



SCHOOL PROSPECTUS

Oak Meadow Primary School
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Ashmore Park
Wolverhampton
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From tiny acorns **mighty oaks** grow...



WELCOME

Dear Parents/ Carers,

I would like to extend an extremely warm welcome to you, your child/children and family to our school.

I am very proud to be Headteacher of Oak Meadow and as a staff we all take pride in our school. We are committed to providing the best learning experiences for your child/ren and always aim to provide an education which appeals to their intrinsic motivation, interests and enjoyment.

As a good school, we provide an inclusive education to meet the needs of all children. All staff work collaboratively to plan a curriculum which both meets National Curriculum requirements and individual children's learning needs working within a safe and secure environment which is modern, spacious and light – supported by advanced technological equipment.

We look forward to working in partnership with you alongside our Governing Board and the St. Bartholomew's Multi-Academy Trust to provide the highest standards of education and behaviour.

Yours sincerely,

P. Lane : Headteacher



Oak Meadow Primary School embraces all pupils as unique individuals. As a school, we recognise and value pupils' particular strengths and talents we therefore seek to ensure they reach their full potential. Working collaboratively as a staff, we commit to celebrate all successes, whenever and wherever they occur, no matter how big or small in order for pupils to feel special and proud of their achievements. Pupils are encouraged to become well-rounded and sociable – personally believing in themselves to nurture their confidence and resilience.

Our vision, values and aims are as follows:

Our School Vision

Oak Meadow Primary School will work together to provide meaningful learning **O**pportunities. We will encourage **a**spirational thinking and **K**indness towards others. By maintaining high expectations of ourselves and each other, our children will be encouraged to become **m**otivated, **e**xcellent, **a**daptable and **d**iverse – working within an **O**utstanding, **W**arm and welcoming environment.



Our School's Core Values

Express Yourself (creative me)

I SEE, I WONDER (CURIOUS ME)

HEALTHY BODY, HEALTHY MIND (HEALTHY ME)

More than me (empathetic me)

The best we can be (ambitious me)

Our School's Aims

- To inspire passion and curiosity for lifelong learning.
- To encourage excellence and achievement through a creative, stimulating, broad and balanced curriculum.
- To provide a safe, secure, inspiring environment in which everyone feels valued.
- To develop a sense of belonging and a partnership within our wider community.
- To nurture independent, resilient learners who strive to achieve their full potential.



GOVERNORS



Dear Parents and Carers of Oak Meadow Primary School.

I began my journey on the Oak Meadow Governing Board 6 years ago as a Parent Governor. Since then, I have been elected as Chair of the Curriculum Committee, and now I am proud and honoured to have been elected to the important position of Chair of the Governing Board.

My primary ambition as Chair of Governors is to continue to work in partnership with the Head Teacher, Senior Leadership Team and Staff of Oak Meadow to help to deliver the 1st class education to all of the

children of the school.

As a Governing Board, we do not get involved in the day to day running of the school, we do however:

- o -Ensure accountability to the school community;
- o -Act as a critical friend to the school;
- o -Take an active interest in the improvement plans for the school.

The nurture, warmth, and care given to the children by the Staff of Oak Meadow is outstanding. Oak Meadow is a family, and I am proud to part of this family.

Yours, Kelly Hughes (Chair of Governors)

Our Governing Board consists of the following governors:

Mr S Arnold	Executive Headteacher
Mr P Lane	Headteacher
Miss F Billingsley	Assistant Headteacher
Mrs K Hughes	Parent Governor
Mrs S Lacey	Co-Opted Governor
Miss Z Thwaites	Staff Governor
Mrs K Salmon-Denson	Parent Governor
Mr S Spragg	Parent Governor

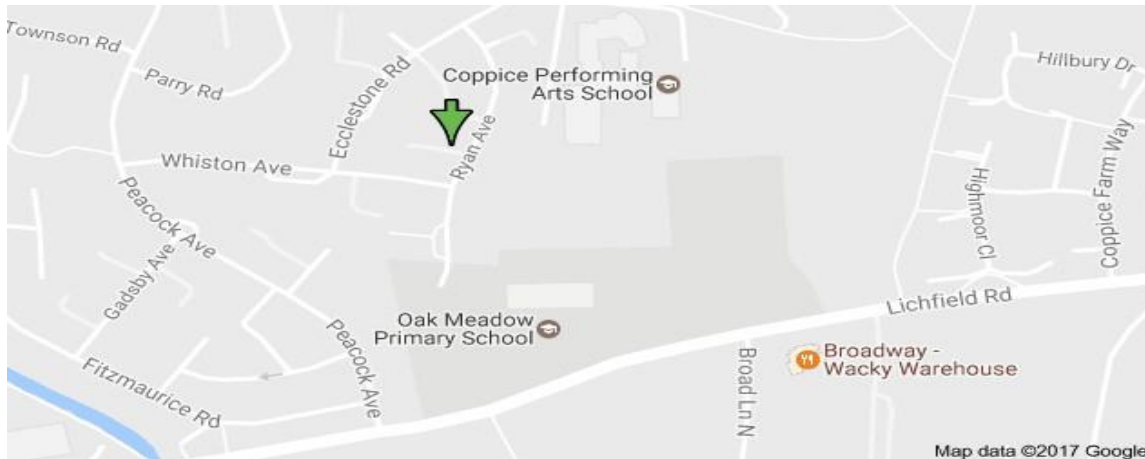
The Board of Governors is made up of people from a variety of backgrounds and experiences.

Governors are elected, nominated or co-opted and are representative of parents, staff, the Local Authority and the local community.

Alongside the Headteacher, Governors are responsible for the strategic direction of the school. Meetings are held at least once a term and committees meet in addition to the Full Governors' Board meeting – as detailed above.

