



Prospectus

2019

**St Michael's Nursery
and Infant School**



Headteacher

Anne Richardson

Thank you for requesting a prospectus for our school. Our prospectus is a useful guide and indication of the culture and ethos of our happy community school, as well as demonstrating our commitment to providing the best possible start to the early education of your child.

St Michael's Nursery and Infant School is a very successful school. We fully recognise that choosing a child's first school is probably one of the most important decisions a parent will ever make; we hope that the information and flavour of the type of education we can offer your child here at St Michael's will help you make that decision.

The ethos of our school is one of developing the whole child, socially, emotionally, developing healthy lifestyle as well as the academic— this should be evident as you walk around our school and engage with our welcoming staff. Extra curricular activities including theatre visits, both in and out of school, music, dance artists, sporting partnerships with local Secondary Schools, are all part of creating an exciting learning experience for our children.

The community and parental links are a key strength to our school, we are proud that our parents are so committed to their child's education and the forward movement of our school. We have a small but well established PTA group who support a range of fundraising activities. St Michael's is generally a school that is "buzzing with activity".

The school has made a substantial investment in the latest interactive technology, providing each classroom with Smartboards and updated computers, as well as renewing our computer suite. We now have a new school website which can be found at www.smhwkt.cumbria.sch.uk. At St Michael's we fully recognise the skills our children will need to fully develop in this technological age, as well as of course making learning interesting, interactive and fun!

On visiting our school you will notice our attention to developing the outdoor curriculum and facilities. St Michael's prides itself on its spacious facilities and is constantly seeking ways to provide a first class outdoor environment that enables children to take learning beyond the remits of the classroom and enables them to develop their imagination beyond our immediate urban environment.

Being Headteacher of St Michael's school is an extremely rewarding experience, surrounded by happy, caring and committed staff, pupils, parents and governors. I would like to invite you to come along to see for yourself the quality of education we can offer your child and I look forward to meeting you.

Anne Richardson

Headteacher

St Michael's Nursery & Infant School

GOVERNING BODY

Co-opted Governor Mrs S Brown (Chair)	St Michael's Nursery & Infant School, Workington
LA Representative	St Michael's Nursery & Infant School, Workington
Parent Governors	
Mrs S Gregory	St Michael's Nursery & Infant School, Workington
Mrs P Wiczorek	St Michael's Nursery & Infant School, Workington
Miss S Tyer	St Michael's Nursery & Infant School, Workington
Staff Governors	
Mrs A Richardson	Headteacher, St Michael's Nursery & Infant School, Workington
Mrs C Regan	Year 2 Class Teacher, St Michael's Nursery & Infant School, Workington
Co-opted Governors	
Mrs C Reay	Teaching Assistant, St Michael's Nursery & Infant School, Workington
Vacancy	St Michael's Nursery & Infant School, Workington
Clerk to the Governors	Clerk to the Governors
Mrs E Gregory	Administrator, St Michael's Nursery & Infant School, Workington

Briefly the purpose of the Governing Body is to ensure that the correct principles and practices of School Government are adhered to. The Governing Body normally meets every half term.

GOVERNORS WITH SPECIAL RESPONSIBILITIES

Special responsibilities are undertaken by most Governors including: Equal Opportunities, Safeguarding, Health and Safety, Governor Training, Special Educational Needs, Press Liaison, Curriculum including Literacy and Numeracy and Performance Management.

There are four sub-committees: Finance, Pastoral, Pay Review and Appeals.

GOVERNORS' TRAVEL

Governors attend a range of meetings in the interests of the school. It is possible for them to claim for travel and subsistence expenditure.

