise Peck Miss Marcia Clark	Miss Nickola Torr Miss Emma Lambert

Governors at Wyndham

Angela O'Brien	Executive Principal
Paula Baines-Chambers	Head of School
Geoff Weightman	Chair of Governors
Jean Ellins	Vice Chair of Governors
Ashilove John	Parent Governor
Laura Shaw	Parent Governor
Rachel Bird	Staff Governor
Suzannah Hemmings	Staff Governor
Carole Riley	Community Governor
Rev. Nick Gurney	Community Governor
John Griffiths	Co-opted Governor
Claire Smith	Clerk to Governors

About Our School

Location

The school is situated on a cul-de-sac on Wyndham Street in Alvaston near to the city's outer ring road. The school benefits from links to the A52, enabling easy access to other schools within the Spencer Trust, as well as the local community.

Accommodation

The accommodation consists of an EYFS unit, 11 class rooms for Phase 1 and 2, 2 halls (both of which are used as dining areas at lunchtime), the NEST Intervention building and a school kitchen.

There are also a number of admin offices, a community room, an IT Hub, the Senior Leadership GREAT Room and Conference Room.

We have 3 playgrounds, a large playing field with 'Wyndham Towers' and 'Barlow's Beams' trim trails. Children also have free access to a multi-use games area (MUGA). This is both for school and community use. The EYFS unit has a connected outdoor area, which is also used for our 'Woodland Warriors' sessions.

Organisation

The school is currently organised into 13 classes and a Nursery.

Our Early Years Foundation Stage (EYFS) Unit, caters for 3 and 4 year olds, and is situated within the first corridor near the school entrance. All 3 and 4 year old pupils have a part-time place (15 hours), which is either mornings, afternoons or 2 and a half days.

We currently have 391 pupils on roll in school (March 2016).

Admissions Policy

For all Derby's community schools, Derby City Council is the admissions authority and is responsible for deciding the admission arrangements for children at these schools. The Head of School, and school Governors follow the Council's arrangements. The Governors' Admission Policy offers places in Reception to the Standard Admission Number (60) as follows:

1. Children who are looked after by a local authority
2. Children who are both living in the catchment area served by the school and have brothers or sisters of compulsory school age still attending the school at the time of their admission
3. Other children living in the catchment area at the time of admission
4. Children who do not live in the catchment area served by the school but who have brothers or sisters of compulsory school age attending the school at the time of their admission
5. Other children whose parents have requested a place

Nursery Places

Children are entitled to a part-time (15 hours per week) place in Foundation Stage I in the term after their third birthday.

Transition to Secondary Schools

Transition to Secondary Education takes place at the end of Year 6. Details of secondary schools are sent out during the Autumn Term of Year 6. The Local Authority manages the admission process for secondary school places. We have close links with our local secondary schools, particularly Noel Baker and Merrill Academy.

The Wyndham Curriculum

Context

We have designed an exciting and very creative curriculum for the children of Wyndham. It has ignited a real love of learning and activated their enquiring minds. We fully support the children being involved in the design of their learning journey and favour a creative curriculum underpinned by a rich daily dose of basic skills.

Each half term, the curriculum will be delivered through a book focus. All children are provided with their own copy of the book from which their teaching and learning opportunities stem from. Therefore, in one academic year, each child will receive six new books, thus promoting a love of books. The final two weeks of each half term include a week on a "Famous Person" and a week called "In the News." These are often linked to their class book.

A whole school expectation is for learning experiences to be active, challenging and engaging for all the children, with visitors and first hand experiences to help bring the curriculum to life.

English (Literacy)

Literacy learning is intertwined with our Creative Curriculum at Wyndham. All teachers provide teaching and learning experiences using a high quality text, which is accessible to all yet challenging. Children are taught Literacy skills using objectives from the new National Curriculum and are used imaginatively by teachers to create unique unit plans referred to as 'learning journeys.' All learning experiences planned, are personalised for all learners within the class. Speaking and listening, reading, writing, phonics and drama feature in all learning journeys to ensure that children are receiving a broad and balanced curriculum.