School Information

Oak Meadow Primary school is located on the eastern side of Wolverhampton. The school was rebuilt and was officially opened by Councillor Bert Turner, October 2010. The school is easily accessible from the Lichfield Road which links both Walsall and Wolverhampton authorities and is situated in the cul-de-sac of Ryan Avenue, Ashmore Park. The school is one of the first "Passive Haus" schools in the country, with a very efficient building, designed to save energy – maximising ultimate light and ventilation.



The school has capacity to house 420 children; 2 classes within each year group with 30 children in each class. There is an extensive team of staff with responsibility for ensuring the highest of teaching and learning standards and supervision and care for our children. Within each year group, there is a connecting 'group room' which allows for small group work or interventions to take place to ensure as many children as possible work within their age-related expectations. In addition, there is a sound-proof partition between each classroom which can be opened to allow year group collaborative working. The opening of the partition also allows for teachers to team teach thus ensuring children receive the most effective learning opportunities possible.

As an integral aid to teaching and learning, there is great emphasis placed upon developing children's computing skills. Within each class, children have access to mini-laptops and i-pads which supports both their research, information and data presentation, animation and programming skills. Teachers' teaching and learning is also supported by the use of modern interactive whiteboards.

With a commitment to meeting the Government's requirements to provide effective physical activity and education, each class is timetabled for two one-hour PE lessons either in the large, spacious school hall or on the MUGA – Multi-Use Games Area. The hall can also be partitioned to allow for specialised music teaching by either one of the school's specialist music teachers. In addition, the hall is used daily for children to come together for an act of collective worship and as a dining room during the lunchtime period.

Also within the hall there is a stage set up at one end where the children perform a termly class assembly. Performances are also staged in the hall for such celebrations as Easter and Christmas.

In addition, there are a number of other teaching and study areas around the school, equipped with display equipment and there is cookery, reading, play and library areas. Outside the school there are two playgrounds, one for the Foundation classes and Year 1 and one for KS2 children, with exciting play areas that have adventurous play equipment for use at playtimes and lunch times. Surrounding the school there are environmental areas with many different trees and shrubs and a school pond. There is also a large school field on which sport is played and an extensive forest area where further learning and teaching opportunities are exploited.

Admissions

Wolverhampton City Council is the admission authority for the school and is responsible for the determination of admission arrangements. The Governors of Oak Meadow Primary School support the LA's Admission Policy and procedure as expressed in the LA booklet "Starting School". Copies of this booklet can be accessed via the Local Authority to assist in making applications for parents'/ carers' preferred school for their child. Further Information about school admission arrangements can be found on the following website:

http://www.wolverhampton.gov.uk/education_learning/schools/admissions/

Admission Arrangements

Wolverhampton LA requires that parents/ carers of children entering Reception (age 4) must complete the appropriate application form indicating their school preference. In-year admission into primary schools is arranged by the Local Authority. Application forms must be requested electronically from, and returned to, the Civic Centre in Wolverhampton.

Once allocated to Oak Meadow, children joining the school in the autumn term (September) of an academic year will begin their induction into school in the summer term. Detailed information of this process will be made available at the appropriate times. Equivalent arrangements are made for those parents and carers whose children do not join the school at these times.

The standard number of children to be admitted to any one-year group is 60. If the total number of children seeking admission to a year group exceeds this, the Local Authority will allocate places on the basis of the following list:

- Children who are siblings of children already attending the school at the time of admission;
- Children who have medical or social reasons for attending;
- All other children, with those living closest to the school by the shortest walking distance, getting the highest priority.

School Admission Appeals

If a child has been refused a place at Oak Meadow, parents/ carers have the right to appeal against the decision. This appeals process is handled by the Local Authority. Parents will be advised to complete an appeal form which can be requested from the School Admissions Department of the Local Authority. For enquiries relating to school admission appeals, parents/ carers must contact School Admissions directly: 01902 555040. To request information via post, the address is: Wolverhampton City Council, Office of the Chief Executive, Democratic Support Unit, Civic Centre, St. Peter's Square, Wolverhampton, WV1 1RR.

Parents/ Carers in Partnership

We welcome parents and carers to Oak Meadow believing we are partners in the education of your children.

There are many opportunities for parents/ carers to become involved in the life of the school and to gain a greater understanding of its work. Parents'/ carers' support can be used in many ways and is greatly valued. Police and Disclosure Barring Service (DBS) checks are carried out on all adults working in school including regular volunteers undertaking regulated work.

If you are able to help, please talk to your child's classteacher.

Communication with Parents/Carers

We communicate in various ways, for example, through our regular newsletters via email, workshops and questionnaires. Parents/carers are regularly invited to:

- Assemblies;
- Parent consultations;
- Reception Class 'Come and Play';
- Sports morning;
- End of term progress meetings;
- Start of term 'Meet the Teacher'.

Staff are also happy to meet with parents and carers at the start or end of the day as children are welcomed or dismissed. We also have a Home School Agreement to support our working partnership and to share dialogue. In addition, our school website details a wealth of information such as: newsletters; curriculum information; school policies and Governor information, e.t.c.



Timetables

Morning	8.35a.m. - 12.00 p.m.	Reception
	8.35a.m. - 12.20p.m.	Year 1
	8.35a.m. – 12.30 p.m.	Year 2 and Key Stage 2
Afternoon:	1.00p.m. – 3.15 p.m.	Reception
	1.20p.m. - 3.15 p.m.	Key Stage 1 and 2

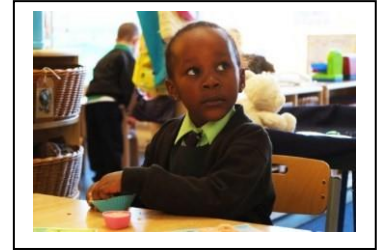
Staff are in classrooms from 8:35 a.m. – when children are able to join them to ensure a prompt start to the school day.

School Uniform

Our school uniform has been much admired by many people and Governors request that our school policy is adhered to explicitly. Our uniform is as follows

Winter Uniform:

Grey skirt or tailored trousers, emerald green polo shirt, brown cardigan or V-necked sweatshirt / jumper. Suitable black shoes – trainers are not allowed.



