

*Broad Square Primary School is a County Primary School catering for pupils aged 3 - 11 years.*

*We deliver a well-balanced curriculum. In addition to gaining in language, mathematical scientific and technological skills, we want your child to build confidence, develop self-reliance, and learn to make decisions and develop the ability to discuss feelings and ideas. We also attach great importance to the development of the children's social skills and seek to enable them to build relationships with other children and adults and be sensitive to the feelings and needs of others.*

*We feel that your involvement in this process is crucial and we will provide frequent opportunities to keep you informed about the ways in which we are working with your children.*

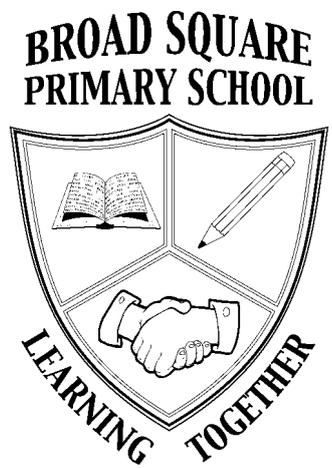
*We are keen to have parental involvements at all levels, and if you have any time to spare, to come into school and work with us, you would be made very welcome.*

*Childhood, we would all agree, is a very special time. We will do our very best to make it a joyous as possible for your child.*

*The information in this prospectus describes the school at September 2017, and although correct at the time of writing, it should not be assumed that there will be no changes before or during the following year. This prospectus is regularly updated and parents will be informed of changes as they occur.*

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## MISSION STATEMENT

# LEARNING TOGETHER

## VALUES

- We set high expectations for all children. We expect them to work to the best of their ability and progress to the highest standards possible.
- We use flexible teaching styles which respond to children's learning needs. We encourage children to be independent learners, who drive their own development and take responsibility for themselves.
- Adults provide good models for children in valuing, respecting and caring for each other, themselves and the wider community.
- The school is a valuable resource for the community. We welcome the support of parents and the community in developing children's learning.
- By learning together, everyone has the opportunity to develop their skills and help move the school forward.
- We provide a safe, secure environment where the care and well being of the children is of prime importance.

## **General Information**

**Address: Broad Square Primary School  
Broad Square  
Liverpool  
L11 1BS**

**Telephone Number: 0151 226 1117  
Fax Number: 0151 256 0848**

**Chair of Governors: Mrs. G. Bell  
Head Teacher: Mrs. E.V. Spencer  
Deputy Headteacher: Mrs. A. Taylor**

**Safeguarding Lead: Mrs. A. Taylor  
SENCO: Mrs A. Taylor**

**Teaching Staff:** Mrs. D. McNamara  
Miss K. Buckley Mr C. Yeomans  
Ms. E. Stewart Miss. R. Davis  
Miss L. Holt Ms. D. Jones  
Mr. Kenningham Miss. C. Sweeney  
Miss E. McQuillan Miss J. Craggs  
Miss J. Morris Mrs S. Baldwin  
Miss H. Seaborne Miss M. Price  
Miss R. Renwick Miss H. Earle

**Administration Officer:** Miss K. Palombella  
**Clerical Assistant:** Mrs. E. Tomlinson

**Teaching Assistants:**

Mrs. J. Allen (Nursery Nurse)  
Mrs. T. Griffiths (Nursery Nurse)  
Mrs. V. Caddick Mrs. N. Carroll  
Mrs. S. Curry Mrs. P. Hughes  
Mrs. A. Maguire Mrs. D. McLellan  
Miss. K. Hancock Mrs C. Mangan  
Mrs A Green Mrs N. Carroll  
Mrs G. Parry Mrs Y Kosek  
Miss J. Mangan Mrs J. Wood

**Learning Mentor:**

Mr B. Singleton

**Special Educational Needs co-ordinator:**  
Mrs A. Taylor

**General Assistants:**

Mrs. J. Furlong  
Mrs. S. Tomlinson

**Supervisory Assistants:**

Mrs. D. Smith Miss. S. Tomlinson  
Mrs. D. Taylor Miss. J. Furlong  
Mrs. A. Maguire Miss. L. Garry  
Mrs. W. Lewin Mrs C. Charles  
Miss S. Curry Mrs G. Parry  
Mrs. A. Benhamed Mrs. J. Bolton

**Media Technician:**

Mr P. Whittaker

**Site Manager:**

Mr R. Hamilton

## **GOVERNORS**

*The Governors have a general responsibility for the effective management of the school, acting within the framework set by the national legislation and by the policies of the LA. The day to day running of the school is the responsibility of the Headteacher.*

*Any Governor can be contacted through the school.*

### **Governors**

*Mrs. G. Bell  
(Chair)*

### **Co-opted**

*Mrs J Sloan (vice chair)*

### **LA Governors**

*Mrs J McKenna*

### **Parent Governors**

*Mrs. A. McGovern  
Mr. S. Hargraves  
Mrs J. White*

### **Staff Governor**

*Mrs. A Taylor  
Mrs. N. Carroll*

## EQUAL OPPORTUNITIES

*All children, regardless of ethnicity, religious belief, disability, sexual orientation or gender, will receive equal access to the curriculum.*

*Our school tries to instil in children a respect for religious and moral values and a tolerance of other cultures, beliefs and ways of life. This prepares children for the multicultural society in which they live.*

*Racial abuse, in any form, will not be tolerated at Broad Square. All racial incidents are reported to the school Governors and the LA and parents will be informed if their child has been the victim of or has been involved in a racial incident.*

*We also work positively to avoid sex stereotypes, which can start at an early age. In this way all children, regardless of gender, can participate in all aspects of school life.*

## Child Protection

*'Broad Square Primary School ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.*

*Our school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances school will be able to inform the parents/carer of its need to make a referral. However, sometimes our school is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.*

*Our school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.'*

<p>Parents working in school or helping on a school trip will be asked to fill out a declaration form indicating their willingness to undertake a police check regarding convictions for child offences. It only involves filling in the form, the school does the rest and it only relates to offences against children.</p>
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## BEHAVIOUR

High standards of behaviour are expected of all children at Broad Square. We believe that good behaviour is encouraged by challenging teaching; through active involvement of the children in their work and in the school; by providing opportunities for all children to achieve success.

