

Prospectus

2020 - 2021





Building dreams, shaping futures, inspiring life-long learning.

Shamblehurst Primary School

The Staff and Governors at Shamblehurst Primary School look forward to sharing this period of your child's life with you. We are very proud of our school, our pupils and their successes.

We believe that a child's primary education is fundamental to their success in life and that it should be a special time for your child that provides memories and friendships they can cherish for the rest of their lives.

We aim to make the learning experiences varied and inclusive. We have very high expectations and strive to achieve excellence for all.

We hope your association with Shamblehurst Primary school is a long and happy one. Our staff are happy to answer any further questions you might have and we would strongly encourage you to take the opportunity to visit us.

Our Values

Our school is developing a Learning Community where:

We believe that everybody can achieve and thrive.

We take risks and build resilience by embracing challenge.

We recognise that learning never stops.

We are proud of our tolerant, diverse and respectful community.

We act with integrity and recognise that we are all role models.

We are committed global neighbours.

We are accountable.





Our Vision

- To discover and realise the brilliance in everyone.
- To develop outstanding global citizens who are confident, creative, independent life-long learners.
- To deliver outstanding teaching through an exciting curriculum, which expands all young peoples' capacity and appetite to learn.
- To provide a safe, stable and disciplined environment, within an ethos of respect, care and support that enables children to thrive academically, socially and personally.
- To create an irresistible learning environment for our community of learners.
- To equip children with the skills they need to lead happy, healthy and fulfilled lives.
- To develop and maintain strong, positive partnerships with parents and our community for the benefit of all children.

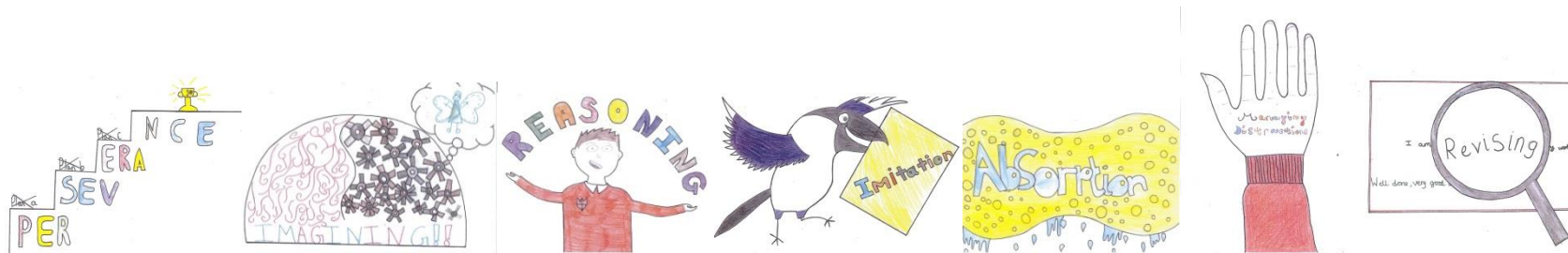
Life-Long Learning at Shamblehurst Primary School



At Shamblehurst we believe we are all lifelong learners. We aim to encourage children to enjoy challenge in their learning and to remain positive, even when they find something difficult.



We have identified 16 'learning muscles' that we 'flex' throughout the day. Each learning muscle is represented by a symbol that has been designed by Year 6 learners. They are displayed in classrooms and throughout the school.



Growth Mindset

What Is Growth Mindset?

The term 'Growth Mindset' refers to a way of thinking, learning and taking on challenges. A person with a growth mindset is open to constructive criticism, takes feedback and uses it, takes on new challenges, pushes themselves outside of their comfort zone and shows resilience and perseverance.

Studies show that it is people with a growth mindset (as opposed to a fixed mindset) who achieve in life, are successful in all they do and are happy. Of course, this is exactly what we want for all our children at Shamblehurst.