Summer Uniform:

Green/white checked or striped dress or an emerald green polo shirt, grey skirt or tailored shorts and a brown cardigan. Sensible black shoes must be worn please - training shoes are not allowed.

Swimming: A one-piece swimming costume.
Children with long hair must wear a cap.

P.E.

Plain white T-shirt, black shorts and black pumps. Kit can be worn all day on the day your child has P.E..

For outdoor games, children may wear a tracksuit (in cold weather) and training shoes.

All items of school uniform must bear your child's name. **No jewellery should be worn in school.** (One pair of plain stud earrings may be worn at a parents'/ carers' discretion). No jewellery will be allowed for PE or swimming. Responsibility for jewellery will not be accepted by the school.

Nail varnish is not permitted at any time.

School Uniform may be obtained from:

Uniform Stall on Willenhall & Walsall Markets, Kids' Corner Showell Circus, Trutex School Shop Wolverhampton, Diamond Equestrian, Featherstone. Cardigans, sweatshirts and polo shirts displaying the school logo can be purchased from the school.

PASTORAL CARE/LOOKING AFTER YOUR CHILD

The Headteacher will, at all times, maintain good communication with all staff to ensure that a standard of care exists which would be expected of any 'careful and prudent parent'.

It may be necessary, from time to time, for the Headteacher to communicate actions to parents/ carers, Governors and the LA. In the Headteacher's absence, the Assistant Headteacher and/or Senior Leaders will assume this role.



School Nursing Service

Keeping Ourselves Healthy and Well



School Nurses lead and deliver the Health Child Programme (HCP). The HCP is the early intervention and prevention public health programme that lies at the heart of universal services for our children and families. It is a series of reviews, screening tests, vaccinations and information to support parents/ carers and help them give children the best chance of staying healthy and well.

School Nurses also help to ensure that our children stay fit and healthy. They do this by offering a variety of services

The Nursing Team from Ashmore Park Clinic support us on request, and can be consulted on minor medical matters in

During your child's year in both Reception and Year 6, your child will be seen by the School Nurse to carry out screening

NB- Parents may withdraw their children from some of the Relationship and Sex Education programme, except that which

If your child has been prescribed a medicine by their doctor and a dose is required during the school day (ie 4 doses needed per day), you will need to complete a medical requirement form to enable school staff to administer it on your behalf. Unprescribed medication can also be administered by staff within school. All medication must be in its original packaging. If your child is asthmatic, diabetic, and extremely allergic or has epilepsy, you will be asked to complete a detailed medical form, providing all relevant information, and provide us with emergency/ preventative treatment for use in school.

If your child is taken ill at school, we will contact you. Children are not allowed to go home on their own if they are unwell. If your child is absent from school through illness, please contact the School Office by telephoning before 9.15 a.m. if possible stating the reason for absence. If your child has to attend a dental or medical appointment during the school day, please give the school the information in writing and arrange for a responsible adult to collect the child at the arranged time or let us know in advance that the child will arrive late on that day.

Headteachers are unable to grant any leave of absence during term time unless there are exceptional circumstances. If leave is granted, the Headteacher will determine the number of school days a child can be away from school.



such as:

- Carrying out developmental screening;
- Undertaking health interviews;
- Providing health and sex education within schools;
- Administering immunisation programmes.

Contact Details

Our School Nursing Team can be contacted as follows: Ashmore Park Health Centre: (01902) 441057.

school.

of height and weight.

The School Nurse is involved in the promotion of health education in school, in line with the National Curriculum. Puberty is taught to Year 6 pupils as part of a programme on Change and Development. Prior to this lesson, parents/ carers will be informed. Pupils in Year 5 will be taught about puberty and the changes to the body.

is required as part of National Curriculum Science.

Administering Medicines in School

Illness and Absences

Required Next Steps

In the event of your child being ill, we ask you to:

- Contact school on **every day** of absence;
- Provide medical evidence of illness: This could be
 - A GP appointment card (name/date/time clearly stated);
 - Prescription;
 - Medical Packaging;
 - Medication;
 - Hospital Letter/Appointment Letter.

The information will be needed in order to authorise any absences in the future.

Upset Stomachs

Any child who is suffering from nausea and vomiting at home must be kept off school for at least 48 hours, until the risk of infection is over.

Asthma Sufferers



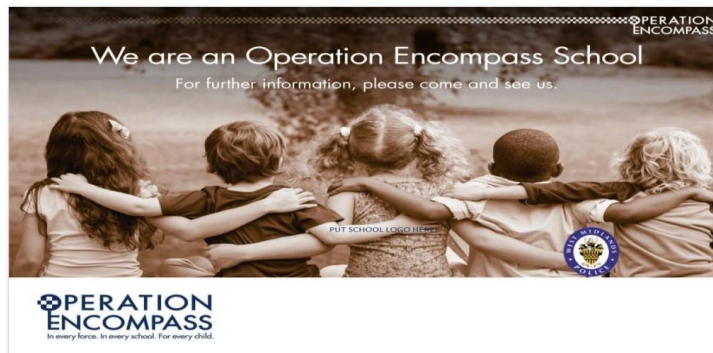
If your child suffers from asthma, we will request the completion of an Asthma Registration form available from Mrs Parker-Thornton or the School Office. These are periodically checked by the School Nurse and the children are advised on how to use their inhalers. It is, however, expected that parents/ carers will already have given instructions to their children on the use of the inhaler. Inhalers will be kept accessible at all times. For children in Reception and Key Stage One, the classteacher will look after them in a safe place, but in Key Stage Two, children will be responsible for their own – keeping it within the designated first aid area within the classroom. One relief inhaler is kept in school as an emergency or back-up, where there is no access to a child's own inhaler. However, written permission is required to allow a child to use this inhaler in an emergency.

Infectious Diseases

If in doubt about 'exclusion' periods for diseases, please ask your own doctor, the Medical Officer of Health or the school. Please notify us immediately by telephone of any case of Rubella (German Measles).