Phonics

Phonics is taught daily across the school and is provided for all children. When a child has been successful with each phase from 1 to 6, they then move on to developing their awareness of 'Spelling, Punctuation and Grammar' often referred to as SPaG. This is also taught on a daily basis. Children are regularly assessed so that they are working within the appropriate phonics phase. When a child is in Year 1, they undertake the 'Phonics screening' (during June). The Government introduced this to identify if children are working at the required standard in order to be an independent reader, capable of segmenting and blending. A child is expected to achieve 32 out of 40 to 'pass' the assessment. If they do not meet this requirement, they will retake the assessment the following year. A letter is sent to all Parents/Carers after the screening to inform of the outcome, all information must also be submitted to the DfE by the school. During Year 6, children must have a SPaG assessment, as part of their SAT's in May. The reporting of the outcome of this assessment will be different this year as levels/sub-levels have been eradicated by the Government. An 'average' mark will be 100.

Reading

All children receive a daily opportunity for reading. This happens through using the class text to read together and independently. Children also have access to a range of exciting texts which they are able to select from and take home. All children are encouraged to read everyday. The daily teaching of phonics and SPaG is also linked to daily reading opportunities. We strive to instill a real love of books and reading for all our children, in a bid to create children who are independent learners.

Writing

We ensure that all children have access the daily writing opportunities to constantly develop the skills that are being modelled to them. Each child has a range of writing targets to ensure that they are constantly aware of how to make progress and what their next steps are. Teachers plan for all children to have three extended writing opportunities each week. Direct links to their focused text and Literacy objectives are made in order to make the tasks purposeful and engaging. Handwriting is taught and practiced every day across the school.

We aim to provide a Literacy education at Wyndham where all children are fully literate and are able to read, write, speak and listen well so that they can be great

21st Century citizens, capable of accomplishing their dreams and ambitions.

Mathematics

At Wyndham we strive to provide daily teaching and learning experiences which are practical, purposeful and will ultimately lead to progression. Teachers plan such experiences using objectives from the National Curriculum and teach using active and inclusive strategies to ensure that Maths is a fun and enjoyable experience for all.

Considerable importance is attached to the children achieving and understanding mathematical processes, concepts and skills. For this reason, teaching only moves on when a child clearly understands and can demonstrate this, practically, verbally or in a using and applying situation. Daily assessment from pupils and staff ensures this occurs. Teachers also make links across the curriculum so children have many opportunities to use and apply the skills they have learnt. All children have Maths targets, which they are encouraged to play an active role in meeting in the lesson, and through self-directed tasks.

Structured and purposeful speaking and listening opportunities are used strategically to develop thinking and reasoning skills and to allow children to learn from each other.

Science

Science plays an important part in everyday life. We aim, through challenging, exciting, well-structured situations, to make science interesting, accessible and enjoyable for all our children.

Enquiry is an important component of learning. Skills of enquiry are developed through research, investigation, experiment, first hand experiences. We strive to interweave science opportunities creatively through lessons, linked to the class book, therefore maximizing relevance to their life, and therefore engagement. Our children openly enjoy science lessons and consider themselves to be scientists.

Computing and E-safety

Computing skills are not taught in isolation but are developed throughout all areas of the curriculum. Children develop basic computer skills in the Early Years Foundation Stage and build on these each year. ICT is used to enhance learning and teaching in all subjects and develop skills which the children will need for lifelong learning.

Computing prepares pupils to participate in a digital world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly and creatively. They learn how to employ computing to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures. Increased capability in the use of computing promotes initiative and independent learning, with pupils being able to make informed judgments about when and where to use computing to best effect, and to consider its implications for home and work both now and in the future. At Wyndham Primary Academy we acknowledge that computing and e-learning makes a massive contribution to all aspects of school life, for pupils, staff, governors, parents and the wider community, in this ever changing technological world.