SCHOOL STAFF

St Michael's Nursery & Infant School, Station Road, Workington, Cumbria, CA14 2UY
Telephone 01900 608111
E-mail: admin@smhwkt.cumbria.sch.uk

HEADTEACHER

Mrs A Richardson BA (Hons) QTS, NPQH

TEACHING STAFF

Mrs S Ives B Ed Hons
Mrs C Regan BA (Hons) QTS
Mrs S Hudson BA (Hons) QTS (Part Time)

SUPPORT TEACHERS

Mrs K Cartner NNEB, HLTA
Mrs J Kelly NNEB, HLTA
Miss W White BA Early Years Degree
Miss A Smith NVQ Level 3
Mrs C Reay NVQ Level 3
Mrs N Cartner NVQ Level 3

SCHOOL ADMIN SUPPORT

Mrs E Gregory

CLEANER

Ms P Price
Mrs C Miles

SCHOOL COOK

Miss N Price
Miss T Riley

SCHOOL SESSION TIMES

Morning Session: 09.00-12.00 noon (door open 8.50am)

Afternoon Session: 1.00-3.00 p.m.

School teaching time 23.75 hours (including Collective Worship)

Nursery Sessions: Morning 08.50-11.50 Afternoon 1.00-3.00

VISION

St. Michael's Nursery and Infants School – Vision

To develop confident, caring, enquiring individuals prepared for the future

We aim for all our children to:

- Have high expectations for achievement, becoming self-motivated, to reach their full potential.
- Engage with rich and relevant learning opportunities.
- Enjoy school life, develop a healthy life style and learn to stay safe.
- Respect and value themselves and the environment, whilst developing an empathy for others.
- Make a positive and active contribution to school life and the wider community.
- Acquire knowledge, skills and attitudes relevant to the changing world in which they live.

In order to realise this vision we will:

- Create exciting and challenging opportunities to acquire a healthy and safe lifestyle
- Develop and extend positive learning partnerships between school, home and the community
- Celebrate achievement by sharing in a sense of pride of their own and others achievements, within school and the wider community and in doing so actively promote community cohesion.
- Promote an ethos of support, challenge and encouragement for all learners to succeed relevant to the changing world in which they live.
- Continue to provide and develop a broad, rich and challenging curriculum that is both enjoyable and creative and promotes excellence for all

Our curriculum:

ensures our children have strong sense of well-being by giving them the opportunity to:

- Learn in a peaceful and supportive environment.
- Learn how to respect themselves and others whilst building respectful friendships.
- Develop self-esteem, resilience and confidence in their abilities.
- Celebrate that people are good at different things.

values pupil voice by giving our children the opportunity to:

- Become an active citizen by making a positive contribution to the school and community.
- Have their contributions and ideas heard and valued.
- Express their opinions on a range of different topics and issues through taking part in democratic activities across the curriculum.

gives our children the opportunity to:

- Enjoy learning within a relevant, creative and challenging framework.
- Develop new skills through a variety of interesting concepts which are rich and deep.
- Understand the purpose and value of their learning and see clear links between different aspects of their learning.

is taught in a way that:

- Excites, promotes and sustains children's interest and curiosity;
- Promotes problem solving, creativity and communication
- Enables children to reflect on and evaluate their learning.

provides enrichment by:

- Providing high quality experiences both on and off site to extend children's opportunities for learning.
- Valuing parents' and carers' involvement in children's learning experiences.

ETHOS

St. Michael's Nursery and Infants School - Ethos

At St. Michael's Nursery and Infants School the health, safety and well-being of all our children are of paramount importance to all the adults who work here. All of our children have the right to protection, regardless of age, gender, ethnicity or disability.

St. Michael's Nursery and Infants School recognises the importance of creating and promoting a positive, supportive and secure environment where pupils can develop a sense of being valued and heard in their own right and where they feel safe, secure and respected

We aim to provide suitable support and guidance so that children have a range of appropriate adults to approach if they are in difficulties and ensure they know adults in school can be approached if they are worried. We will encourage them to talk openly and enable them to feel confident that they will be listened to.

There is no place for extremist views, discrimination or prejudice of any kind in our school, whether from internal sources – pupils, staff, visiting adults, governors etc. or external sources. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. The use of circle time and assembly time help to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others

It is imperative that our pupils and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers and other adults encourage and facilitate this.