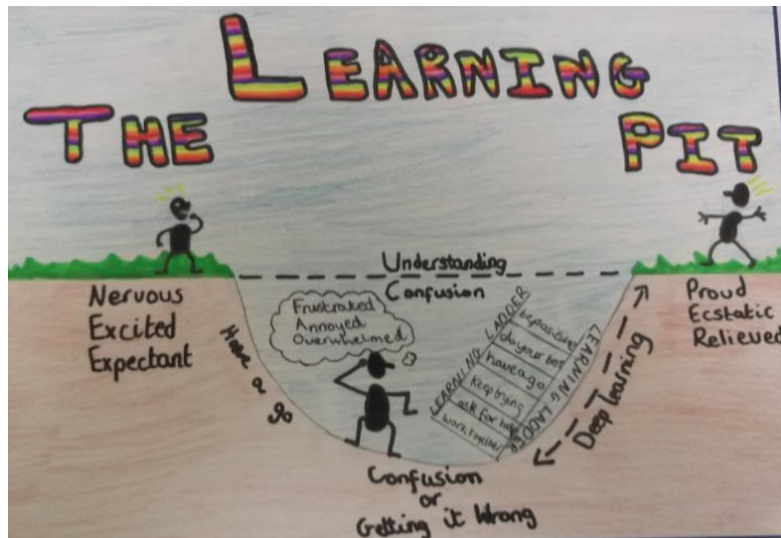
We remember that the brain is making new connections all the time – the only thing you need to know is that you can learn anything!

“ In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don’t necessarily think everyone’s the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it”

- Prof Carol Dweck

The Learning Pit

We know at Shamblehurst Primary School learning can be a challenge and we can experience different feelings as we learn. We might need to use a variety of learning muscles to successfully come out of the 'learning pit'.



FAIL
[F] FIRST
[A] ATTEMPT
[I] IN
[L] LEARNING

We remember it's always OK to make mistakes - we learn from them!

The Early Years Foundation Stage Curriculum (EYFS)

The first days at school for young children are a mixture of all kinds of emotions. The school day and its demands can be quite daunting and, at first, very tiring. Children and their parents/guardians are invited to spend some time with us in an informal way before admission. We invite our new parents and children to sessions in the summer term, where the children can see the classrooms and get used to their new setting, alongside their parents and, of course, meet the EYFS staff. The children are also invited to some induction sessions where they stay at school without their parents for a short period of time so that they can become acclimatised to their new surroundings. This gentle introduction is intended to make the children's first day in school a little less daunting - and the parents' first day at home less anxious!



An induction evening is also held for the parents of the new intake. This meeting outlines the induction process and gives the parents a chance to meet the staff and to find out anything they want to know about the early education in general and Shamblehurst Primary School in particular.

The meeting is hosted by our Early Years Leader, Michelle Tollefsen, alongside Early Years staff, the Head and the Deputy.

The Early Years Foundation Stage Curriculum (EYFS)

The Early Years Foundation Stage (EYFS) Curriculum covers two areas, these areas are called 'The Prime Areas' and 'The Specific Areas'.



The Prime Areas: These areas cover children's development through Communication and Language, Physical Development and Personal, Social and Emotional development.

The Specific Areas

This area covers children's development through English, Mathematics, Understanding the World and Exploring Arts and Design.

Throughout the year the children are working towards achieving the Early Learning Goals (ELG) in each of the areas mentioned above. The ELG's are considered to be what is expected for a child at the end of Reception.

Creating a safe and secure environment

We place great emphasis on providing a nurturing environment to help your child feel safe and secure. This is achieved through responsive adults who provide warm, positive interactions and 'tune into' each individual child's emerging needs.

Whilst all adults within Year R will get to know your child, each individual child will be assigned a key person before they start school. This key person will become that special person that your child turns to when they want to share their exciting news or they just need a hug.

The emphasis placed on providing a nurturing environment ensures that all children are ready to learn and have their learning extended and challenged.