Oak Meadow's Partnership with West Midlands Police

As a school, we work in partnership with West Midlands Police, on a project by the name of Operation Encompass. This project involves the reporting to schools when a child or young person has been exposed or involved in any Domestic Violence incidents. We aim to provide all children with *the best start to their education, ensuring they are confident, happy individuals with a pride in their on-going positive development. We also have a duty to support your child with any sensitive issues that may arise. West Midlands Police will share information in confidence with the Designated Safeguarding Lead or Designated Deputy Safeguarding Leads: Mr Arnold, Miss Challenor or Miss Parker. We advocate supporting children and families at Oak Meadow Primary School - offering a listening ear, support and advice as a whole family approach.*



School Meals/ Food and Drink

The school serves a wide range of high quality lunches, which are planned to provide a balanced and healthy diet with a choice of food every day. All Reception and Key Stage 1 children will be provided with either a choice of sandwiches - appealingly presented in a picnic bag - or a cooked meal for free. Key Stage 2 children can pay for their meals on a daily, weekly or monthly basis in advance via our payment system, ParentPay. Free school meal eligibility is automatically checked by school.

Key Stage Two children who do not require a school dinner or picnic lunch, can bring a packed lunch to school. If your child has free school meals they are entitled to have a packed lunch provided for visits - please inform Miss Mills in the School Office, at least one week prior to the visit if you require a meal prepared. Milk is available to all pupils in the dining room. Snacks and sweets are not allowed in school except as part of a packed lunch. Fruit and snack bars are allowed at break time only. Drinks for children should not be in glass containers or cans, for safety reasons. No carbonated drinks, please. Fresh water is always available for children.

Charging and Remission Procedures

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum. However, for certain activities we may charge or ask for voluntary contributions. This may be for such activities as contributions towards school fund, fund raising, specialist instrumental tuition and costs associated with school activities or educational visits.

School Fund: Reception

Within Reception, we operate a school fund to help us buy extra resources to support our creative curriculum. This can be paid £1.00 half termly or £6.00 annually in cash to your child's Reception classteacher. This is optional and all funds received will be used to enhance children's learning experiences.

School Trips and Educational Visits

When organising trips or visits to enrich the curriculum and the educational experience of children, we will write to parents/ carers asking for a voluntary contribution towards the cost, payable via ParentPay. If a visit cannot take place without the voluntary contributions of parents and carers, this will be explained in writing.

Residential Visits and Overnight Stays

Where a school activity involves pupils staying overnight, there will be a charge. Parents or carers who are in receipt of the following support payments are entitled to a reduction from the full cost:

- Income support;
- Income based Jobseeker's Allowance;
- Universal Credit with an earning threshold of £16,190;
- Child Tax Credit and your annual income (as assessed by the Inland Revenue) is less than £16,190;
- Working Tax Credit and your annual income (as assessed by the Inland Revenue) is less than £16,190;
- Support from NASS;
- The guaranteed element of state pension credit; and
- An income related employment and support allowance that was introduced 2008.



Commencing 7:30 a.m. each day, our Breakfast Club operates in our School Hall, operated by a member of staff employed by Sports Plus, a company offering high quality supervision and sporting provision, and a member of school staff. Each morning session costs £3.00.



Funsters Afterschool Club

Funsters is an after-school payable club available to all pupils - payable to cover costs of staffing, resources and use of the building. At present, school staff lead and manage Funsters so the children will be greeted and looked after by a familiar face. A range of activities are always available including iPads, sports, craft activities and building activities.

3:15 – 4:15 £4.50 for session 1

3:15 – 5:45 £6.50 for session 1 & 2

The above prices are reviewed regularly and amended according to staffing costs.

Homework

Homework contributes significantly to a child's progress and therefore, we seek your support in providing time for your child to complete their home tasks. As well as reinforcing learning in the classroom, homework also helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Weekly homework tasks focus on English and mathematics – reinforcing and consolidating skills taught. In addition to the set pieces of homework, we encourage children to read daily with an adult and to learn spellings and multiplication facts – all supporting a child's access to learning programmes of work. In addition, to support your child's English and maths skills, log-in details will be shared with you to access online platforms.

Praise Pupils are continually praised for what they do particularly praising effective partner work using the visual praise prompts displayed in classrooms.

Purpose Each activity has a clear purpose. The teacher makes this clear through modelling and thinking out loud and follows the daily reading and writing focuses in the RWI handbook.

Participation ALL pupils take part in ALL of the lesson. Full participation is gained through oral work – my turn, your turn – and partner work.

Passion Teachers being passionate in their delivery of RWI.



Oak Meadow uses RWI Phonics to enable pupils to read as quickly as possible so that they will be able to read a range of books that will expand their vocabulary. Most pupils should have completed the programme by the end of Year 1 when pupils take the statutory national phonics screening check. The RWI programme is divided into three sections, which starts when pupils enter school.

Speed Sounds Set 1 Blending and segmenting sounds: m a s d t i n p g o c k u b f e l h sh r j v y w th z ch q u x ng nk

Speed Sounds Set 2 Vowel graphemes: ay ee igh ow oo o oar or air ir ou oy

Speed Sounds Set 3 Alternative vowel graphemes: a-e ea i-e o-e u-e ur er oa ai ew ire ear ure



English: Reading and Writing

At Oak Meadow, we aim to provide a real passion for reading and writing. We use high-quality literature and purposeful writing tasks linked to visits, experiences and engaging topics to develop cross-curricular reading and writing skills. Children who experience difficulties are given additional support through first-class, engaging interventions.

We are passionate to ensure that our children blossom and grow into confident individuals during their time spent at Oak Meadow. We aim to develop pupils' ability to speak with confidence and fluency through the use of talking partners and collaborative learning within the classroom - where everybody's opinion is valued and respected – as well as through role play and drama in the form of productions and termly class assemblies which provide an opportunity for children to showcase their classwork.