Great emphasis is placed on the school environment as a warm and welcoming place to the child, parent and visitor, and the expectations of the teacher will help children to feel secure whilst encouraging pride in themselves and this school.

The few rules that exist ensure a code of conduct appropriate to all aspects of school life.

Awareness raising of rules and acceptable behaviour will affect the conduct of the school and will ensure consistency. We regularly remind children about our code of conduct and give awards for good behaviour.

If we are concerned about a child's behaviour, we always inform parents so that we can work closely with families to resolve any problems.

Awards are given to pupils for good behaviour. Sanctions are graded appropriate to the seriousness of misbehaviour.

Parents will be informed of serious misbehaviour and encouraged to be involved in the solution to problems. We ask for your support and full co-operation in our high expectations of good behaviour.

We will never agree to children "hitting back" and will punish both parties when this occurs. We teach strategies for dealing with problems in a non-violent way.

Teachers have a right to search pupils and to confiscate personal belongings as necessary.

A Behaviour Policy (guide for parents) will be given to all new parents, outlining our rewards and sanctions system.

*'We look after each other in Broad Square. We make friends and try our best to behave well'.*

## **WHAT IS BULLYING**

Bullying is the repeated seeking out of another person and physically or verbally abusing them. Single incidents are often one off reactions, but repeated incidents may be bullying.

At Broad Square Primary School we take any incidents of bullying very seriously and will fully investigate in a fair manner any accusations.

All incidents of bullying are recorded in the school incident book.

## **HOME SCHOOL AGREEMENTS**

It is now a requirement for the Governors of all schools to offer parents the opportunity to take part in a home school agreement.

Our home school agreement has been drawn up in consultation with parents, governors and staff in line with the recommendations of the DCSF (Department for Children, Schools and Families).

On entering school each family will receive a copy of the home school agreement to read and sign. The Governors wish you to enter into a partnership with the school. If there is anything in the agreement that you are unhappy with, you do not have to sign, but we would like the opportunity to discuss your reasons for not signing as it is designed as a two-way commitment, home and school. We believe children achieve more if home and school work in partnership.

## **ADMISSIONS**

The Governors of Broad Square Primary School apply the regulations of the LA with regard to admissions jointly and equally to all those who wish to attend the school.

We are an inclusive school that welcomes children from all backgrounds and abilities.

Children enter school in the September of the academic year in which they become five. There is only one admission date per year.

Parents seeking a school place in reception should complete the LA admissions pack online stating your 3 preferences and return it to the LA.

Parents wishing their child to enter school into years 1 to 6 should contact the school to enquire about available places.

## **INCLUSION**

Broad Square is a fully inclusive school and strives to ensure that all pupils and parents feel welcome and included. Pupils with disabilities will be catered for, the school will take the steps required to ensure that all pupils are included regardless of the disability. The school will work with parents, the LA and health professionals to ensure that children with disabilities have full access to the national curriculum. The building is suitable for disabled pupils or parents; policies and letters are available in alternative forms if required and help is readily available upon request. The school has accessibility plan which is available from the school office. The document outlines how the school is planning to become more inclusive in the areas of physical access, curriculum and communications.

## SCHOOL HOURS

MORNING            8.50 A.M.   -     12.15 P.M.

LUNCH             12.15 P.M.   -     1.15 P.M.

AFTERNOON       1.15 P.M.     -     3.15 P.M.

Children are encouraged to arrive on time as lessons follow immediately after registration. If your child is late please call at the school office, so that dinners can be booked. Late children need to enter via the main entrance, not through the classroom doors, which will be locked once the children have entered school. Please do not knock on classroom windows or doors to gain access, as this disturbs the children who will have begun their lessons.

If your child has an appointment and will be arriving at school late, please inform the school so that a dinner can be ordered.

***Punctuality is crucial to your child's education and development of good habits. It is the parents' responsibility. Children who arrive late are missing out on valuable learning time.***

It is important that children attend school on a regular basis to ensure that progress is made. A child who misses school often will miss out on their work and may find it difficult to mix with other children. Children should only be absent if they are ill or if they need to attend the clinic or hospital. Holidays should not be taken in school time.

***Attendance is vital to your child's education and development. Attendance is the responsibility of parents.***

***AWARDS ARE GIVEN TO CHILDREN WHO ACHIEVE 95%+ ATTENDANCE EACH YEAR.***

## ABSENCE PROCEDURES

If your child is going to be absent, please inform school by phone on 226 1117. When a child is absent and a phone call not received the school will contact parents seeking an explanation for the absence. When returning to school (regardless of length of absence) a note explaining the reason for absence must be sent in. If a child's attendance is causing concern the school's attendance officer will contact parents in order to find a solution. If this is not successful and does not lead to an improvement in the child's attendance the school may have to issue a fixed penalty or take other legal action.

If your child is to attend medical or dental appointments, please inform your child's teacher in advance in writing or produce an appointment card.

## **ABSENCE FOR FAMILY HOLIDAYS IN SCHOOL TIME**

Following new Government legislation the LA and school cannot condone pupils taking holidays in school time and is very clear that holidays will not be authorised except in the most exceptional circumstance which have been discussed with the headteacher. Parents who take pupils out of school for a holiday during term time will receive a fixed penalty fine from the Local Authority especially regardless of their attendance record or if the parent has not informed the school of their intentions.

Work missed due to absence for family holidays is the responsibility of parents and will not be provided by the school.