We believe that all children should be given opportunities to engage in a broad computing curriculum that ensures they are responsible, competent, confident and creative users of information and communication technology.

We are well equipped with IT infrastructure including laptop trollies, iPads and interactive whiteboards in all classrooms.

Throughout school children have access to a range of other technologies including the 'Wyndham Waves' radio station, Bee Bots, microphones, programmable toys, data loggers, electronic books, DVD players, digital cameras, digital video cameras, webcams, visualisers and electronic microscopes.

Wyndham Primary Academy also has access to Learn Anywhere, an online portal. This is where the children can access their class page and continue learning at home and share thoughts and new learning with the whole family.

R.E.

Religious Education is taught following the "Derby Agreed Syllabus". We ensure that our children learn from religion, and about religion. Although our main emphasis is around Christianity, we regularly also share festivals and stories from other world religions. Our aim is to understand, accept and respect each other's differences and similarities. All children participate in daily assemblies with a broadly Christian content. Any parents wishing to withdraw their child from R.E. or from assemblies on religious grounds, should contact the Head of School directly.

History

History develops children's curiosity about the past and about the way things have changed over time. Pupils learn about people's lives and lifestyles, events and places from the recent and distant past and develop an awareness of time. History is about people and helps children to understand past events and to make sense of the world they live in today. As part of our new Wyndham curriculum, the "Famous Person" week will give the children an opportunity to look in depth at Historical characters and their influence on History. We also encourage the children to make suggestions about who they would like to study in order to encourage self-directed historical research.

Geography

Children are given opportunities each year to investigate their surroundings and develop geographical skills. We aim to help our children to understand the environment in which we live and the part they can play in it for future generations. We also believe it is important for them to develop an understanding of the world in which they live by studying a variety of different places at home and abroad. As part of the new Wyndham curriculum, the "In the News" week gives opportunities for the children to follow learning journeys that are current, relevant and stimulate interest and enthusiasm.

Music

Music is an enjoyable, practical subject and fully inclusive. Children are encouraged to develop skills in singing, to appreciate different kinds of music and to compose and to play a variety of musical instruments. We do this through direct teaching and learning opportunities, aiming for a clear progression of skills and attitudes to music.

P.E.

The main focus of P.E. at Wyndham Primary Academy is to enable the children to be physically active, thus developing physical fitness, strength and agility. We aim to develop children's enjoyment of physical activity through creativity and imagination. During PE lessons, children are taught how to move their bodies safely, carry equipment sensibly and work co-operatively with others. The children are taught how to keep their bodies healthy by discussing the benefits of an active and healthy lifestyle.

Every child is taught the three compulsory elements of P.E. as required by the National Curriculum. These are games, gymnastics and dance.

Once children are in Phase 2, they will have the opportunity to develop and refine the basic techniques in striking and fielding activities, athletics and pursue outdoor and adventurous activities. They will also attend regular swimming

sessions in Years 3 and 5, allowing them to gain proficiency certificates as their confidence and skills in swimming is developed.

As well as providing children with two hours of quality PE lessons a week, we aim to provide children with the opportunities to take part in physical activity on a daily basis. Premier Sports and staff provide a daily session of lunchtime and after school activities for children to participate in. Children also have the opportunity to join clubs and are chosen to represent the school for various sports teams, e.g. netball, gymnastics, football, athletics.

Throughout the school year we celebrate physical activity and hold whole school 'Health and Sports' days. Children enjoy spending these days in their house teams, participating in a range of fun and exciting health and sport activities.