Our Curriculum

It is our aim at Shamblehurst that our curriculum in the EYFS is child centred. This means that we use the children's individual needs, interests and stage of development to plan a challenging and enjoyable experience for each child in all of the areas of learning (as outlined in the EYFS Statutory Framework).

The themes we use to deliver the areas of learning can vary from dinosaurs to mini beasts and this is what makes Year R exciting whilst we know the children's next steps in learning, the route in which we take to support these next steps can vary.

Specific Teaching Sessions

As the year progresses, the children will be introduced to short whole class or group teaching sessions. These sessions include phonics, maths, writing and fine/gross motor skill development. Short guided reading sessions will ensure all children are taught essential reading skills.

COOL time - Choose Our Own Learning

It is during this time that play is used as the vehicle for moving learning forward. Children are given the opportunity to lead their own learning based on their interests, guided by highly skilled adults.

The adult role is to interact with the children in their play, using a variety of strategies such as effective questioning and the direct teaching of new skills to move learning and development forward.

The Year R staff also carefully plan and resource the environment so that it reflects children's interests and enables children to select their own resources. When all of these things are in place, children can demonstrate the 'Characteristics of Effective Learning'.

These 'characteristics' describe the different ways in which children learn and are grouped under the following headings:

- Playing and exploring
- Active learning
- Creating and thinking critically





The Characteristics of Effective Learning and the Prime and Specific areas of learning are all interconnected. They also underpin everything that practitioners offer in the environment.

The Key Stage One and Key Stage Two Curriculum

Shamblehurst Primary School is working very hard to create a curriculum that inspires and challenges our children. We believe that it is important that children think deeply, develop independence and curiosity about their world and respond with creativity and with confidence.

We want to produce collaborators, innovators, leaders and, most importantly, great global citizens who are respectful, yet challenging, who value diversity and who understand what it means to be human in our ever changing world.

We want our children, in the words of Steve Jobs, to

“put a dent in the universe”

Our curriculum is organised into three areas:

Discover Explore and Create.

Central to our curriculum are Core Skills - these underpin everything we do.

Active Learning:

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

Basic Skills:

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently, purposefully and safely.



Creative Thinking:

- To ask questions to extend their thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives or new solutions
- To connect ideas and experiences in inventive ways.

From September 2019 we will work across three terms which will enable us to explore areas of the curriculum in greater depth. In the autumn term, the main theme is Geography and STEM: in the spring term, its History, and in the summer terms, we focus on the Arts.

At times, whole school enquiries take place that differs from this structure.

Further skills are mapped to each term and are developed as a result of the curriculum we plan:

Discover - History

- Plan and research
- Analyse and evaluate
- Show empathy
- Show a commitment to justice
- Explore issues, events and problems from different perspectives
- Support conclusions using reasoned judgements and evidence
- Communicate their learning in relevant ways.

EXPLORE - Geography and STEM focus

- Recognise that they can impact their environment and community
- Show a commitment to justice
- Recognise their roles as Global citizens
- Communicate learning in relevant ways
- Show empathy

CREATE - ARTS

- Show flexibility
- Organise time and resources
- Communicate their learning in relevant ways
- Work towards a goal
- Adapt ideas as circumstances change



At Shamblehurst we believe that our children deserve inspiration all learning opportunities. Curriculum planning ensures that children are immersed in exciting projects with authentic outcomes. They are challenged to work creatively whilst deepening their knowledge and understanding through highly engaging and enriching experiences.

Using a concept-based learning model, staff begin by identifying the curriculum content to be covered. We then identify key concepts that can be drawn out to allow different areas of the curriculum to be threaded together.

The concepts are then framed with an enquiry questions that provides a starting point for the projects. Throughout, children are encouraged to think deeply about their work, expand their horizons and take responsibility for their learning.

What do we mean by concepts?

Examples of enquiry questions from our EXPLORE focus January 2019 were:

EYFS - What would happen if we only thought of ourselves?

Year 1 - Should zoos exist?

Year 2 - Are all children born equal?