### **School holidays and training days**

Please visit our school website for all holiday dates and closures due to staff training.

PLEASE ENSURE THAT THE SCHOOL OFFICE HAS ALL UP TO DATE CONTACT DETAILS FOR YOU AND YOUR CHILD. (We will use these for our parent text service)

Please inform us of any changes in your child's medical needs ASAP

## SCHOOL UNIFORM

This is as follows:

- WINTER** Grey trousers or shorts/skirt or pinafore  
Maroon sweatshirt with school logo  
White polo shirt with school logo  
Black school shoes
- SUMMER** Grey trousers/shorts  
White polo shirt with school logo  
Pink gingham school dress with maroon school cardigan or sweatshirt.  
Black or plain white shoes

### **SUITABLE SCHOOL SHOES SHOULD BE WORN BY PUPILS (NO TRAINERS)**

*Please do not send your child to school in high-heeled or unsuitable shoes as they can cause accidents when children are playing. If your child comes to school in boots they must change into shoes whilst inside the building. Younger pupils may find it easier to fasten a Velcro shoe rather than laces/buckles. Please help your child to help themselves.*

Please ensure that all items are clearly labelled with your child's name (all sweatshirts will look the same). The school does not accept responsibility for children's belongings.

Children should not wear jewellery to school. If your child has pierced ears, studs or small sleepers are allowed.

All long hair (regardless of gender) should be tied back for health and safety reasons.

- P.E. KIT** White T-shirt with school logo  
Maroon shorts  
Black pumps.

For health and safety reasons children must wear a PE kit when doing physical activities. Please label all clothing and place in a named pump bag, which should remain in school during term time. Please do not send bulky sports bags into school as these will not fit on the clothes pegs.

P.E. is a National Curriculum subject and must be taught to all pupils. Pupils will only miss P.E. if they have a note from parents for medical reasons.

### **CARE OF PROPERTY**

Pupils are expected to take care of their own property. The school cannot accept responsibility for the loss or damage to personal property.

Children should not have money in school unless it is bought in to pay for tuck, lunches or school trips. It should be in an envelope showing the child's name and class. All losses of property must be reported immediately. Children must report any breakages or damage immediately.

### **AWARDS PROCEDURES AND BENEFITS**

Some families in receipt of benefits may be able to apply for free school meals.

Application forms are available from Liverpool Direct on phone number 233 3000 or by visiting the One Stop Shop in Broadway, Norris Green.

### **CHARGING FOR SCHOOL TRIPS**

All educational visits are subsidised by school fund however, we do require a contribution from parents in order to provide these excellent experiences for our children.

## LUNCHTIME ARRANGEMENTS

### School Meals

From Sept 2014 all pupils in the Infant department will receive a free school meal. Meals are cooked fresh on the premises and are nutritionally balanced. Pupils also have the option of choosing a sandwich as an alternative along with a drink and a range of deserts.

### PACKED LUNCH

Parents have an option of providing their child with a healthy packed lunch. Please do not bring hot soup, sweets or glass bottles to school.

All lunch boxes should be clearly labelled with your child's name and class.

Pupils should bring their packed lunch to school at 8.50 a.m.

### GOING HOME FOR LUNCH

Children should be collected at 12.15 p.m. from the usual exit door. Children should not return to school before 1.05 p.m. Afternoon school starts at 1.15 p.m.

Children are not allowed to alternate between hot dinners and packed lunch during the week. If your child wishes to change from packed lunch to hot dinners, please speak to the Headteacher. Parents are asked to change options following a school holiday and not mid-term.

### BREAKFAST CLUB

Children from Reception to year 6 may attend breakfast club. It opens at 7.40 am and is run by members of the school staff. For as little as 1.00p a day children will receive a nutritious breakfast and will then be seen safely to their class for the start of the school day.

### AFTER SCHOOL CLUBS

We are linked to two after school clubs 'Ellergreen' and 'The Play Stop'. Children are collected from school by the after school club staff and taken to their premises where parents can collect them. For further details please contact the school office.

## Your Child Starting School

When your child starts school he/she should be able to do the following:

1. Go to the toilet unaided and flush after use.
2. Wash and dry hands.
3. Use a knife, fork and spoon.
4. Remove coat and hang it up.
5. Dress himself/herself and recognise own clothes.
6. Tidy up and clear away toys.
7. Share his/her toys and be prepared to take turns.
8. Use a handkerchief/tissue.
9. Listen to spoken commands and act accordingly.
10. Sit quietly for a time.

### Helping Your Child At Home

You can help your child by reading lots of stories and showing him/her pictures. Talk to your child and teach him/her nursery rhymes and jingles.

Talk about colours, size and shape of things. Show him/her how to hold a book correctly and which way to turn the pages. Let him/her see you reading the paper and books.

To be able to write clearly a child must have good control over hand movements. This can be achieved by allowing your child to scribble and as s/he gets older, colouring, tracing and cutting activities help to develop pencil control.

If you are helping your child to write his/her name, use a capital letter only at the beginning of a name e.g. Anthony. If children learn to write using all capitals it takes a long time to break them out of the habit. The children are taught that there is a certain way to write each letter, if you are not sure, your child's teacher will be willing to advise you.

As your child progresses through school, homework will vary in range and tasks. As well as bringing home reading books, spellings and tables, they will also receive tasks involving Numeracy, Literacy and other curriculum areas. We would ask all parents to help by discussing and helping with the materials brought home.

## **THE EARLY YEARS FOUNDATION STAGE (EYFS)**

The 'Foundation Stage' at Broad Square consists of a Nursery and two reception classes.

### **ADMISSION TO NURSERY**

If you wish your child to attend this nursery, you should arrange to complete an admission form, available from the school office. You may complete a form after your child's second birthday.

Children will be admitted into nursery in the order in which these applications are received by the school, and on a "first come, first served" basis, in accordance with the Education Authority policy.