Art

Children are given opportunities to experience a variety of art materials and to use these effectively, with creativity and imagination. They will experiment and use visual elements such as pattern, texture, colour, line, tone, shape, form, and space. Pupils are taught how to compare ideas, methods and approaches in different styles and traditions, and how to recognise ways in which work reflect the time and place they were made. They are encouraged to express ideas and opinions and to use knowledge to support their views. During our whole school transition in July, all classes focus on a famous artist and piece of artwork, recreating it using a range of resources and equipment. Our children like to see their work displayed in the main hall and enjoy seeing the progression of skills from EYFS up to Year 6.

Design and Technology

Design and Technology is about children developing designing and making skills that they can combine with specific knowledge and understanding in order to make quality products. Throughout their work in Phases 1, 2 and 3, children are given opportunities to develop a greater awareness and understanding about everyday products. They are taught skills to enable them to work safely with a wide range of tools and materials. They will also be given the opportunity to develop problem solving strategies to assist in the design process. The evaluative process is often completed collaboratively so that children can apply and develop speaking and listening skills, as well as demonstrating respect.

Personal, Social and Health Education

Personal, social and health education and Citizenship are taught as cross curricular themes throughout the school, within the framework of circle time. P.S.H.E. includes the concepts of:

- children finding out about themselves
- learning how to interact with others
- learning how to live a safe, healthy lifestyle

Citizenship comprises of three main strands: social and moral responsibility, community involvement and political literacy. This is directly linked to SM The aims of the curriculum inter-relate closely with the ethos of the school and promote each child's personal, social and emotional development within the whole school environment, whereby everyone can feel safe, secure and valued.

Relationships & Sex Education

In EYFS, Phase 1 and early Phase 2, sex education is taught within the framework of science and P.S.H.E. It includes concepts of: growing and changing, the life cycle, relationships and caring for each other.

In teaching sex education we aim to provide knowledge about the processes of puberty and reproduction, foster a positive approach to ourselves and to others, explore sensitively the emotional and moral aspects of growing up and forming relationships. We follow the 'Living and Growing' scheme of work. The governing body is aware that the teaching of sex education is a sensitive issue involving individual requirements, and give parents the opportunity to withdraw children from these lessons. Similarly, parents/carers are invited to liaise with school to loan DVD's used to teach concepts in school, or to ask questions about the key aspects of learning their child will be part of.

Outdoor Education / Schools Visits and Local Walks / Residential Visits

During the time the children are at Wyndham Primary Academy, we offer the opportunity for them to go on many educational day trips, connected with topic work, as well as walks, visits and studies within the local area. We believe that first-hand experiences and visits play an important role in the children's learning as it increases knowledge and understanding about the world around them, ignites interest, awe and wonder, along with providing lasting memories. Parents will always be informed of these visits in advance, and where there is a cost incurred, will be asked to make a voluntary contribution.

Meeting the Needs of Individuals

We recognise that children may have a range of special educational needs during their time at Wyndham Primary Academy which may need short or long term provision.

The Special Educational Needs co-ordinator has responsibility for the day to day operation of our school special needs policy, supported by all members of staff. We recognise the need for early identification and intervention. Class teachers are responsible for the beginning of this process and parents will be consulted about concerns. Other agencies may become involved at a later stage to determine the type of education and support each child requires to meet his/her specific needs. Parents will be informed and clearly communicated with throughout the whole process.

We keep a register of all pupils with special educational needs and their progress is monitored and reviewed regularly. Similarly we recognise that more able children also have additional needs and these children are included on our Gifted and Talented register.

Assessment and Reporting to Parents

Pupils are assessed continuously by their teachers both formally and informally throughout the year. For children in EYFS, assessment is continuous and is working towards the Early Learning Goals. We make a final judgement at the end of FS2.

At the end of Year 2, our children are assessed by their teachers and by optional national Standard Assessment Tasks (SATs). The results of these assessments are reported to parents.