Year 3 - How can we affect the future?

Year 4 - Are we born as equal in this world?

Year 5 - Were we acting responsibly when we invented plastic?

Year 6 - Is it always right to accept your place in society?

Equality	Rights	Reform	Responsibility
Happiness	Passion	Power	Adversity
Peace	Common good	Change	Consent
Stewardship	Duty	Class	Identity
Faith	Choice	Democracy	Truth
Beauty	Cohesion	Trust	Creativity
Forgiveness	Loyalty	Spirituality	Community
Discrimination	Belief	Fear	Individuality
Dreams	Strength	Weakness	Fairness
Belonging	Prejudice	Oppression	Sustainability
Diversity	Tradition	Resilience	Pride
Conflict	Friendship	Value	Judgement
Justice	Mercy	Protest	Failure
Love	Virtue	Compassion	Free will
Value	Judgement	Compassion	Free will
Protest	Failure	Media	Integration
Care	Sacrifice	Consequences	Influences
	Segregation	Service	

Our aim is to ensure our projects are contextualised, culturally relevant and purposeful. Children work towards authentic outcomes and engage with critical audiences. Projects frequently involve the children dealing with complex issues, and, as a result, they develop an understanding of what is possible and a belief that they can make a difference.

Below is a written outcome in response to the enquiry question - Is it always right to accept your place in society?

This person has no home - everyday he sits on the street trying to move forward in life, but gets pushed away and rejected by the world; by the people unfortunate enough to wander past him and catch his gaze. He sits alone, alone with nothing to do, no-one to talk to, nothing to eat or drink, just a few belongings to keep him alive. Nobody gives him any change because how dare he ask? He is nothing to them, a spec of sand in the Sahara Desert, a star in the milky way, a drop of water in a hurricane... nothing. Rain pours down on him: others have a warm home to go to, whilst he sits in a puddle of sorrow, left for dead by the so called wondrous and helpful people of the planet. Every day he falls closer to getting trapped in a spiral of insanity and fear. No one thinks they will become homeless, the people on the streets thought the same things. Look what happened to them, this could happen to you.

- Aiden

Projects use a combination of direct teaching, facilitated learning and guided discovery. Children work alongside experts and professionals, take part in visits and residential trips and learn both indoors and out. Our classroom environments are designed to encourage children to work collaboratively, flexibly and with high levels of independence.

Our curriculum structure allows continued innovation and development. It can literally grow with the children, the school and the world! Subject specific skills form our non-negotiables and allow us the freedom and confidence to change, adapt and develop the content of individual projects. Staff use research to inform their practice and all have a high level of reflectiveness which leads to a shared commitment to continued development.

English

Our curriculum is designed to enable children to articulate their thoughts, feelings and opinions clearly so they can express themselves confidently and communicate effectively with others. Equally we want children to listen with thought and integrity, valuing the feelings, opinions and ideas of others. Philosophy for Children (P4C) and Let's Think in English are two tools we use to develop children's thinking and their speaking and listening skills, linked to our Curriculum projects.



We want children to develop a life-long love of reading and appreciation of literature. In phonics we follow the Letters and Sounds programme, moving on to 'No-nonsense Spelling' in Year 2 supported by The Spelling Shed. Children's writing is linked to their projects and often forms part of their authentic outcomes. Children are given daily opportunities to write. Children are given a clear purpose and audience for writing. They are taught the skills of planning their response to writing as well as revising and editing their ideas as they proceed. They have opportunities to discuss what they have written with their teachers and with each other. Children have frequent opportunities to publish their writing, as well as to read their writing out loud so they can hear how their writing sounds and can better gauge the impact of what they have written on their audience.

Our reading books follow a national coloured book banding system. Pupils are able to practise key de-coding and reading for meaning skills at the right level for their ability as well as at a slightly more instructional level within the classroom. We teach the children to develop an awareness of what the author of a story or article is telling the reader. As well as this we teach the devices they are using to deduce, or infer meaning. Children also retrieve literal information from texts. High quality texts are often used as drivers for our curriculum.