Admission to our nursery is not a guarantee of a school place and a LA application form must be completed.

In order to attend nursery your child must be three years old.

Attendance for the Nursery is on a part-time basis, up to 26 children in the morning and up to 26 children in the afternoon. Children are generally admitted to nursery in the September following their third birthday. The children are admitted gradually over a period of days to enable them to settle in and for staff to get to know them. You will be informed of the starting date for your child.

### **ADMISSION TO RECEPTION**

All applications for a place in reception are via Liverpool Education Authority by completing the online application form.

### **NURSERY HOURS**

Morning sessions:                8.45 a.m. to 11.45 a.m.

Afternoon session:            12.30 p.m. to 3.30 p.m.

If you accept a nursery place for your child, we hope that you will ensure that they attend regularly. If your child is unable to attend nursery because of illness, a telephone call or message would be very much appreciated.

Poor attendance will make it harder for them to settle and progress. If your child does not attend regularly they may lose their place and it may be reallocated to another child.

Nursery staff must be informed of all adults other than the parent who will be collecting children.

## The Curriculum

In our Early Years Foundation Stage (Nursery and Reception classes) we ensure that our children learn and develop well in a safe environment. We promote teaching and learning at the child's own pace to ensure "School readiness". We build on the skills the children have and also develop a broad range of skills and knowledge that provide a firm foundation for a positive future in school and life. We work in partnership with parents/carers and other outside agencies to ensure all children are included and supported. Provision in Nursery is on a part-time basis and changes to full-time in Reception class.

### The areas of Learning and Development

There are seven areas of learning and development.

The three **prime** areas are:

1. COMMUNICATION AND LANGUAGE
2. PHYSICAL DEVELOPMENT
3. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The four **specific** areas are:

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design

The learning and development in our Foundation Stage is delivered through a range of planned activities and purposeful plan. There is a mixture of adult-led activities and child-led activities both indoors and outdoors.

Within our Foundation Stage we encourage children to play and explore, being willing to "have a go" in a safe, supportive environment. We want children to enjoy their learning/achievements and be proud of their achievements we celebrate progress. We also develop children's ability to concentrate, persist and be active learners. It is important that we allow children to think of their own ideas, be creative and solve problems.

### **Communication and Language**

We encourage children to talk about themselves, their feelings interests and observations. We encourage children to speak and listen to others in a range of situations within a rich language environment.

### **Physical Development**

We encourage our children to be active and interactive, developing their control, co-ordination and movement. Children in our Foundation Stage have daily outdoor experiences and regularly visit the school hall for movement, games and dance activities. Children are taught about the importance of a healthy diet and how to be safe. We encourage children to be independent in managing their own toileting and dressing.

### **Personal Social and Emotional**

Children play independently and co-operatively taking turns with others in class. We work with children about being sensitive to the views and needs of others, forming positive relationships. Children are treated with respect, praised and feel valued and cared for. They develop their social skills and have confidence.

### **Literacy**

Children are taught to link sounds and letters, beginning to read and write for a range of purposes. Children engage in daily stories, rhymes, poems and information books. Your child will be given many opportunities to write for a range of reasons e.g. stories, name, lists, cards etc.

### **Mathematics**

Children are given daily opportunities to count, use numbers in play and understand simple addition and subtraction. We encourage children to challenge themselves and solve simple problems. These activities will be practical, using real objects. Children describe shapes, spaces, objects and measures. Activities are fun and based on children's interests.

### **Understanding the World**

The children will work with computers, controlling ICT devices and use technology to support their learning. The staff will guide children to make sense of the world and their own community, other communities and the people in them. We encourage children to be aware of their own customs and traditions and know similarities/differences in those of others.

### **Expressive Arts and Design**

Our children explore and develop a range of skills through using a wide range of media and materials daily. Children share their ideas, thoughts and feelings in a range of activities throughout art, movements, music, dance, imaginative play and design/technology.

### **Special Individual Needs**

At Broad Square we consider the individual needs and stage of development of every child in our care. We will observe the skills and developmental stage of children. If we consider a child needs more support in a given area then we would discuss this with the parent/carer and agree how we could support your child further to allow them to progress. This may include engaging specialist support e.g. Speech Therapist. Early identification in your child's needs is vital to allow them a successful school life. For children whose home language is not English our Foundation stage makes reasonable steps to support these children e.g. provide visual timetables, work closely with parents to establish needs etc. The SENCO (Special Educational Needs Co-ordinator) for the school is Mrs Taylor.

### **Key Person**

Every child will be assigned a Key Person. This key person will work closely with the child and will support parents/carers in supporting their child's development at home.

### **Information for Parents/Carers**

A copy of every new topic in Foundation Stage is sent home to parents.

Any parents wishing to gain more detailed information on the Foundations Stage could visit any of the following websites.

- DFE website document 'Statutory Framework for the Early Years Foundation Stage 2014' [www.gov.uk/government/publications](http://www.gov.uk/government/publications) Reference:DFE-00337-2014
- 'Early Years Outcomes' 2013 [www.gov.uk/government/publications](http://www.gov.uk/government/publications) Reference:DFE-00167-2013

### **Food and Drink**

Within Nursery children have daily snacks and milk. The snacks, which are healthy and balanced, are displayed daily on the parent board next to the door. Before a child is admitted into the foundation stage staff will obtain information regarding food allergies and dietary requirements from parents/carers.

Reception classes have daily fruit and milk and fresh water is available at all times.

### **Assessments**

Throughout the Foundation Stage the level of children's progress is assessed and discussed with parents/carers. We appreciate that children also develop many skills and knowledge at home. We learn from parents what your child does at home and build on this. At the end of each year a written report is sent home to parents identifying your child's strengths, areas for development and possible next steps in their learning. At the end of Reception class children are assessed against the Early Years Foundation Stage Profile. The Profile results will give parents a well rounded picture of where your child is up to in their knowledge, abilities and understanding across the curriculum. Their progress will be assessed against an 'expected national level' of development for children of the same age. Year 1 teachers will then meet with the Reception class teachers and discuss your child's strengths and needs.