Since the introduction of the new National Curriculum in 2014, alongside the eradication of levels and sub-levels, the 'assessing' of pupils has been innovated at Wyndham. Pupils progress against all objectives (Year group specific) are tracked, with a 'BDS' model. 'B' denotes that the child has begun to understand an objective, 'D' indicated that they are developing their understanding, and 'S' states that the child has a secure understanding of the objective. At the end of each term, the class teacher identifies if the child is beginning, developing or secure with the objectives for the year group they are in. We strive to ensure that all our children are 'secure' with all the objectives in the Year they are in by the end of the Summer term.

At the end of Year 6 pupils are again assessed by the national Standard Assessment

Tests (SATs) and these assessments are reported to parents. From September 2015, a new SAT's grade will be launched, whereby a child who has demonstrated that they are secure in the objective, will achieve a score of 100.

The school offers a "Meet your Child's Teacher" evening early in the Autumn Term. In the Autumn and Spring Term, your child's progress can be discussed confidentially at a specified time during Parent's Evening. Class teachers are always available at the beginning or the end of the school day to discuss any concerns you may have, or if you would like to talk about great progress they have made!

Behaviour and Discipline

We aim to create a secure and happy atmosphere so that our children are able to make the most of their education.

Governors, staff and children have agreed a behaviour policy which helps to maintain a good working environment throughout the school day and during playtimes. Achievement and effort are rewarded with praise, stickers and certificates. Children are aware of acceptable and unacceptable behaviour, and of the sanctions if they choose not to follow the expectations. Children are encouraged to respect all adults, children and their property, and to report incidents of unacceptable behaviour or aggression to staff, rather than to retaliate. We ask for your co-operation in supporting and reinforcing this attitude of tolerance and self-control.

As a school we are part of Derbyshire's Anti-Bullying Scheme which we joined because it reinforces all our principles and beliefs to make our school a safe and happy place to be. We have worked hard to create a positive environment and have successfully achieved the final award of the Anti-Bullying Initiative.

The children follow the 'Great to be Green' and 'Orange for opportunities' rewards and sanctions. The rewards / sanctions apply at the end of the morning / afternoon.

Each half term pupils collect 'Dojo Points' on [classdojo.com](https://www.classdojo.com). Dojo points link to our GREAT awards and are given for Good to talk even better to listen, Respect myself, others and the community, Enjoy and achieve safely, Able to make mistakes and learn from them and Together we aim high. These points are given to pupils by all staff throughout the day.

'Together We Can'

'Class Dojo', a monster themed computerised system, is used to record the behaviour throughout school and as a tool for tracking.

At the end of each term pupils receive a 'Dojo Certificate' in the area which they received the most 'Dojo Points'.

If a pupils' total points exceed 150, they receive a **badge** for the area in which they receive the most points.

If a pupils' total points exceed 250, they receive a **medal** for the area in which they receive the most points

Whole class points are counted each half term and are traded in for rewards such as extra play time, pyjama day or a trip to the park.

Teachers use Class Dojo as a communication platform to encourage pupils, and to engage parents too. Both parents and children can monitor their behaviour at home using their tablets or phones.

Children are asked to report incidents of unacceptable behaviour and aggression to members of staff, rather than to retaliate.

Our whole school behaviour policy involves all adults working within the school.

Most staff have participated in Assertive Discipline Training and are fully committed to its success. A number of staff have been trained to deal with physically aggressive pupils. Recommended forms of restraint will be used in exceptional cases when the safety of pupils or staff is put at risk.

When children demonstrate unacceptable behaviour each class teacher should use 'Class Dojo' to deduct Dojo Points.

Orange for opportunities:

- Verbal Warning = Think!
- -1 Dojo Point = 5mins 'Time Out' within the classroom.
- -2 Dojo Points = 5mins 'Time Out' in partner classroom.
- -3 Dojo Points = 15mins Play / Lunch in Seclusion in the NEST.
- Phone call / text home or direct contact at home time.
- Three lots of -3 Dojo Points in a week Mrs Baines-Chambers to decide on action and Achievement leader to be alerted

School Uniform

We expect all children to come to school clean and suitably dressed, wearing the agreed school uniform, as follows:

- Royal blue sweatshirt or cardigan
- Black trousers or knee-length skirt
- White polo shirt
- Flat BLACK school shoes. Trainers are not acceptable.
- Blue and white striped or checked dresses for summer
- Black trouser shorts

All clothing must be clearly named so that misplaced items can be returned.