We truly value close partnerships with home in the development of reading skills. Phonics is taught daily through Read Write Inc. lessons in Reception and Key Stage 1. Most pupils should have completed the programme by the end of Year 1 when pupils take the National Phonics Screening Check. All children have access to a wide range of high quality books in the school and class libraries. We use a Book Band reading system supplemented by Oxford Reading Tree texts to develop reading fluency and understanding; children across school take part in daily guided reading sessions each week using Pearson's Bug Club to allow the direct teaching of reading and comprehension skills.

Cursive handwriting is developed as soon as children are able to form letters correctly using the Nelson Handwriting Scheme and spellings are taught and tested through Read Write Inc and the No Nonsense spelling scheme.

Mathematics



We view mathematics as a creative and highly interconnected subject essential to everyday life, science, technology and engineering, and necessary for most forms of employment.

At Oak Meadow, our aims are to ensure all our pupils:

- Become fluent in the fundamentals of mathematics;
- Have the ability to recall and apply knowledge rapidly and accurately to a range of mathematical problems and situations;
- Reason mathematically using appropriate mathematical language;



- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication;
- Are able to break down problems into a series of simpler steps and persevere in seeking solutions.

Our School Mathematics Curriculum

The programmes of study for mathematics are set out weekly and teachers have flexibility to teach the objectives in an order which meets the needs of pupils following their formative assessment and pupils' mastery of concepts. Pupils are grouped according to their ability and a 3-part lesson is followed including an oral and mental starter, a main teaching activity and a plenary which provides time to reason, justify and extend the learning intentions of the lesson.

Key Stage One

The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This will involve working with numerals, words and the four operations, including practical resources.

Pupils will also develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching will involve the use of a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. Pupils will also be able to read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

Lower Key Stage Two (Years 3 and 4)

The principal focus of mathematics teaching in Years 3 and 4 is to ensure that our pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This will ensure they develop efficient written and mental methods and perform calculations accurately with increasingly large numbers. They will also be expected to recognise and use negative numbers and quantities depicted in different ways such as the 'Roman Numeral' system.

In addition, our pupils will be encouraged to develop their ability to solve a range of problems, including simple fractions and decimal place value. Teaching and learning will also ensure pupils can draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them.

By the end of Year 4, we also aim for pupils to know their multiplication tables up to and including the 12 multiplication table (and the associated division facts) and show precision and fluency in their work.

Upper Key Stage Two (Years 5 and 6)

Within pupils' final years at Oak Meadow, we aim to ensure they have extended their understanding of the number system and place value and are able to make connections between multiplication and division with fractions, decimals, percentages and ratio. Pupils will also have developed their skills in solving a wider range of problems including increasingly complex properties of numbers and arithmetic, and problems requiring efficient written and mental methods of calculation. In addition, children will be taught to use the precedence rules to work out calculations (known as BODMAS)

Pupils will also be taught to use the language of algebra as a means of solving a variety of problems and be able to classify shapes using the vocabulary to describe them. They will be taught to perform calculations in a wide range of data tasks including plotting and interpreting line graphs.

By the end of Year 6, we aim for pupils to be fluent in written methods for all four operations including long multiplication and division.

Computing



At Oak Meadow, we know that a high-quality computing education will give our pupils the creativity to understand our changing world and, one day, maybe even change it themselves. The skills pupils learn at our school will help to prepare them for the rest of their educational journey and towards the future workplace, equipped with the experiences and knowledge needed to succeed in our digital world. We work in partnership with specialists from the local authority and the business world to achieve our aim for all pupils at Oak Meadow to become 'digitally literate'; this means that they will be able to use, talk about and develop their own ideas through information and communication technology.

Within our school, we provide opportunities for every child to develop their bespoke skillset by making deep links across our extensive curriculum. At Oak Meadow *pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through an extensive curriculum that includes topics such as: Researching, presenting, programming, animating, publishing, film making, digital design, digital art, data handling and*

broadcasting. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a wide range of digital content.

Interactive white boards are standard equipment in all teaching rooms and are expertly used by both staff and children. We have a wealth of ICT equipment with wireless connections throughout school, linking pupil laptops and iPads to the school's network, which provides safely filtered internet access. Children are also able to access their own learning platforms from school when at home. We embrace the opportunities for home learning and children using computing hardware and learning platforms to share their education with parents.

Furthermore, we encourage the children to share their ever-growing skillsets and appoint pupils in to roles such as 'Digital Ambassadors' and 'Digital Leaders' to allow them shared ownership for the future technological advancements and changes at our school. We also recognise the importance of safety online and this key principle underpins the computing curriculum at our school. We spend time discussing e-safety with all children who in turn make a commitment to acceptable user agreements about how to remain safe online now and in their future.

eSafety



The computing curriculum aims to equip pupils with the knowledge, understanding and skills to use information and communication technology creatively and purposefully. A key aspect of this lies in being digitally literate. We recognise at Oak Meadow that online technologies play a huge role in our pupils' learning and so providing a broad and balanced online safety education at each key stage is vital to ensuring that pupils can navigate the online world safely and positively. At each key stage we aim to:

Key Stage 1

- Use technology safely and respectfully, keeping personal information private;
- Know where to go for help and support when they have concerns about material on the internet.

Key Stage 2

- Use technology safely, respectfully and responsibly;
- Know a range of ways to report concerns and inappropriate behaviour.

Creative Curriculum

Here at Oak Meadow, we believe that a curriculum that is both 'irresistible and compelling' is essential for our children in order to inspire and challenge them whilst helping to prepare them for their futures.

We are passionate that rather than just subjects driving the curriculum, it's the needs and interests of children that determine the emphasis. It's important that children learn what is in the statutory curriculum, but we know that children need much more than this.

Through a collaborative approach, staff have developed and planned exciting themes for each half term or term that inspire, challenge and incorporate and promote our school values. We have created a skills and knowledge-based curriculum, which includes coverage of the National Curriculum as well as a bespoke set of 'curriculum drivers' that have enabled us to create a broad and balanced curriculum which meets the needs and interests of our pupils.