## **THE CURRICULUM FOR YEARS 1 - 6**

The school follows the requirements of the National Curriculum and all subjects follow schemes of work which determine what pupils should learn within any academic year. We deliver the curriculum using a topic based approach which links subjects together under a theme. Topic webs are sent home termly to give parents an indication of the work that will be covered.

It is our aim to provide activities which create a wide range of challenging, purposeful and stimulating tasks which children enjoy. Through careful planning we strive to build upon knowledge and skills previously taught and to equip children with the confidence to apply these in everyday situations.

### **LITERACY**

Throughout their time at Broad Square Primary School we will help the children to acquire and develop the skills and knowledge to allow them to communicate effectively both verbally and in writing, and to read for meaning and enjoyment. While the work in English will be based on the 2014 National Curriculum the children will develop and practise their skills and knowledge in all areas of the curriculum and in role-play and drama. We have developed our central library facilities where children are able to borrow books to read at home or help with research for topic work. All our children have the opportunity to bring home suitable books to read at home.

We teach non core subjects through a topic approach. Some topics are chosen in order to meet the National Curriculum programmes of study whilst others are chosen to provide a more diverse learning experience for our children. Wherever possible we reinforce the skills taught in the core subjects of English and Maths by allowing children to apply them in a variety of contexts.

### **Reading and Phonics**

In Foundation Stage children become familiar with story language and poetry. They repeat words and phrases and begin to recognise rhythm in the spoken word and rhyme. They identify familiar words and signs. Early phonic phases are introduced which focus on hearing the sounds in words and linking sounds to letters.

This is continued in KS1 with children developing different strategies to help decode new words when reading and phonics is applied to spelling through the Letters and Sounds programme.

Oxford Reading Tree and Collins BigCat are the main reading schemes used in KS1.

The LA spelling toolkit is used across the school and children become more familiar with a wide range of text types and develop higher order reading skills further e.g. inference and deduction.

At all stages children are involved in shared, paired, group, guided or independent reading and reading for pleasure is nurtured. Parents are encouraged to listen to their children read at home and to talk about books/read stories to their children.

Pupils have access to the newly updated school library and a 'Reading Buddy' club operates between years 5/6 and year 2 pupils. Paper copies of the children's newspaper 'First News' are available to years 1-6 and there are linked online activities. An interactive IT phonics and spelling program 'Reading Eggs' can be accessed in school and at home.

The school also offers reading intervention for pupils who are not making expected progress or who find reading difficult.

## **MATHEMATICS**

Maths is a life skill. It is an essential element of communication, widely used in society, both in everyday situations and the world of work.

Our aims in teaching are to:

- Equip pupils with the mathematics they need to become numerate.
- Develop a sense of spatial awareness and direction.
- Develop their ability to apply mathematical skills with confidence and understanding when solving problems.
- Enable pupils to express themselves and their ideas confidently, using the language of mathematics.
- Develop positive attitudes to mathematics, recognising that mathematics can be both useful and enjoyable.
- Nurture a fascination and excitement towards mathematics and solving problems.
- Be able to use and apply the skills in other curricular areas.

The school provides Maths intervention for pupils working below the expected National Curriculum level.

## **SCIENCE**

Science is a key feature of the National Curriculum and at Broad Square we strongly believe the children must be given opportunities to work scientifically to aid their understanding of the nature, processes and methods of science with each year group becoming more involved in order to further their understanding of scientific investigations.

Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

At Broad Square we aim for children to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They will partake in different types of science enquiries that help them to answer scientific questions about the world around them. The children will build their technical vocabulary and also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.

## **COMPUTING**

We recognise the important of ICT and Computing as a lifelong learning tool at Broad Square Primary School and recognition of the value of ICT in all learning is key to our approach. Computing is taught in a variety of ways; where necessary, specific ICT skills are taught in discrete ICT lessons, however, ICT teaching also takes place using a cross-curricular approach. This allows children to transfer ICT skills and use technology for a real purpose.

Alongside our ICT partners, Hi-Impact, we aim to plan exciting, yet realistic, ICT opportunities for children in all year groups. We also have a training program to ensure that staff are up to date with all of the latest techniques and software in order to deliver these opportunities successfully to the children.

## **E Safety**

Children are taught how to remain safe when using the internet through PSHE, assemblies, anti-bullying and through visits from the police. A guide for parents is available from the school office or on the school website under policies.

## **RELIGIOUS EDUCATION**

At Broad Square Primary School as part of a broad and balanced curriculum Christianity and the other principal religions of Britain are studied, following the guidelines of the L.A. The school uses the same planning and assessment approaches to the teaching of Religious Education as for all subjects in the National Curriculum.

It is inclusive and contains provision for children of all abilities. It celebrates human experiences, relationships and responsibilities and encourages a thoughtful response to spiritual moral and religious issues as revealed by major world Faiths. It explores our cultural heritage of Christianity, the similarities and diversity which contributes to development of young people ready for the opportunities, responsibilities and experiences of adult life.

## **ACT OF WORSHIP**

Assemblies are of a broadly Christian character and part of the educational life of the school. They take place each day as a school, year group or class activity for all pupils. They celebrate the tradition and heritage of Christian belief, the tremendous diversity of faith in Britain today and events taking place in local, national or global contexts. It can be a time for quiet reflection or a shared delight in the success of interests of others. Visitors and children of all ages have the opportunity to participate in a valuable shared moment of school life.