Nursery children are also encouraged to wear school uniform. It is important that children are dressed suitably for outdoor play. Shoes need to be flat, comfortable and easy to fasten.

'Together We Can'

P.E. Kit

In order to ensure safety during P.E. lessons, it is essential that children wear appropriate clothing as follows: -

- white short-sleeved t-shirt (supplied by school)
- royal blue shorts (supplied by school)
- elasticated pumps
- Phase 2 pupils also need a track suit and trainers for outdoor lessons.

P.E. kit is kept in a named P.E. bag in classrooms.

Please note, sweatshirts, polo shirts and P E kits with the school logo are available to purchase from:

Uniform Direct, 54 Babington Lane, Derby, DE1 1SX
Phone: 01332 342569

Jewellery

A small wrist watch and a pair of small stud earrings for children with pierced ears are acceptable. Necklaces, bracelets, rings and nose studs are not acceptable and should on no account be worn to school.

Children with pierced ears can only take part in P.E. if earrings have been removed. Parents of younger children are asked to take out their children's earrings on P.E. days. Older children should be able to remove their ear-rings themselves.

The School Day

The beginning of the school day and the lunch break varies slightly between the three departments of the school. The end of the school day is 3.15 for all classes.

FS1	8.55 – 11.55	Part-time children with a morning place
	12.15 – 3.15	Part-time children with an afternoon place
FS2 and Phase 1	8.55 – 11.55	Doors are open from 8.40am
	1.00 – 3.15	
Phase 2	8.50 – 12.15	Doors are open from 8.40am
	1.15 – 3.15	

We ask that children do not arrive before 8.40 a.m. as all staff are in morning briefings, and therefore not available. When children arrive they should come straight onto the playground. A member of staff will open the doors at 8.40 so that children can enter school and warm up their brain with a SODA (Start of Day Activity) organised by their teacher.

Attendance and Punctuality

We believe that attending school is extremely important in order for our children to receive a full, varied and interesting education. This will give them a good foundation upon which to build and help to equip them for their future.

Lateness doesn't help your child's learning – but we would rather he/she arrived late than not at all. Children arriving late for school should come to the main office and sign in. He/she will receive a 'late mark' on the register. If a child arrives after 9.20am, it is recorded as an unauthorized absence for the morning session. If a child is regularly late for school, this is followed up by the Education Welfare Officer.

Parents are requested to always inform the school if children are absent, giving the reason. Please do this as early in the day as possible, as all unknown absences are followed up by school. Unsatisfactory reasons for absence, or failure to provide a reason for absence, will be marked as "unauthorised" (i.e. truancy). This will then be followed up by the Education Welfare Officer.

Please note: It is a legal requirement that all children attend school whenever possible. Failure to do so could result in prosecution.

The Education Welfare Officer liaises directly with Mrs Hemmings on a daily basis to find out who is off and spot checks homes of any children absent.

Holidays should be taken during school holidays. In line with Derby City policy, holidays will not be authorised during term time except in exceptional circumstances which have been discussed in advance with the Head of School/Mrs. Hemmings/Governing body.

Wraparound Care

At Wyndham we have a:

Breakfast Club that starts at 8:15am. At a cost of £1.00 per child per day and is held in the Infant Hall. The children can choose from cereal, toast and juice, play games, colour, read, use netbooks etc. until the start of the school day. Please speak to the school office to find out about the availability of places.