Handwriting

Below is how we form our letters and numbers at Shamblehurst.

Lower case letters:

a b c d e f g h i j k l m n o p q r s t u
v w x y z

Capitals:

A B C D E F G H I J K L M N O P Q R S T U V
W X Y Z

Numbers:

1 2 3 4 5 6 7 8 9 0



Maths

Maths is integral to our school curriculum and we want our children to develop a passion and enjoyment for mathematics whilst delivering a high quality 'Mastery Curriculum'. Every child takes part in a daily mathematics lesson. Pupils are given rich and meaningful opportunities to use and apply their mathematical skills, often using structured imagery and concrete apparatus to develop a strong conceptual understanding of all mathematical concepts. They spend time on a range of activities and tasks, including lots of arithmetic and group work. Much of the time the class works on the same mathematical topic and children are constantly explaining their reasoning about what they are doing and how they are solving calculations, both to the teacher and their peers.

During the maths lesson children have the opportunity to work in groups and learn from each other as well as solving problems on their own. There is a daily session on mental maths/arithmetic which is a vital confidence builder for the children as they improve their fluency in numeracy.

We aim to ensure that our children are confident mathematicians, using mathematics both in school and when applying their knowledge of their daily lives.



Phonics

At Shamblehurst, we use Letters and Sounds to teach phonics. Letters and Sounds is split into six phases. Progression of Letters and Sounds within our school is set out below.

Phase One	Covers important reading skills that children need throughout their journey when learning to read and write e.g. rhythm and rhyme, articulation, listening, oral blending and segmenting.	
Phase Two	Teaching the initial 19 letter of the alphabet with a clear focus on blending and segmenting to read and spell simple words.	Year R
Phase Three	Children will be taught the remaining letters of the alphabet as well as simple digraphs.	Year R
Phase Four	Children will learn to blend and segment longer words for both reading and spelling.	Year R
Phase Five	Children will learn alternative graphemes (spellings) for the same phonemes (sound) e.g. ai (as in rain) and ay (as in day).	Year 1
Phase Six	During this phase, children focus on correct spelling.	Year 2

Children in Key Stage one have daily phonics teaching. As children move into Year 2, there is an increased emphasis on spelling words correctly rather than phonetically.

Science

Science is taught through our curriculum and outdoor learning provision. Children are able to acquire and develop their scientific knowledge, skills and understanding, in meaningful and real life contexts.

Enjoyment and involvement are key issues and therefore our emphasis is on providing children with investigative and problem solving activities. Much of the practical, experimental work is conducted through collaborative tasks where the sharing and discussing of ideas and findings is an important factor in the learning process. Some aspects of the programmes of study are covered through individual and group research tasks and the children are encouraged to present their findings in a variety of ways.

Outdoor Learning

Our PPA provision is largely delivered through Outdoor learning and a Forest School Curriculum. Not only do children cover aspects of the National Curriculum through Outdoor Learning, as well as key skills in Science, Geography, Maths and Art, but they also grow as individuals. Research confirms that children are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills and emotional well-being. In our March 2018 Pupil questionnaire, 98.5% of children strongly agreed or agreed that they enjoyed Outdoor Learning at Shamblehurst.

From January 2020 we are establishing Shamblehurst Allotments, which we plan to consist of raised beds and poly tunnels, so that the children have first-hand experiences of growing and then marketing their produce.



General Information About Our School

We are a large mixed school that caters for children between the ages of 4 and 11 years. We have 17 classes. The school is two-form entry, although in 2014, 2015 and 2017 we were requested by the local authority to accept an additional class. The current number of children on roll is 505.

Our Published Admission Number (PAN) is 60. The PAN is reviewed annually by Governors.