Parents have the right to withdraw their children from the Act of Worship.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP.**

The aim of personal, social and health education and citizenship at Broad Square is that children are enabled to become healthy, independent and responsible members of society who play a positive role in contributing to the life of the school and wider community. The school aims to educate children to their full potential, sharing in their spiritual, moral and cultural growth.

PSHE and citizenship is developed through a Philosophy for Children approach. We place an emphasis on active learning by facilitating child-led discussions, investigations and problem-solving activities. Children are encouraged to take part in activities that encourage citizenship such as school council, circle time and philosophy, assemblies and visits.

Sensitive and current issues are explored if considered appropriate for individual classes. Children are encouraged to take part by giving their opinions and listening to those of others in a responsible manner. Broad Square aims to create a safe and comfortable atmosphere in which children feel able to ask questions and give their own opinions.

School introduces age appropriate sex education from 1, children will be taught the correct names for genitals, for example. Specific issues regarding sex and drugs education are introduced in year 6. The need for these aspects of education is discussed with parents of children in year 6. Parents maintain the right to withdraw pupils from all or part of the sex and drugs education programme involved.

## **HISTORY**

The aim of history teaching here at Broad Square is to stimulate the children's interest and understanding about the life of people who lived in the past. We aim to deliver a high quality, diverse and challenging history curriculum that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology, and through this, they develop a sense of identity and a cultural understanding. Teaching in Broad Square aims to equip pupils to think critically, weigh evidence, and sift arguments. We endeavour that on leaving Broad

Square children will have acquired the skills necessary to make informed decisions about events in the past, make judgements using a range of sources and research topics thoroughly and with increasing independence. History teaching at Broad Square aims to present children with questions for historical enquiry and it is through these questions that children will be required to understand human complexity, the process of change, diversity of society and the relationships between different groups. We teach children to understand how events in the past have influenced our lives today and by considering how people lived in the past, it is hoped children will be better able to make their own life choices today.

## **GEOGRAPHY**

The teaching of Geography in Broad Square Primary School enables our pupils to develop knowledge of the location of globally significant places, understand key human and physical features and processes and provides opportunities to practise key geographical skills. Developing these skills allow our children to carry out field work, interpret geographical information and communicate findings in a variety of ways. Trips are planned for where appropriate to further pupil's experiences and fieldwork opportunities.

## **ART and DESIGN**

We aim to encourage children's natural creativity so that they can become confident and enthusiastic artists.

We will help the children explore the world at first hand using their senses and experimentation to gain knowledge and understanding of the world in which they live. The children will be given opportunity to express their ideas, feelings, thoughts and experiences in a visual form and promote enjoyment in all art activities. They will be taught about experimenting with ideas, materials, tools and techniques. They will be encouraged to explore creativity in art, craft and design using a range of materials to design and make products using colours and patterns.

In Key Stage 2, they will develop ability to use a sketchbook as a 'notebook' for ideas and observations.

We will teach children to look carefully at images and artifacts from the past, the present and from other cultures. We will help children communicate confidently and develop aesthetic judgments applied to their own work, to the work of others and to the world around them.

The lessons will usually have cross-curricular connections and be linked with current themes and topics. They will be given opportunity to work independently, as a class and as part of a group to develop their work.

## DESIGN AND TECHNOLOGY

During their time in school, all children will have practical experience of planning, exploring skills and evaluating through a varied programme of projects linked to our topics. They will be given the opportunity to investigate different ideas and will practise various techniques when completing tasks. They will gain knowledge of food preparation and learn new skills, whilst being taught about nutrition and food hygiene. They are encouraged to evaluate their work and refer back to original plans and prototypes, whilst seeking ways to improve their performance. Children are introduced to a wide range of tools, equipment and materials throughout the key stages, and will make decisions with increasing independence.

## PHYSICAL EDUCATION

A wide range of activities are delivered in school which aim to engage and inspire all children. We are also committed to attempting to ensure that all children receive 2 hours of quality PE per week.

Over the year each child will participate in games, athletics, dance and gymnastic activities. In addition to these pupils in Key Stage 2 also participate in Outdoor and Adventurous activities. Each teacher aims to teach these areas where it is most suitable for their class taking account of the topics they are teaching that year and taking the opportunity to make links between PE and other areas of the curriculum where possible. If no links can be made teachers plan to teach PE alongside the topics being taught.

Broad Square is a member of the Liverpool Swimming Programme. This involves all pupils in Key Stage 2 taking part in weekly swimming sessions for one term a year with the aim of all pupils being able to swim 25 metres by the end of Year 6, this swimming lesson is additional to the weekly PE lesson.

## MUSIC

At Broad Square Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all our children. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. This year we have launched a new online scheme of work called 'Charanga Musical School,' which supports all the requirements of the new National Curriculum and is absolutely in line with published Ofsted guidance. This will be used to teach music throughout the school. This scheme provides exciting units of work for the children from Reception right the way up to Year 6. The learning within this scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing. In addition to this, our school works very closely with our local music education hub, 'Resonate' and through them we receive wider opportunities specialist guitar tuition for our Year 4 pupils. Children across the school are also given the opportunity to join our school choir where they perform in school, in the local community

and city-wide; working in collaboration with other Liverpool schools to celebrate a love of singing at the annual iSing concert.

## **SPANISH**

At Broad Square we believe that children should be immersed in a rich and varied curriculum which includes the teaching of a modern foreign language. Children in Years 1 and 2 use the Speekee scheme of work and children in Years 3 to 6 use the Catherine Cheater scheme of work. The children receive 30 minutes of Spanish teaching every week which is followed up with 5 minute activities during the week, such as during register time. The focus in Key Stage 1 is on building the children's speaking and listening with gradually more of a writing and grammar focus as the children move through Key Stage 2.