Wyndham After School Provision (WASP) that starts at 3:15pm up to 5:30pm. At a cost of £1.00 per child per day. The children plays games, colour, read, use netbooks and weather depending play outside. They also get a drink and snack. Please speak to the school office as places have to be booked and paid for in advance.

School Term and Holiday dates for the year 2015 -2016

Autumn Term 2015

Wednesday 9th September – Friday 23rd October

Monday 2nd November – Friday 18th December

Spring Term 2016

Tuesday 5th January – Friday 12th February

Monday 22nd February –Thursday 24th March

Summer Term 2016

Tuesday 12th April –Thursday 26th May

Monday 6th June –Tuesday 26th July

There will be an additional 5 INSET (teacher training) days whereby all children will not be in school. These are: Monday 7th and Tuesday 8th September 2015, Monday 4th January 2016, Monday 11th April 2016 and Friday 27th May 2016. (INSET Days may be subject to change)

Travel Plan

The school has a 'Travel Plan' and parents are asked to walk or cycle to school in order to reduce the number of parked cars outside school, and to promote healthy exercise. Older children have opportunities to take Safe Cycle Training and bicycles may be parked at school during the day. Please ensure they are locked to the bicycle rack. If it is necessary to use a car, please park away from the school, with due regard for our neighbours. There should be as few moving vehicles as possible where children are coming and going to school.

Lunchtime Arrangements

Please choose one of the following eating arrangements for your child:

- School meal – price £2.00 per day. If you think your child may be entitled to free school meals, forms are available from the school office.
- Packed lunch. Please send the packed lunch in an air-tight container, clearly marked with your child's name. Please do not send glass bottles or cans, avoiding fizzy drinks.
- Going home. FS2/Phase 1 – Please collect your child at 11.55 a.m. and return your child at 1 p.m. Phase 2 – Please collect your child at 12.15 p.m. and return your child for a 1.15 p.m. start in class.

Should you wish to change lunchtime arrangements, you will need to fill in a form to request such a change which needs to be completed at the beginning or end of each term. Please contact the office staff.

Snacks

In the EYFS Unit, milk and fruit are provided daily. Free fruit is provided daily for all Phase 1 children.

Clubs

We have a wide range of clubs available at different times throughout the year which children can choose to join.

Before school we have a daily Breakfast Club for all Phase 1 and Phase 2 pupils. Currently there is a charge of £1.00 per child per day for those children attending the whole session (from 8.00 a.m.). This includes breakfast and activity time.

Other clubs such as Football, Gymnastics, Cycling, Basketball, Gardening, Library, Dance, Drama, Art, Music, Choir and Computing are available during lunchtimes and after school, some of which may incur a charge. Premier Sports come in to do activities every lunchtime with the children.

Wyndham After School Provision (WASP) that starts at 3:15pm up to 5:30pm. At a cost of £1.00 per child per day. The children plays games, colour, read, use netbooks and weather depending play outside. They also get a drink and snack. Please speak to the school office as places have to be booked and paid for in advance.

Working together to ensure greatness for all our children, we ask that
you-

- Ensure your child attends school every day and on time
- Read regularly with your child/children
- Talk to them about his/her day at school
- Support him/her with homework tasks and projects
- Make sure that your child/children have had enough sleep and have had a good breakfast.

Homework

All pupils are encouraged to take their reading books home each evening to share with adults in the family. Children are asked to return their books to school each morning.

Please try and find time to hear your child read, as this not only helps your child to become a better reader, but also helps improve their confidence and self-esteem. You are encouraged to write any comments in your child's reading diary.

We expect the children to practise reading and times tables daily, as they are expected to recall up to 12×12 by Year 4.

There are many learning activities on the Learn Anywhere website which complement the current topic in class, along with their weekly spellings. We also give the children words to learn from their phonics groups on a weekly basis.

We want to develop independence and give our children the opportunity to manage their own learning and become self-motivated. Each half term, the children are given project based homework tasks, to be completed in their own time and own pace. Projects will include various activities drawing on Numeracy, Literacy and other subject areas.