ROLES & RESPONSIBILITIES

TEACHING STAFF	
Mrs A Richardson	Headteacher SENCO, Designated Person for Safeguarding, Health & Safety, Planning for Positive Behaviour, Assessment, Performance Management Team Leader, Governor, Paediatric First Aider <u>Key holder.</u>
Mrs S Ives	Foundation Stage Leader/Reception Class Teacher—responsible for Teaching Support Staff Performance Management, Deputy Designated Person for Safeguarding, Numeracy Co-ordinator, Associate tutor, University of Cumbria.
Mrs C Regan	Year 2 Class Teacher
Mrs S Hudson	Year 1 Class Teacher Educational Visits Co-ordinator.
Mrs K Cartner	Higher Level Teaching Assistant Nursery/Reception. Paediatric First Aider.
Miss W White	Teaching Assistant Foundation Stage/Cleaner
Mrs J Kelly	Higher Level Teaching Assistant Year 1/2. Paediatric First Aider.
Mrs N Cartner	Teaching Assistant Paediatric First Aider
Miss A Smith	Teaching Assistant Paediatric First Aider
Mrs C Reay	Teaching Assistant Paediatric First Aider
NON-TEACHING STAFF	
Mrs E Gregory	Clerical and administrative support to the Headteacher and Staff. Clerk to the Governors. Paediatric First Aider
Ms P Price	School Cleaner—Lower School
Mrs C Miles	School Cleaner—Upper School
Mrs N Tice	School Cook
Mrs A Banton	Dining Room Assistant, promoting Healthy Eating & social skills

From time to time over the year you may see a range of other people in school working with

children, they could be from the following establishments:

- University College of Cumbria
- West Cumbria College
- Workington Academy
- Workington Academy Sixth Form
- St Joseph's Catholic High School
- Cumbria County Council
- ⇒ Educational Psychologist
- ⇒ School Nurse
- ⇒ Audiometric Screening Assistant
- ⇒ Dental Nurse
- ⇒ Ophthalmologist
- ⇒ Children's Services
- ⇒ Speech and Language Therapists

* This list is not exhaustive.



GUIDANCE FOR PARENTS

ATTENDANCE MATTERS

- ◇ Head teachers are unable to authorise any leave during term time except in exceptional circumstances. Any requests for leave should be made in writing and the head teacher will look at the child's current attendance etc before a decision is made. (Please see page 9 for Term Time Leave of Unauthorised Absence/Holiday Requests).
- ◇ The school door opens at 8.50 am and the register is taken at 9.00 am. Children arriving late should report to the School Office so that they can be marked in and dinner ordered if necessary.
- ◇ Late arrivals are recorded in the register.
- ◇ The school operates a "**first day response**". This ensures that we are fully aware of the whereabouts of your child. If your child is going to be absent from school you are expected to ring us and let us know, giving us the reason which has to be logged on our register (e.g. illness, bereavement etc.) If we have not heard from you after the register closes you will be contacted by telephone/text– this is recorded also as a response/non-response.
- ◇ Doctor and Dental appointments should be made out of school hours. If this is not possible a copy of the appointment should be brought into school. Children must be signed in and out from school via the School Office.

HEALTH AND SAFETY ISSUES

- ◇ If parents arrive at school by car it is necessary to leave cars outside the school site. The car parking area outside the school gates is a private car park and does not belong to school. The school will not accept responsibility for any accidents involving parents' vehicles on the premises. Special permission should be sought where there is problems with access e.g. disability, so safe arrangements can be made.
- ◇ Station Road gate is locked between 9.30a.m. and 2.45p.m.
- ◇ Dogs are not allowed within the school grounds.
- ◇ The school operates a non-smoking policy, there should be no smoking within the school grounds.
- ◇ On entry into school parents will be asked to give consent for transportation in a staff members car (subject to business cover, and new regulations regarding booster seats) in the case of emergency visits to hospital or a local venue. Consent will also be sought with regard to educational visits and data protection (photographing, video and website).
- ◇ Any children with specific health needs should be identified to the class teacher prior to school entry, so any arrangements can be made, including the use of inhalers for asthma.