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers, local community and other schools and organisations.

Our current termly themes are as follows:

	AUTUMN		SPRING		SUMMER	
YEAR ONE	Once Upon a Time	A Toy's Story	To infinity and Beyond	Budding Curiosity	Dinotastic!	Jetsetters
YEAR TWO	Super Villains V Super Heroes		Commotion in the Ocean		Around the World and Beyond	
YEAR THREE	Arriba!		We Will Rock You		Tomb Raiders	
YEAR FOUR	Invaders and Settlers		The Great Outdoors		Off with her Head!	

YEAR FIVE	The Best of British	The Empire Strikes	Eureka!
YEAR SIX	Keep Calm and Carry On	Attack and Invade	Eco – Heroes

Art and Design

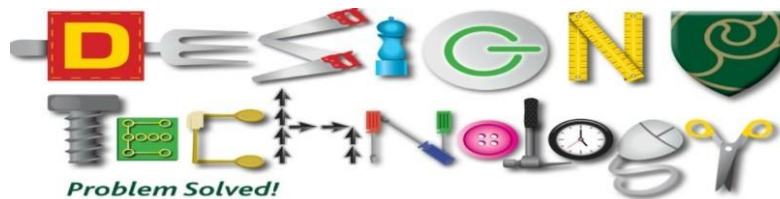
Art and Design provides all pupils with the opportunity to express themselves imaginatively, creatively and develop their understanding of, and respond to the world around them. Pupils are encouraged to use their skills to create their own independent works of art, craft and design. There are also opportunities to develop a deeper understanding of Art and Design by exploring various artists and their impact on culture and history



Design and Technology

Design and Technology provides our pupils with an opportunity to tackle problems of a practical nature. The cross curricular nature of Design and Technology offers a chance for the children to apply knowledge and skills from a number of other subjects including art, literacy, numeracy and science.

Oak Meadow meets the requirements of the National Curriculum in Design and Technology by providing a balanced programme where children have experiences involving structures, mechanisms, food technology, materials and textiles. Children learn independently and in groups, learning to co-operate, plan, design and make and evaluate their work. They learn to make their own decisions with help and encouragement.



History

At Oak Meadow Primary School, we consider history to be an integral part of the National Curriculum. We deliver a high quality history education to all pupils in Key stage 1 and 2, that aims to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity about the past, by delivering engaging and informative lessons, with the use of appropriate resources, in order to deepen understanding. It is our aim at Oak Meadow to equip children with the ability to ask constructive questions and think critically, through the deliverance of a broad range of history topics.

Geography

At Oak Meadow Primary School, we consider geography to be an important part of the National Curriculum. We aim to deliver a programme of study, which inspires our pupils to have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through our teaching of this subject, we aim to equip children's knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. At Oak Meadow, children are taught key geographical skills and knowledge through the immersion of their history topics, therefore giving children a greater opportunity to contextualise their learning.

Within both Key stage 1 and 2, our teaching of geography focuses on these 4 main aspects:

- Locational knowledge;
- Place knowledge;
- Human and physical geography;
- Geographical skills and fieldwork.



Languages

At Oak Meadow Primary School, the children in Key Stage 2 receive a weekly lesson in French. Each year group are allocated topics and themes that span the whole academic year. Alongside this, children are exposed to French when answering the register, counting and colour recognition in art. The French curriculum is progressive. Each year group builds upon and reinforces previous learning:

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer2
Year 3	Conversation focus: Comment tu t'appelles? Ca va?		Numbers 1-10	Days of the week	Colours	Family members
	Greetings					
Year 4	Conversation focus: Quel age as-tu? Ou habites-tu?		Numbers 1-20	Animals	Conversation focus: Likes & dislikes J'aime... Je n'aime pas...	
	Classroom items				Food	Sports / hobbies
Year 5	Conversation focus: As-tu un animal? C'est de quelle couleur? Quelle est la date de tone anniversaire?		Numbers 1-60	Weather	Food and shopping for food	Places in town
	Months & birthdays	Pets				
Year 6: Build up on conversational questions and answers	Conversation focus: Comment tu t'appelles? Ca va? Quel age as-tu? Quelle est la date de tone anniversaire? Ou habites- tu? As-tu un animal? C'est de quelle couleur?		Numbers 1-100	Recap vocabulary on: colours, pets, classroom items, parts of the body, weather, food, sports.	Begin to build up sentences in French e.g. describing your pet: J'ai un chien. Il s'apelle Bruno. Il a deux ans. Il est brun et blanc.	Express likes and dislikes of food / free time activities with a reason: J'aime le football parce que c'est amusant.

We have many resources in school which support the teaching of French. These are allocated to the relevant year groups, for example, colour bean bags in Year 3. We have access to a range of on-line resources which enable children to hear correct pronunciations and play games to reinforce the lesson objectives. Our main resource and subscription is to www.linguascope.com. Staff use this site regularly to explore concepts to secure learning. We have also bought into the French scheme called LCP which is available to all teachers and includes flashcards for teaching and worksheets for the children to complete. Other appropriate websites which we use in school and encourage children to explore at home are: BBC Primary French; Purple Mash and Education City.

MUSIC

Music is a key element of both the curriculum and general school life here at Oak Meadow Primary School. Music is covered in both Reception, Key Stage 1 and Key Stage 2, with focused instrumental teaching taking place in Year 4. In this year all children are given the opportunity to learn a tuned instrument, begin to read music and explore the creative opportunities music brings. Children from Year 3 upwards are also provided with the opportunity to audition for the playing of the violin – led by a specialist music teacher from Wolverhampton's Music School.

Our curriculum covers a wide range of music genres and opportunities for children to experience music around the world. Each lesson provides opportunities for the 'hands on learning' of many different percussion instruments, and the platform to develop team work and performance skills.