To support the children, we offer a lunchtime homework club to provide guidance and encouragement.

'Together We Can'

How you can help the school

- By keeping us informed of any changes to address and contact numbers
- By naming all clothing
- By sending voluntary contributions for visits
- By attending open evenings and parent interviews

You are very welcome to come and help in school either in the classroom or working on projects in and around school. Please see your child's class teacher or Mrs Hemmings.

Additional Information

First Aid

Many of our staff (teaching and non-teaching) are trained in First Aid. If we have any cause for concern, parents will be contacted and may be asked to collect their child from school. In cases requiring urgent medical attention, such as a visit to the hospital, parents will always be contacted in the first instance. If parents cannot be contacted, the Head of School will act in loco parentis and make the appropriate decisions. Please keep us informed of any changes of telephone numbers or emergency contacts.

Medicines in School

In general we do not administer medicines in school. If your child requires medication at regular intervals throughout the school day, you can arrange to call at an appropriate time to administer the medicine yourself. If this is not possible, one of our first-aiders can deal with this for you. This can only be done by school staff if the medicine has been prescribed by the doctor. All medicines must be brought to school, signed in and collected from school by an adult.

Inhalers can be kept in your child's classroom and used, as required. Please ensure that your child knows how to use it properly. All inhalers should be named. If your child has any medical conditions or allergies, do ensure that you inform the school and keep us updated with any changes.

Head lice

If you discover that your child has head lice please keep him/her away from school and treat the whole family, informing school as to the absence. A range of treatments are available from the chemist or on prescription from your doctor.

Please check your child's hair regularly.

Changing wet or soiled clothing

There may be occasions when your child has an 'accident'. He/she will be changed into spare clothing and his/her clothing will be sent home. Please wash and return the spare clothing as soon as possible so that we always have an adequate supply in school.

Health Checks

Our school nurse – Lesley Newton-Griffiths – visits school to carry out routine hearing, vision, height and weight checks. She also holds 'drop-in' sessions for parents to discuss health concerns on an informal basis and where appropriate children can be referred to the school doctor.

Charging for Activities

There will be no charge for most activities. However, for certain types of educational activity, e.g. school visits with a cost incurred, parents may be asked for a "voluntary contribution". Parents who are unable to provide the contribution are asked to contact the Head of School. In such instances, no child will miss out on the activity. However, if the voluntary contributions do not meet the cost of the activity, it may have to be cancelled, and all monies returned.

Lost or Damaged Books

Whilst we are aware that accidents do happen, we do ask parents to pay for the replacement of lost or damaged books. Please speak to the Head of School or Vice Principal to discuss issues surrounding this matter.

Damages and Breakages

Wilful damage to school property and/or equipment will be charged to parents by the school. As part of our GREAT expectations, we highlight 'Respect' as an important factor in being a successful 21st Century citizen, and therefore feel it necessary to show consequences for negative actions.

Complaints Procedure

It is hoped that the majority of questions and anxieties can be dealt with through discussion, initially with your child's class teacher. We encourage parents to discuss any concerns as they arise so that they can be resolved quickly and effectively. If the issue cannot be resolved, then you may make an appointment to meet with the Head of School, or Vice Principal. However, if complaints cannot be resolved following this meeting, then a formal procedure involving the Executive Principal, Governors and/or the Trust can be arranged.

Data Protection

Basic information about pupils is held on the computer to assist with the efficient organisation of the school. Security measures are taken to ensure that the information is kept confidential and only available to authorised staff.

Child Protection

Parents should be aware that the school is required to take any reasonable action to ensure the safety of pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or others forms of abuse, the Head of School is obliged to follow the Derby & Derbyshire Safeguarding Children Procedures and inform Social Care of the concern. (Parents will not be informed of concerns unless the staff are certain that the safety of the child will not be prejudiced by their doing so).