CONTACTING STAFF

- ◇ There is an open door policy in school. Staff are available each morning and at the end of the day for an informal chat. Should you wish to have a more detailed talk, this can be performed by contacting the school by telephone or arranging with the specific member of staff. Requests in the case of an emergency will always be granted immediately.
- ◇ All complaints or matters concerning parents or pupils should, initially, be referred to the child's teacher. Where this is not possible, please seek the Head.
- ◇ The school operates a formal complaint procedure, in line with County Council guidelines, this is available on request, or contact Schools Section, Education Department, 5 Portland Square, Carlisle, CA1 1PU (Tele: 01228 226060)

Term Time Leave of Unauthorised Absence/ Holiday requests

We have a new and updated School Absence Enforcement Policy. This policy clearly states that children who attend school regularly are more likely to be successful. Missing school leads to gaps in education that become difficult to fill. An unauthorised absence from school is any absence that is deemed not to be an acceptable reason for missing school. Unauthorised absences from school carry the risk of prosecution under the 444(1A) of the Education Act 1996.

Prosecution

Should your child's attendance fall below the **minimum** government expectation of 90% and no improvement is shown, your certificate of attendance will be passed to the Cumbria County Councils Access and Inclusion Team, who may issue you with a Fixed Penalty Notice.

This penalty is £60 per child and £60 per parent/carer. This must be paid within 21 days of receipt of notice and the penalty will rise to £120 per child and per adult child if paid after the 21 days but within 28 days of receipt of the notice. If the penalty is not paid in full by the end of the 28 day period they must **either** prosecute for the offence **or** withdraw the notice.

Penalty Notices for Unauthorised Holiday in Term Time

Criteria

. There have been 10 sessions (5 consecutive days) or more of unauthorised absence due to leave taken during an academic year

and

. Attendance is below 95% during the preceding 12 weeks before the leave was taken and the absence is unauthorised; or

. The leave was taken during the month of September; or

. The leave was taken during tests or examinations; or

. It is the second leave taken in any one academic year; or

. The pupil is in Year 2 or Year 6

LUNCHTIME MEALS

- ◇ School meals are cooked on site.
- ◇ School meals must meet new government guidelines.
- ◇ Packed lunches should also meet the government guidelines i.e. they should be healthy– no fizzy drinks, sweets, bars of chocolate, occasional packets of crisps etc. Lunchboxes should be clearly named. THERE ARE NO FACILITIES IN SCHOOL TO KEEP FOOD COLD.
- ◇ If changing from one type of meal to another the school requires at least one week's notice.

CLOTHING AND BAGS

- ◇ **Please ensure that all items of clothing are marked clearly with your child's name.**
- ◇ Uniforms can be ordered via the school office or on-line direct from Border Embroideries or Tesco. A small amount of stock is held on the school premises.
- ◇ Costs at present for uniforms are:
 - ⇒ School Sweatshirts—£7.50
 - ⇒ School Cardigans—£9.70
 - ⇒ Polo Shirts—£6.70
 - ⇒ School Fleece—£11.50
 - ⇒ School Fleece/Waterproofs—£17.00
 - ⇒ School Bags—£4.50
 - ⇒ 20 Iron-on Name Tapes—£2.00
 - ⇒ PE Kit—shorts, t-shirt and bag—£8.50
 - ⇒ School Badge—£2.00
- ◇ Children will be accessing the outdoor curriculum on a regular basis therefore you are requested to provide suitable outdoor clothing throughout the year e.g. Wellingtons, waterproof, sunhat, sunscreen (to be applied before school).