The school choir ranges across KS2 and encourages children to enjoy their singing. They often work towards events/performances, helping the children to recognise the value of music within society.



PSHE

At Oak Meadow Primary School, we aim to provide a curriculum that promotes pupils' spiritual, moral, social and cultural development. Through these areas children will develop their knowledge and understanding of:

- Their own and others' beliefs;
- Rights and responsibilities;
- Integrity and independence;
- Emotion and relationship management.



Our aim is that all pupils develop skills and attributes such as resilience, team work and critical thinking which they can then apply to the context of learning and the wider world. This is delivered throughout the year group across three core themes – health and well-being, relationships and living in the wider world.

Healthy eating is a key ethos here at Oak Meadow, and one which is reinforced by our Healthy Schools Policy. Children are encouraged to bring healthy snacks for break time, and posters around the school promote healthy choices within the dining hall. Lessons are also delivered to help the children understand and recognise how to take control of their own diet, and include regular exercise within their week.

Science

At Oak Meadow, through the teaching of science, we build upon children's natural curiosity about phenomena and events in the world around them. It links direct practical experience with ideas, and therefore engages children's interest at many levels. The children participate in learning experiences with links to chemistry, physics and biology. Interwoven into these experiences, the children are encouraged to work scientifically developing skills of enquiry and are taught to sort, classify, recognise relationships and select information from a variety of sources. They develop skills in hypothesising, testing and evaluating ideas, and communicating using scientific language, drawings, charts and tables they link their experiences with major scientific ideas.

Each year group's curriculum is divided into five or six topics, each to be delivered over a half term. We have a wide range of practical and digital resources to enrich and enhance the children's learning experiences. Many of the digital resources can also be accessed at home by the children via the Science Bug Scheme. Through our Creative Curriculum approach, some of the half-termly topics may also be linked to the termly themes, which link to many different subjects too.

At Oak Meadow, we are fortunate to have a vibrant learning environment both inside and outside too. We have a forest school, growing area and school pond which allows the children to have hands on experience in the natural world. Along with our scientific links to Wolverhampton University, local secondary schools and the local community, all of this ensures every child at Oak Meadow has access to the highest quality of science teaching and learning throughout their educational journey at our school.

Special Educational Needs and Disabilities

We pride ourselves on our educational philosophy knowing that whatever we do it is always children first. At Oak Meadow Primary School, we aspire to be the best and more importantly achieve the best outcomes for our children. Our children and school community are always our priority and are at the core of everything we do. We embrace the view that all people are different and require access to an educative process that reflects these differences. We believe that pupils learn best and enjoy learning when they are actively engaged in practical experiences and are confident in established routines.

Oak Meadow Primary School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision to improve long-term outcomes for the pupil. A graduated approach to identifying children with additional needs (SEND) is adhered to at Oak Meadow Primary School and we have effective assessment tools in place to ensure all children have personalised learning to support the need identified.

Assessment

How do we assess pupil' learning?

Children are assessed against Age Related Expectations (ARE). For example, by the end of Year 1, children would be expected to be working at a 1S (this means that they are secure at Year 1 age related expectations) and in Year 2, they would be expected to be secure at 2S e.t.c.

At Oak Meadow, we use the following codes when assessing children:

Emerging (E)-This means that children are beginning to work within their expected age related year group.

Developing (D) - This means that children are developing their knowledge of age related expectations for their year group.

Secure (S)-This means that children are working securely within their age related year group and are meeting the National Curriculum expectations.

In order to assess accurately, a wide range of strategies are used in order to inform teaching and improve learning.

In all lessons, assessment for learning is threaded throughout to ensure that pupils know what they are learning in the form of a skills based WALT target (We are learning to), along with the sharing of a WILF (What I am looking for) by the teacher so that children are clear about what they need to do in order to achieve the learning objective and make progress. Age appropriate work is differentiated in the form of an All, Most, Some activity to ensure that all children meet their Age Related Expectations as set out by the National Curriculum. To encourage independence, and to allow children to become leaders of their own learning, they decide which activity to undertake in order to challenge themselves academically.

Both verbal discussion with the pupil and written marking feedback (in the form of an individualised next step comment) will be provided in order to extend and deepen a child's learning if they are meeting the learning objective, or support and scaffold will be provided if misconceptions arise during a lesson. On-going assessment against the National Curriculum objectives will be undertaken by the class teacher throughout each lesson, through careful questioning, focussed observation and an open dialogue with the pupil.

Each term children will complete progress tests in both English and maths to help inform teacher assessments. Teachers will use the tests diagnostically to decide where there are gaps in the learning to enable them to plan and pitch forthcoming lessons accurately and to develop individualised learning targets.

For Writing and maths, age related expectation grids are used and included in the front of children's books in the form of child-friendly 'I can' targets to assess children regularly. We encourage children to assess their own work accurately, and in conjunction with a peer, to decide themselves whether they have met the learning objective and what they need to do to improve further.

At Oak Meadow, all assessment ensures that we:

- Enable our children to demonstrate what they know;
- Help our children to recognise the standards which they should aim for;
- Allow our children to understand what they need to do next in order to improve their work;
- Inform teachers so that they can plan work which accurately reflects the needs of each child;
- Enable staff to identify children who may need challenge or support towards particular targetsP

Tracking Progress

Children are set individual, realistic targets for the academic year. Both attainment and progress are tracked closely throughout the year. We look closely at groups of children, as well as individuals, and meet with teachers termly during Pupil Progress meetings to discuss the performance of children against the targets set for them.

For children who are assessed as having a special educational need or disability and as such are working below age-related expectations in reading, writing and mathematics, the school will use a continuum toolkit to assess their progress in smaller steps. They will work towards their continuum targets in lessons and during small group and one-to-one intervention sessions.