Shamblehurst Primary School serves the area of Hedge End but, if space allows, children are admitted from beyond this area. We accept children according to the Admission Policy. We recognise our responsibility to admit children with Special Educational Needs, except where the placement of a child with a Statement or EHCP of Special Education Needs is not appropriate. We accept fully our responsibilities under the Equalities Act 2010. A copy of Shamblehurst Primary School's Admissions Policy is available from our website or school office. Further information about our Local Offer covering our SEN provision can be found on our school website.



Our School Day

Our school day starts promptly at 8:45am. Staff are on the playground from 8:30am every morning. Teacher's will be on the playground at 8:40am and are happy to have a quick chat with you should you have any concerns or short messages.

A hand bell rings at 8:44am signalling the time for children to line up. At 8:45am our main bell rings and the classes are taken into their classrooms and learning starts. In the event of very cold or wet weather we will open the schools' doors at 8:35am. For Our Year R children, the classrooms are open at 8:35am and children can come straight in.

Year R Children	Key Stage 1 Children	Key Stage 2 Children
8:35am Classroom opens 8:45am Learning time, with a rolling snack time 11:50am - 12:50pm - Lunch 1:00pm - 3:10pm Learning time	8:45am Learning time 10:10am - 10:25am - Break 10:25am - 12:00pm Learning time 12:00pm - 1:00pm - Lunch 1:00pm - 3:20pm Learning time	8:45am Learning time 10:30am - 10:45am - Break 10:45am - 12:00pm - Learning time 12:00pm - 1:00pm - Lunch 1:00pm - 3:20pm Learning time

Arriving Late

The outside bells will ring at 8:45am to signify the start of the day and the opening of the classroom doors. If your child arrives after 8:45am please come to the school office to sign him or her in. Please note that the school has to report significant lateness so this will be monitored and parents invited in to discuss their child's punctuality, where necessary. If you are having problems getting your child to school on time, please make us aware so that we can support you in this.

Attendance

On the first day of absence, and before 9:30am, it is vital that the school office is informed either by telephone (a dedicated answer phone is available) or via another responsible adult. Thereafter we ask that you continue to keep us informed until the child returns to school. If we do not receive a message on the first day of absence, the absence will be deemed as unauthorised and, in the interests of security, a member of the school office team or Family Support Worker, will contact you in order to ascertain the reason for absence and to ensure that the child is at home. We regularly monitor attendance and lateness and will keep you informed of any concerns we have regarding your child's attendance. We will also celebrate those children who have attended for 100% each term.

Holidays are not permitted during term time: There may be other extenuating circumstances when you need to take your child out of school and an application form is available from the office. A meeting with the Head Teacher may be required. Parents have a legal duty to ensure their child attends school regularly and on time. As set down by the Department for Education, Penalty Notices can be issued for unauthorised absence. In Hampshire, Penalty Notices are issued when a pupil has had 10 or more half-day sessions (equivalent to five school days) of unauthorised absence, in any 10 school week period; or one or more unauthorised absences during a public exam, assessment or test (where the dates have been published). The Government expects all children to attend school for at least 95% of the school year. In Hampshire the average attendance is nearly 97% and we aspire to this at Shamblehurst. The average amount of time off for illness is less than 3%.



Communication with parents

We do our best to communicate with parents at every opportunity.

We have a monthly Newsletter that updates forthcoming events and gives details of events that have happened in school. It also let parents know, who has been awarded Learner of the Week in each class.

This is sent via email and is available on the school website, although paper copies are available in the office.

Our school website also contains a diary of events.

We have a text service that enables us to quickly inform you of any events, or changes to events.

Illness

If your child is ill or has an accident at school, we contact parents so that appropriate measures can be taken. The school keeps a record of addresses and telephone numbers for contact in an emergency. Please help us to keep this list up to date by informing us promptly of any changes. Please also inform us if your child has a particular allergy of any kind.

Medicines in School

Whilst school staff are not obliged to administer medicines, staff are happy to give prescribed medicines once per day. All medicines must be clearly labelled by the issuing pharmacy and a spoon provided. Authorisation from parents on an official form must be received before the school can carry out your wishes. Forms are available from the office or downloadable from the website. Children will keep asthma inhalers in their classrooms.