JEWELLERY

- ◇ In line with County guidance, only stud earrings are to be worn in school. School cannot be held responsible for any accidents occurring in school through the wearing of jewellery. Children who have earrings in will not be able to take part in PE activities and this will seriously affect their access to a broad and balanced curriculum.
- ◇ **STAFF ARE NOT PERMITTED TO TAKE OUT OR PUT IN EARRINGS.**



EDUCATIONAL VISITS

- ◇ It is our belief that Educational visits play a key part in providing your child with valuable learning experiences which cannot be acquired within the confines of a classroom. The school is committed to developing our children's understanding of the local community and wider world.
- ◇ We have a comprehensive policy following County Council guidelines. Before any trips are undertaken full risk assessments are completed; in the case of activities deemed as higher risk these are overseen by our County Health and Safety Department.
- ◇ Parents will be required to sign consent forms and may see the risk assessments on request.

SCHOOL GROUP, PERSONAL, ACCIDENT INSURANCE SCHEME

- ◇ Some parents wrongly assume that if a child is injured at school, the County Council is held to be responsible regardless of the circumstances and that its insurance will automatically apply. This is not so– the County Council's responsibility is strictly limited to cases where there is negligence by them or their staff. The provision of personal accident insurance is considered to be the responsibility of parents.

◇

LIAISON WITH JUNIOR SCHOOLS IN WORKINGTON

- ◇ Regular meetings are held between the Year 2 and Year 3 teachers and Special Educational Needs Coordinator (SENCO) to ensure that transitions are smooth and well informed. Children enter into a range of different transition activities with their peer group from local junior schools. Parents are also invited to the local Junior School's for an evening parents meeting in the summer term prior to leaving the Infant School.

STAFF TRAINING AND PLANNING, PREPARATION AND ASSESSMENT TIME (PPA)

- ◇ St Michael's school is committed to delivering an interesting and innovative curriculum with high quality teaching; this will require all staff to undertake professional development activities from time to time.
- ◇ All teachers are entitled to ten percent of their teaching time away from the classroom to undertake planning and assessment duties.
- ◇ During these times the class will be taught by a supply teacher or, during PPA time, a Higher Level Teaching Assistant, overseen by a Class Teacher.

COLLECTIVE WORSHIP

- ◇ In accordance with the 1988 Education Act, the children are required to take part in a daily act of collective worship, of a mainly Christian character. We celebrate special events in the Christian year and parents are frequently invited to share in these activities. The 1988 Education Act gives parents the right to withdraw their children from religious education and collective worship if they so wish. Arrangements should be made with the Headteacher.
- ◇ However, our aim is to develop the child in a caring, sharing and emotionally intelligent approach towards themselves and others.

PASTORAL CARE

- ◇ At St Michael's Nursery & Infant School we aim to provide a homely, welcoming and caring community where the welfare of your child is of paramount importance.
- ◇ All staff and Governors work in partnership for the benefit of the children.
- ◇ St Michael's has a comprehensive Safeguarding Policy and a nominated Governor for Safeguarding. Staff receive regular training in Safeguarding Children.
- ◇ Continuing to develop home school links is a school priority.
- ◇ Parents are welcome to discuss their child's needs and a variety of opportunities to do so are organised throughout the year.

PARENTS IN SCHOOL

- ◇ Parents are encouraged to assist in the children's developments by working with teachers in the classroom. This is much appreciated by the school who welcome regular and occasional visits by parents. Enquires with regard to helping in school can be made to any member of staff.

ILLNESS AND MEDICATION

- ◇ If a child has or develops infections or allergies, please inform the school so that the appropriate steps may be taken to protect others (some children or staff may be at risk).
- ◇ Sick pupils are cared for in school as far as possible until they are collected by a family member.
- ◇ Head lice, a common problem in all schools, should be brought to the attention of the Class Teacher. School advises that regular "bug busting" takes place in the home. If a child is found to be infested in school, parents will be contacted immediately so that children can be treated and **then returned to school the same day.**
- ◇ It is school policy that a member of staff will only administer medicine to children in exceptional circumstances. Therefore, if medicine has to be administered during school hours it is the responsibility of the parent to make arrangements'
- ◇ Those children who suffer from asthma and need to use an inhaler will be assisted by staff where supervision is required. All asthmatics must have a spare inhaler in school marked with their name, which is kept in a box by the teacher, but accessible to the child when needed.