### **The Wider Curriculum**

During the year we aim to introduce children to new activities so arrange "taster" sessions to enable the children to experience a range of activities they would not have met before. We are then in a position to direct children to clubs outside of school. During the Year 6 residential children are encouraged to participate in many different activities including abseiling, climbing, raft building, orienteering and assault courses. In the summer term we hold our school sports day which is an inter house, competitive sports competition where children in each class compete against each other to try and win the coveted "Sports Day Shield."

We aim to provide a range of extra-curricular clubs for children throughout the year. These are dictated by popularity and attendance. Children are asked which clubs they would like to see taking place and we try to accommodate these ideas where possible. We enter a wide range of competitions through our participation in the Liverpool School Sports Programme. This includes Matball, Water polo, basketball, hockey, football and other opportunities that arise.

The staff of the school also organise several Friday afternoon clubs ranging from art to a variety of sporting activities. When clubs take place after school, parents will be informed of days and times, by letter, through the school newsletter or website and parents are to make suitable arrangements for their child's journey home after clubs.

## **REPORTING TO PARENTS**

In addition to regular Parents' Evenings each child will receive an end of year report detailing their progress both within the National Curriculum as well as their personal development. There will be an opportunity for you to discuss the report with the class teacher. As part of the report, there is a section for "Targets for Learning". It is in this section that the class teacher will outline the main areas where a child needs help or further development. This section is most useful to parents in that it outlines areas parents may like to help with and, also, will help parents monitor progress.

However, close contact and involvement with the school as well as attendance at termly Parents Meetings remain an effective way for working in partnerships to fulfil each child's potential.

We try to treat children as individuals and design the curriculum so each child can reach their full potential. The school employs classroom assistants who work under the guidance of the class teachers to help to implement individual learning programmes within the classroom.

In the final year of the Infants and Juniors the children take a series of Standard Attainment Tasks (SAT's). Every other year group will undertake end of year tests set by the same authority who set the Year 2 and year 6 SATs. These together with teacher assessment, will be used to measure children's progress.

## **SPECIAL EDUCATIONAL NEEDS**

Broad Square Primary School and its staff are committed to helping ALL children achieve their potential. Our policies in all subjects provide equality of opportunity and high achievement for all children. We, in partnership with parents, endeavour to provide consistency of approach and access to a full curriculum, empowering both child and parents to be heard and take part in decisions.

S.E.N. (learning difficulties which call for special provision - concern which may be academic, physical or emotional) are identified as quickly as possible and early action is taken within school. Progress is monitored and achievable goals identified. Where children require external help the school has developed strong partnerships with the Local Education Authority Educational Psychologist and support services, LEA and Social Services and voluntary bodies.

In line with the SEN Code of Practice the school has adopted School Action and School Action Plus and Early Years Action and Early Years Action Plus for assessment, reviews and statements. The teaching assistants often support children with identified special

needs, in achieving their goals. The new school building is designed to be accessible for physically disabled pupils, and has disabled toilets and a lift to the upper floor.

When an area of concern arises parents are informed, targets set and differentiated teaching strategies used. Individual Education Plans (I.E.P's) are developed for children requiring more than subject differentiation. Reviews with parents to discuss success or otherwise are held. Should a request for help from an outside agency (School Action Plus) be necessary, parents are consulted and the decision shared. Currently, we have a specialist teacher in school twice a week to help in the early identification of special needs and to provide additional support for pupils. If significant cause for concern is demonstrated, a statutory assessment may be requested from the Local Authority.

The SENCO (the Special Needs Co-ordinator) helps to co-ordinate teaching approaches, liaise with parents and outside agencies, organise informal and formal reviews and facilitate transfer to secondary school.

An explanatory booklet and details of Liverpool's 'Parent Partnership' are available in school for all parents involved in this process.

### **Dyslexia**

It is often difficult to diagnose pupils who may be dyslexic: therefore we use a range of teaching strategies in order to support the different learning styles within each class. If you feel your child may be dyslexic please speak to their teacher or to Mrs. A. Taylor (Special Needs Co-ordinator). A brochure is available from school that will inform you about some of the difficulties experienced by dyslexic children, how best to support your child and what the school can do to help him/her fulfil their potential.

### **THE MORE ABLE**

Provision and management of learning for the pupils of Broad Square ensure that all children, not just with those of high ability, can develop to the highest level. The school identifies individual potential and provides an environment where personal talents flourish. This is achieved by an appreciation that not all children learn the same way at the same speed, and by using differentiation within tasks and, in certain cases, a more flexible approach to the curriculum. More ambitious targets are set for the more able. The school recognises that the more able may not just be a child with all round high achievement or I.Q., but may demonstrate a flair for a specific subject or ability, a precocious talent in sport, music or art, shine with creative or imaginative thought or practical skills, have mature social skills or even be a naturally gifted leader.

## HEALTH AND SAFETY

### SCHOOL NURSE - Kerry Guthrie

Sinead Stewart visits school regularly and runs drop in sessions termly where parents can discuss individual issues. She carries out hearing and eyesight tests, and builds up close relationships with families during their time in school.

Nurse Stewart plays an important role in the delivery of Health Education to both children and parents.

All children are given a medical interview during their Reception year; parents are also notified of Nurse Stewart's visits.

Dental inspections also take place when children are five.

If you have a concern regarding your child's health and would like to speak to Nurse Stewart, please contact her at Norris Green Clinic on 226 6253 or ask the Senco (Mrs Taylor) to contact her.

If we have a concern about your child's health, we will always speak to you first and gain your permission before a hearing, sight test or medical.

### MEDICINES IN SCHOOL

#### Inhalers:

Any child prescribed an inhaler should be registered on our Asthma list. The inhaler and spacer/nebuhaler should be brought to school, labelled and a form filled in. Your child will be supervised by a member of staff.

Each main holiday, inhalers will be sent home to be washed and checked by you. If your child requires medicine for infections etc., including Calpol, you must complete a form (available from Mrs Tomlinson) before they can be administered in school. A full medical policy is available from the school office upon request.