Extra-Curricular Clubs

As a school we offer pupils opportunities to participate in extra-curricular activities after school. At any time, there are a range of clubs and activities on offer - our programme of clubs and activities is revised termly depending on the time of year and the interests of the children. In 2019 - 2020 clubs included Choir, Football, Netball, Trail Blazers, Lego, Spanish, Italian, Art, Mindfulness Colouring, Cooking, Eco-Explorers, Geography, Creative Writing, Philosophy for Children, Survival Club, Jamz Dance, Code Club, Tunnelling and STEM Club.



Uniform

There is a school uniform, which we strongly encourage children to wear. The school colours are grey, red and white. For example:

Red sweater, cardigan or sweatshirt.

White shirt/blouse.

Grey skirt, trousers or pinafore.

Red/white dress.

Tights and socks should be a plain colour.

Uniform can be purchased online at MYCLOTHING.COM and in store and online at Skoolkit, which is based in Eastleigh.

Shoes should be black and always be suitable for school activities, there should be no more than a 1" heel. For their own safety children will be unable to play on the adventure playground or in the MUGA if they are not wearing appropriate footwear.

PE kits should be kept in school at all times. This is because sessions can sometimes change at short notice.

Our PE Kit should consist of - Black shorts and a red or white T Shirt with plimsolls or trainers. In the winter months' black joggers/tracksuits are permitted.

We would always encourage children to have their hair tied back and away from their face. If children are permitted to dye their hair, this must be of 'natural' colours.

Hats are encouraged in the winter and summer months - but should not be worn inside. Make up and nail varnish is not suitable for school.

Stud earrings may be worn in school and should be removed on PE days. If they are newly pierced they can be covered for the first six weeks.

Inclusion and Equality

At Shamblehurst Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Our Single Equalities Framework is available on our website.

Visitors into School

Visitors have a valuable part to play and can contribute too many aspects of the life and the work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Recent visitors include: Michael O'Leary, storyteller, Chris Lubbe, - Nelson Mandela's former body guard, Aaron Phipps, a Paralympian, as well as authors, artists, musicians and health professionals.

Educational Visits

School trips are an integral part of the education of the children at Shamblehurst Primary School. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities with Young Voices choir or sporting events; and attending or taking part in performances or competitions. Children in Year 4, Year 5 and Year 6 have the opportunity to take part in residential activities. They are planned to provide new and exciting experiences.



Special Educational Needs and Disability Provision

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

The term Special Educational Need is used to describe children with particular learning difficulties who require support additional to and different from their peers. We believe early identification of Special Educational Needs is essential. Where children are identified as needing additional learning support, the school adheres to the 2014 Code of Practice. At Shamblehurst Primary School, we ensure that each child's needs are individually and appropriately catered for. Through assessments and/or observations a teacher may feel a child needs to be placed on the Inclusion Register.

With support from our SENDCo, Mrs Pippa Burrell, care and provision is carefully planned. Individual Educational Care Plans are used to provide further details of support, which is additional and different to that for the majority of pupils. Provision would always be discussed with parents and carers of children with SEND.

Where it is felt specialist support is needed the school will liaise with outside agencies such as Speech and Occupational Therapists, Physiotherapists, Educational Psychologists, Special Schools, Child and Family Guidance and other Health agencies. We also have an in-house Family Support Worker and Emotional Literacy Support Assistant, Mrs Sarah Curry, who is available to support children, parents and families with social and emotional needs.

For all children on the inclusion register, parents are informed of their child's progress termly. Children with an Educational, Health and Care Plan are also invited to a formal review meeting on an annual basis. However, the SENDCo is always available to discuss any issues or concerns you may have at any point during the year.

Mrs Burrell works every Monday, Tuesday and Thursday and can be emailed on senco@shamblehurst.co.uk

Our full policy for Special Educational Needs and Disability can be accessed via our website.