SCHOOL HEALTH SERVICE

- ◇ There is close contact with the Workington Community Hospital. The school nurse visits school from time to time during the year.
- ◇ During your child's first year in full time education they will be screened for abnormalities in hearing and vision.
- ◇ If you have any concerns with regard to any aspects of your child's development or health please do not hesitate to contact the school who will gladly host a meeting with the school nurse or other health care professional.
- ◇ The services of the Speech Therapist, Educational Psychologist and Specialist Teachers may be sought also if staff or parents have any concerns about their child.
- ◇ Please contact the Class Teacher if you have any concerns.

PLANNING FOR POSITIVE BEHAVIOUR & ANTI- BULLYING POLICIES

- ◇ St. Michael's School is committed to creating a safe and secure climate for its children and adults alike.
- ◇ The school has "Golden Rules", these are on display in every classroom and the school hall. The system of rewards and sanctions are directly linked to our school.
- ◇ Acts of negative behaviour are responded to consistently across the school. The Headteacher will be informed of any patterns of behaviour immediately and the school policy will be implemented, including if necessary fixed term and permanent exclusion.

SEXUALITY AND DRUGS EDUCATION

- ◇ This is not included as a separate subject at Key Stage 1, but rather is embedded within our Science and PSHE & Citizenship curriculum, for example: family life, relationships and respect for others and myself.

ADMISSIONS

NURSERY

- ◇ The LA Admissions Policy is that children will be admitted into Nursery in the term following their third birthday.
- ◇ The children are admitted gradually during the first term, following home visits by Nursery staff and visits into school by both children and parents.
- ◇ During the first half term children will be assessed to gather an entry baseline in order to accurately track their attainment throughout the year.
- ◇ The transition to reception is usually a trouble free experience as the Nursery children are very familiar with the classroom and staff and we find that this is seen by most children as a natural progression.



RECEPTION

- ◇ The “Standard Admission Number” for St Michael’s Infant School is 30 children.
- ◇ Children are admitted to the Reception class in September of each year, following short induction procedures. They must have reached the age of four on or before the 31st August.
- ◇ A parent has the right to request that their child does not attend school until the term after they are five years of age.
- ◇ During the first half term the children will be assessed to gather new baseline data to continue to track their progress throughout the remainder of the Foundation Stage and beyond.

ORGANISATION OF THE CURRICULUM

Our school aims to provide a broad and well balanced curriculum that takes learning beyond the confines of the classroom, is enriched by educational visits, visitors into school and activities which are interactive, interesting and most of all enjoyable.

We aim to provide a bright and stimulating environment in which children can grow, develop vital thinking skills and learn to contribute effectively to our community and the wider world.

St Michael's is a split site campus; Foundation Stage housed in Lower school and Key stage 1 housed in Upper school. However, this does not detract from the school working holistically, sharing resources and coming together to undertake different elements of the day.

THE FOUNDATION STAGE OF LEARNING

- ◇ This encompasses Nursery and Reception Year groups and in our school the two classes function as a Foundation Stage Unit.
- ◇ In the Foundation Stage your child will follow 'Early Years Foundation Stage' curriculum guidance, which includes three prime and four specific areas of learning.
- ◇ The Prime areas are personal and social, Language and communication and Physical development.
- ◇ Specific areas of learning are literacy, mathematics, understanding the world including technology and expressive arts and design.
- ◇ The school recognises and values your contribution as the first teacher in your child's life. We encourage you to continue to contribute to their learning.
- ◇ Children are expected to share books daily with parents and to take all opportunities for home – learning experiences.



The Key Stage 1. Curriculum

The Key Stage 1 curriculum consists of ten National Curriculum subjects plus Religious Education (RE).