**PLEASE DO NOT SEND MEDICINE INTO SCHOOL WITH YOUR CHILD. YOU MUST PERSONALLY CONTACT MRS PERRYMAN/MRS TOMLINSON**

## HEALTH AND SAFETY

1. Please make sure that you inform us if there are any special medical factors which affect your child e.g. Asthma, allergies etc.
2. If your child is unwell, please keep him/her at home. A child who is unwell is not going to be able to work or enjoy school, and it puts other children at risk from the spread of infections. Teachers are not allowed to administer medicine to any child on the grounds of safety. Mrs Redmond or Mrs Tomlinson are responsible for medicines in school.
3. Long hair should be tied back at all times. Please examine your child/children's hair regularly and inform the school if you find anything. We ask that you treat your child's hair if you find any live lice, and then all the family. This will help to stop the spread of infection. If you need help and advice, please ask.
4. Before and after school, children should be safe and sensible and not run on the car park, climb on fences or use the adventure playgrounds.

**PLEASE KEEP YOUR CHILD SAFE**

## COMPLAINTS AND COMPLAINTS PROCEDURE

We believe that children only learn if they are happy and so any problem, no matter how small, will always be listened to. Class teachers are available after school has finished. The Headteacher will make time to see you should you have any concerns about your child.

If you have any concerns about the school curriculum and related matters, these should be expressed in the following ways:

### THE INFORMAL STAGE:

Many complaints or potential complaints about actions of the school can usually be resolved in discussion with the Headteacher or member of staff concerned.

Please do not hesitate to contact the Headteacher to discuss any worries you may have about your child in school.

All complaints will be thoroughly investigated and it is our aim to reach a speedy and satisfactory conclusion if at all possible.

### FORMAL COMPLAINT - FIRST STAGE: The Headteacher

If attempts to settle the complaint informally have failed, the following procedures should be followed:

1. The complaint should be set out in writing and sent to the Headteacher at the school. The written complaint should state the facts of the case in detail.
2. The complaint will be formally 'logged' and acknowledged. The complainant will be notified of the course of action to be followed within five working days of receipt of the complaint.
3. The complaint will be fully investigated, the complainant will be provided with advice of action to be taken, resolution of situation and redress if appropriate.

### FORMAL COMPLAINT - SECOND STATE: The Chair of Governors

If the complainant is not satisfied with the outcome of any formal complaint made to the Headteacher, this complaint may be referred to the Chair of Governors c/o The Clerk to the Governors, Broad Square Primary School, Broad Square, Norris Green, Liverpool, L11 1BS.

## RIGHT OF APPEAL

1. If a complainant is not satisfied with the outcome of their formal complaint made to the *Chair of Governors*, they will be advised of any right to appeal to a sub-group of the *Governing Body*.
2. Where the complainant remains dissatisfied, he/she will be notified of any rights of appeal e.g. to the *Local Education Directorate*, or *The Department for Education and Employment*.

## COMPLIMENTS AND SUGGESTIONS

We are always happy to listen to your suggestions and hope that you will be pleased enough to compliment the school and its hard working team of staff.

We have high standards and high expectations of work and behaviour and would be encouraged by your '*GOOD NEWS*'.

Compliments and suggestions can be in verbal or written form and will be related to the staff and governors.

The *Annual Parents and Governors Meeting* held in the *Autumn* term is a great opportunity to acknowledge the success of the school.

# **TERM DATES 2017/2018**

## **AUTUMN TERM 2017**

STARTS: Tuesday 5th September

**HALF TERM:** Monday 23<sup>rd</sup> October to Friday 27<sup>th</sup> October

ENDS: Friday 22<sup>nd</sup> December 1.30pm

## **SPRING TERM 2018**

STARTS: Monday 8<sup>th</sup> January

**HALF TERM:** Monday 12<sup>th</sup> February to Friday 16<sup>th</sup> February

ENDS: Friday 23<sup>rd</sup> March 1.30pm

## **SUMMER TERM 2018**

STARTS: Monday 9<sup>th</sup> April

**BANK HOLIDAY:** Monday 7<sup>th</sup> May

**HALF TERM:** Monday 23<sup>rd</sup> May to Friday 1<sup>st</sup> June

**INSET DAYS: Monday 6<sup>th</sup> June - Friday 8<sup>th</sup> June**

ENDS: Tuesday 24<sup>th</sup> July 1.30pm

## KS2 SATs RESULTS 2017

<b>Subjects</b>	<b>EXS</b>	<b>GD</b>	<b>National EXS</b>	<b>National GD</b>	<b>Progress</b>	<b>Average Scaled Score</b>
<b>Reading</b>	<b>69%</b>	<b>16%</b>	<b>71%</b>	<b>24%</b>	<b>1.5</b>	<b>102.8</b>
<b>Writing</b>	<b>74%</b>	<b>4%</b>	<b>76%</b>	<b>18%</b>	<b>0.7</b>	<b>N/A</b>
<b>Maths</b>	<b>76%</b>	<b>14%</b>	<b>75%</b>	<b>23%</b>	<b>0.7</b>	<b>102.4</b>
<b>Grammar Punctuation Spelling</b>	<b>65%</b>	<b>12%</b>	<b>76%</b>	<b>31%</b>		
<b>Reading Writing Maths</b>	<b>59%</b>	<b>4%</b>	<b>61%</b>	<b>9%</b>		

At Broad Square Primary School we believe in giving parents all the information they need. This prospectus will answer most of your questions. However, there may be other issues you want to discuss. If so, please do not hesitate to contact us on 0151 226 1117. We will answer any questions you have and, if you wish, arrange an informal tour of the school.

You can meet the staff, see our pupils at work and take a closer look at our facilities. We believe that it is the best way for you to discover the true facts about our school and our approach to your child's education.