Pupil Premium

Introduced in 2011, the Pupil Premium aims to address the financial or social inequalities between pupils. The Pupil Premium is allocated to children from families who are currently known to be eligible for free school meals (FSM) or have received free school meals in the last 6 years (EVER6). In addition, children who have been 'looked after' continuously for more than six months by the local authority receive pupil premium funding. Currently, for each FSM pupil, a school receives £1,320.

The Service Children Premium is £300 per child. This is to support their emotional and social well-being. The Ministry of Defence announced that the Service Children Premium will now be extended to include children whose parent has left the services up to six years ago. Please inform the school if one or both parents are employed in The Services or have been in the last 6 years.

At Shamblehurst Primary school, we understand that circumstances within a home can change swiftly and unexpectedly. Please keep us informed if we can support you in anyway. The application process is quick and we are more than happy to help. Letters for Pupil Premium funding are sent out termly, however should you need to enquire in the meantime please feel free to do so.



Our Pupil Premium Lead is Miss Kate Edwards who is available to support you with your application. If you are unsure whether you qualify for Pupil Premium, please contact the office.

Home Learning

Home learning is focussed on supporting children's development and enjoyment of reading and quick recall of mental arithmetic. All children have a reading diary and we encourage a dialogue between home and school on your child's reading journey. Within the diary we have also included spelling lists for each year group. These are based on high frequency words in Key Stage One and the national spelling lists published by the government.

Although these words are periodically assessed in school we do not have weekly spelling tests, supporting your child in learning to read and spell these words really does impact on their writing within the classroom.

Parents are strongly encouraged to help children master the multiplication tables and general number bonds, these are essential building blocks for children to master at primary school and are tested. All children from Year 3 - Year 6 will have a Rock Star Timetables log in to support their learning at home.

From Year 4 to Year 6 children have a Maths Homework Book and Spelling and Punctuation and Grammar Book to take home (we do ask for a voluntary contribution towards the cost of these books).

At parent consultations your child's class teacher will give you information about your child's attainment as well as suggestions as to how best you can support your child at home.

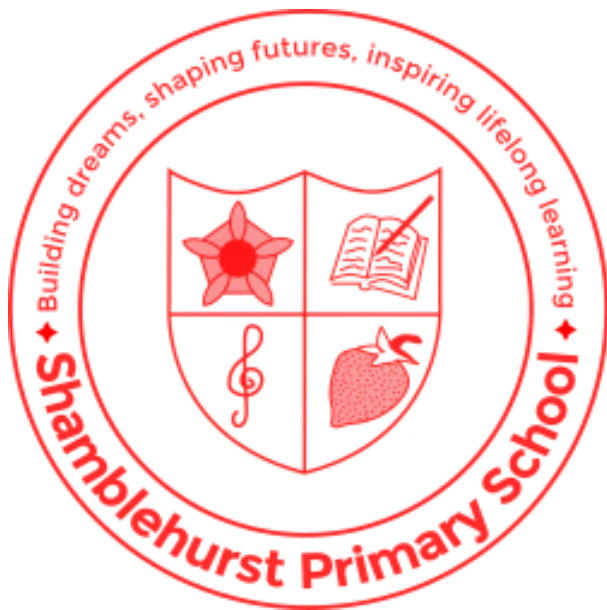
Please do not hesitate to discuss with your child's teacher or any other member of staff if you have concerns about your child's progress and how you can support at home.

Behaviour

At Shamblehurst behaviour is very good. There is a mutual respect between staff and children and this makes school an enjoyable and happy place to teach and learn!

When children do make mistakes, we try and discuss with them strategies of how they could have behaved differently. Every day is a fresh start. We have recently introduced a house point system that rewards good conduct behaviour as well as good learning behaviour – this has proved very successful. Our teams are named after famous Olympians. Ambassadors from the teams are asked to suggest the reward each term for the winning team.

Please find a link to our full behaviour policy on our website.



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