English, Mathematics, Science and ICT are called the core subjects. Other subjects, called the foundation subjects include: Design Technology (DT), History, Geography, Music, Art, Physical Education (PE) and Personal, Social Education & Citizenship.

The children work at their own level of ability, often in differentiated groups according to their needs.

The topic based curriculum ensures that subjects are taught in a cross-curricular way to ensure that a broad, balanced and more relevant curriculum is maintained. Lessons are planned so that the needs of all children are met.

ENGLISH

Speaking and Listening: Pupils are encouraged to respond to and talk about a variety of subjects, experiences and ideas. Much emphasis is placed on providing play and interactive activities to develop speaking and listening skills, as speech is very important to a child's intellectual development.

Reading: Our school uses a wide range of reading books, a reading scheme coupled with carefully graded texts to match the pupil's reading ability; but allowing individual choice by the pupil. Our emphasis is upon reading for pleasure and understanding, together with developing key phonic skills.

We have a wide selection of fiction and non-fiction books in the school library, and each class has a collection of books borrowed from the library service. All pupils are encouraged to take books home every night to read.

Whole class shared reading and phonics work is now often delivered using the Smartboard. The children engage in guided reading activities each week with the teacher, this is where all the children read the same book, matched to their reading level.

Writing: We totally support the notion of writing for a purpose and an audience. Emphasis is placed on equipping children with the skills to express themselves creatively across a range of different genres.

Children will also have the opportunity to use computer based facilities to develop their writing skills.

Spelling: Look, say, cover, write check is used as a strategy for learning common spellings. Year 1 and 2 children are given spelling homework each week.

MATHEMATICS

Our school uses a number of published materials and activities to develop confidence, understanding, knowledge and enjoyment of maths, building a good foundation for future work.

At the end of the session the children take part in a plenary when they discuss with the class what they have learnt. There is an emphasis on number work and activities include algebra, shape, space and measures, together with data handling.

Language is of prime importance in mathematics, so discussion is encouraged in group and whole class work to enrich the children's understanding of concepts. There is emphasis throughout our maths work on calculating and estimating with confidence during informal and formal activities.

SCIENCE

The principles of our science teaching at St Michael's involves the acquisition of skills, attitudes and knowledge through carefully planned practical activities in line with the National Curriculum.

Science is currently planned as part of a half term theme. The emphasis on science within these themes will vary during the course of the year. Planning the curriculum through this thematic approach allows cross-curricular links with other subjects which enriches the whole curriculum.

INFORMATION COMMUNICATION TECHNOLOGY

ICT is taught throughout the school and is being integrated into all aspects of the curriculum. Each classroom is equipped with 2-3 computers and is timetabled to use the ICT suite. All computers are linked to the internet; there are safeguards built into the system to ensure that no unsuitable sites are encountered. All classes have a Smartboard.

Children also have opportunities to use listening centres, Roamer (a remote controlled robot), and watch educational programmes using the Smartboard, TV and Video recorder.

DESIGN TECHNOLOGY

Children experiment with a variety of tools and materials to enable them to design and make items, which help them to understand some of the Technology of today. Technological construction sets, such as Lego, Mobilio etc. are widely used.

ART AND CRAFT

Emphasis is placed on giving pupils a wide variety of experiences. These include drawing, painting, embroidery, collage, model making, clay work and weaving.

Much of our art is linked to thematic work and includes developing an appreciation of the work of other artists and has a multi-cultural dimension where possible.

HISTORY AND GEOGRAPHY

These subjects are covered mainly through cross-curricular projects, which involve studies of our local area, field trips to contrasting locations, stories, photographs, media and making use of ICT through use of the smartboard and the internet.

RELIGIOUS EDUCATION

Religious teaching in the school follows the recommendations laid down by the Agreed Syllabus of Religious Education published by Cumbria County Council. The religious teaching in our school takes the form of establishing a good moral code. Trying to understand and practice the principles of kindness, understanding and consideration of others.