Statutory Assessments

At key points in a child's school life assessments will be undertaken and a pupils' performance is measured against national expectations. As such they will complete the following statutory assessments:

- Reception – Baseline, (statutory Sep. 16), EYFS Profile;
- Year 1 - Phonics Check;
- Year 2 SATs-end of Key Stage Assessment;
- Year 6 SATs-end of Key Stage Assessment.

At the end of KS1 and KS2, pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

Early Years

Class teachers will use a combination of the Early Years Foundation Stage Profile and the Baseline Assessment to measure children's progress.

Baseline:

- The baseline assessment is undertaken in the Autumn Term, which is founded on observations of children in the first few weeks of school and from discussions with Early Years' practitioners about the children in their previous educational setting.

EYFS Profile:

- The EYFS profile assessment is carried out in the final term of Reception;
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

- Inform parents/ carers about their child's development against the early learning goals (ELGs) and the characteristics of their learning;
- Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children in Reception are assessed against the Prime and Specific areas of Learning in the EYFS Profile.

Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging (1) not yet reached the expected level of development;
- Expected (2) achieved the expected level of development for their age;
- Exceeding (3) above the expected level of development for their age.

Phonics Screening Check Year 1

- The Phonics Screening Check demonstrates how well pupils can use the phonics skills they have learned up to the end of Year 1, and to identify those who need extra phonics help.
- The Check consist of a mix of 40 words/ non-words that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but do not mean anything.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.
- Pupils will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard
- Pupils who do not meet the required standard in Year 1 will be re-checked in Year 2.

Reporting to Parents

We have a range of strategies to keep parents/ carers fully informed of their child's progress in school and offer formal and informal opportunities to meet teachers throughout the year such as:

- Parent/ Carer consultation meetings during the autumn, spring and summer terms;
- Parents/ Carers also receive an end of term report each autumn and spring term, along with a more detailed written report in the summer term, which gives individual targets and informs parents/ carers of statutory end of key stage assessment results.

Class teachers are always happy to meet parents/ carers to discuss the progress of their children.

Equal Opportunities and Race Equality

The school offers full access to the curriculum to all children, regardless of gender, ethnicity or ability. We also recognise our role in the prevention of disability, gender and racial stereotyping and prejudice.

British Values

At Oak Meadow Primary School, we are committed to serving our community. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and are dedicated in preparing our children for adult life in modern day Britain, leading us to promote the five British Values throughout the academic year, in all year groups, through all curriculum lessons.

Five British Values:

- Democracy;
- The Rule of Law;
- Individual Liberty;
- Mutual Respect;
- Tolerance of those of different faiths and beliefs.

Early Years Prospectus Information

Our Philosophy:

We believe that every child deserves the best possible start in life and the support that enables them to reach their full potential. Children develop and learn in different ways and at different rates. In the Foundation Stage, children learn best through play-based activities and first-hand experiences. Each child is unique and is valued as an individual; we aim to provide a secure foundation through learning and development opportunities based around the needs of each individual child.

Adopting the overarching principles of the Statutory Framework of the Early Years Framework, four guiding principles shape the practice in our school's early years Reception classes.

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The Early Year's curriculum is based on The Characteristics of Effective Learning:

- Playing and Exploring;
- Active Learning;
- Creating and Thinking Critically.

The Prime Areas:

- Personal, Social and Emotional Development;
- Physical Development;
- Communication and Language.



The Specific Areas:

- Literacy;
- Mathematics;
- Understanding the World; • Expressive Arts and Design.

All areas of learning are important and interconnected. The Prime Areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. All areas are delivered through a balance of adult-led and child-initiated activities. Through play

and practical experiences children learn about the world and their place in it. They learn through first-hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs and disabilities, children who are more able, children with disabilities, children from all social and cultural backgrounds and children of different ethnic groups.

Personal, Social and Emotional Development.

The school fosters and develops relationships between home, school and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves.

They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

Physical Development

Children are given opportunities to move to music, use equipment, develop and practise their fine- and grossmotor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is achieved indoors and outdoors and by working with a wide range of resources.

Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

Literacy



We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, RWI phonic sessions and small group guided reading. Children's reading skills are further developed using our school reading scheme. The pre-writing work encourages correct pencil control, left/right orientation and letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We follow the children's interests and plan our writing activities based on our book of the week. Differentiated writing opportunities are planned for and this is added to the children's writing book on a regular basis.

We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff. Within the classroom, we have a welcoming and well-resourced writing and reading area.

Mathematics

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and through using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation Stage, children start learning to tell the time and are given

opportunities to learn about money and simple calculations. We use Numicon as a central resource throughout the learning environment.

Understanding the World

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

Expressive Art and Design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments.

Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. At various times during the year, children are given the opportunity to participate in school productions and assemblies.

Outside Learning Environment

We have an outside learning space which children have access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an

extension of the classrooms and there are a variety of resources to facilitate learning. In this area, Early Years Foundation Staff provide planned activities for children as well as giving opportunities for them to make their own choices. We have a larger outdoor area and Forest School area which we use on a regular basis.

Organisation

Within Early Years, there are two classrooms, a shared area and a small break out room. There are also two toilet blocks and a well-equipped outside play area. A team of experienced teachers and teaching assistants staff the year group. Each year there is an intake of 60 children, who are organised into two main teaching groups. The style of teaching and organisation of the curriculum is child-centred and follows the children's interests based on careful observations. The team constantly reflect and modify provision based on daily observations. Children take part in daily phonics, English and maths lessons. The majority of the day the children can lead their own learning in the indoor and outdoor environment.

Partnerships with Parents & Carers

Parents/ Carers are included in their child's learning journey via homework and Evidence Me parent/ carer share. The school's website has many features for parents/carers particularly with reference to Reception children. Parents/ Carers are also able to view their child's Learning Journey on request. We organise regular 'Come and Play' sessions for parents/carers every term and regular workshops. We have two formal parent carer consultations in the autumn and spring term. School reports are shared at the end of the year and parents/ carers are given the opportunity to discuss them informally with teachers on an open afternoon in July.

From tiny acorns mighty oaks grow...