PHYSICAL EDUCATION/SPORTING ACTIVITIES

Emphasis is placed on the physical and social development of our children by providing opportunities to promote general fitness through dance, gymnastics, large and small apparatus and team games. Children are taught simple competitive games and gymnastics through our firm links with a secondary school in our area.

For PE the pupils are encouraged to wear school PE kit. For outdoor PE, plimsolls or rubber soled shoes will be required. In line with county policy, children must not wear any form of jewellery for PE as this can be dangerous.

If, for any reason your child is unable to take part in PE the class teacher should be informed.

MUSIC

Our children experience a range of musical opportunities, including: singing, playing instruments, listening to a variety of music and moving to music. The children can compose using computer programs and are taught to operate a tape recorder.

Wherever possible we take advantage of visiting musicians who perform and demonstrate their instruments. Singing is a regular feature in our timetable and music is built into our topic work and multi-cultural weeks where appropriate.

HOMEWORK

The school's homework policy follows DfES guidelines and recommendations. We expect Key Stage 1 children to spend approximately 1 hour per week on homework activities.

It is expected that all children will read at home and share a book with their parents each night.

Further practise in basic skills may be set at the discretion of the Teacher and it is expected that parents will support their children in the acquisition of these skills if they are to make satisfactory progress.

All children have the opportunity to borrow library books.

Parents are expected to provide a suitable place for homework tasks and offer support to their child where needed and show the children how homework should be valued.

The school runs a range of different workshops for parents to enable them to better support their children in homework tasks where there is sufficient take up of numbers.

HOME- SCHOOL AGREEMENT

All parents with registered pupils of compulsory school age are invited to sign a Home-School agreement, this demonstrates the schools values and aims and highlights the important role that you as parents have to play in your child's education. We also ask our key stage 1 children to sign the agreement.

ASSESSMENT

Each child's progress will be carefully monitored and recorded throughout their time in school. There are two main strands to assessment, teacher and statutory assessment.

Statutory assessment are those where all children nationally are tested at given points in their educational life.

Teachers assess children regularly, not only in their academic accomplishments but in their development of social skills and physical development.

On entry into the Nursery and Reception children are given a Baseline Assessment within the first few weeks.

Individual teachers are responsible for the continuous assessment, monitoring and evaluation of each child's development and progress throughout the school year.

Parents are welcome to discuss the progress of their child at any time during the year should there be any concerns; there are scheduled Parents meetings throughout the year.

In June 2012, the Government introduced a method of screening Year 1 pupils ability in phonics. Following this, at the end of Year 2, children will be assessed in Reading, Writing and Numeracy using a standard assessment test (SATs). Parents will be informed of results in writing.

SPECIAL EDUCATIONAL NEEDS

Children at St Michael's with S.E.N have access to a broad and balanced curriculum. We aim to organise early identification, action and support for our children, through school staff working closely with the SENCO (Special Educational Needs Co-ordinator) and outside agencies, where required.

To protect pupils in its care and in compliance with Government recommendations , the school will refer any concerns about the well-being of its pupils to the Local Authority Inclusion Officer or Children's Services.

The school considers and plans to meet the needs of "Gifted and Talented" pupils as well as Looked after children, through the implementation of personal and educational plans.

The school has a disability and access management plan in place. While we recognise that our building poses certain problems to those in wheel chairs regarding access we have contingency plans in place to help overcome these. Any person with such disabilities should contact the school prior to arrival, so that arrangements can be made. School has in place a gender equality scheme to ensure neither gender are disadvantaged by school activities and to help identify opportunities to promote gender equality in our school.

HOW WELL DOES THE SCHOOL PERFORM?

Your child's progress in each subject is assessed at regular intervals throughout the school year; this is called Teacher Assessment (TA). These assessments are reported on during parent interviews and through a written report at the end of the academic year.

During the Summer term Year 1 children will take a government reading test and at the end of Key Stage 1. (Year 2), your child will be assessed by the teacher , as will all children of similar age to report and record their level of attainment and the end of their Infant Years.