

Much Marcle CE Primary School



School Prospectus

Much Marcle CofE Primary School

Much Marcle

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Our Vision

Our vision is to provide every child with a nurturing environment in which they can grow into happy confident citizens. Throughout their time at Much Marcle they will have educational and cultural experiences which will enable them to develop into self-assured and resilient learners.

Aims of the School

The aims of every member of the staff is to provide a happy, caring and stimulating environment in which pupils develop confidence and resilience.

We achieve this through a creative curriculum using all the educational and technical resources of the school and the local environment.

At Much Marcle School we aim to help pupils develop:

- Physically, socially and emotionally
- Lively enquiring minds
- An ability to question and argue rationally

We aim to encourage a positive attitude towards work and resilience to succeed so all children may reach their potential spiritually and academically.



Our School Community

Much Marcle Primary and Nursery is a Church of England Voluntary Aided school for pupils aged 3-11. Set in the heart of the village of Much Marcle surrounded by the beautiful countryside of Herefordshire.

We recognise our responsibility to the community and parents. We are pleased to be able to work in partnership with the family and staff of Hellens House to enhance the cultural experiences of all our children. We are privileged to be able to access Hall's Woods for our Forest School.



We have been recognised as an outstanding school both by Ofsted 2014 and in our SIAMS Inspection (Statutory Inspection of Anglican and Methodists Schools) in 2018.

The school is actively involved in a pyramid group with local primary schools and John Masefield High School giving the children greater scope for interschool educational, sporting and musical activities.

The children support the community by:

- Collecting for charities such as Macmillan, Children in Need, NSPCC
- Inviting the community to our Carols and Nativity Service
- Hosting a Summer Concert
- Leading Church Services for all our families



The Open the Book team lead collective worship weekly. There is a termly family service in church when parents are invited to join the children in worship. After the school services, parents are welcome to return to school to see their children's work and talk to the teacher.

Staff List

HEADTEACHER	Mrs L Davies
Deputy Head	Miss J Sullivan
Reception	Miss H Stratton
Years 1 & 2	Mr L Fitzer
Years 3, 4 & 5	Mrs L Carter
Years 6	Miss J Sullivan
SENCO	Mrs L Davies
Business Manager	Mrs J Park
Teaching Assistants	Mrs S Allard
	Mrs K Pugh
	Mrs N Skidmore
Kitchen Supervisor	Mrs L Forshaw

School Governors

The school governors comprise of a group of individuals, who are elected, nominated or co-opted. They are drawn from different parts of the community, such as parents, the staff, the LA, the community and other groups. This helps to ensure that the governing body has sufficient diversity of views and experience but does not mean that governors of a particular category “represent” that group on the governing body. For example, parent governors do not act as a representative of the parents at the school and do not report back to them.

School governors work with the Headteacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each term.

Governing Body Members:

<i>Name</i>	<i>Role</i>
Mr T Weston	Chair of Governors
Mr J Reed	Foundation Governor
Mr B Robbins	Foundation Governor
Mrs E Smith	Foundation Governor
Mrs E Blandford	Parent Governor
Mrs N Newbrook	Parent Governor
Mrs J Thomas	Local Authority Governor
Mrs L Davies	Head Teacher
Miss J Sullivan	Deputy Head
Rev Val Tait	Ex Officio
Mrs J Park	Clerk to the Governors

Admissions

The Local Authority is responsible for the admissions process for Reception. Herefordshire Children’s Services’ guiding principles are, first, to enable as many children as possible to attend their parents’ preferred school; second, to enable each school to serve its local community; third, to assist parents in planning their children’s education; fourth, to ensure that all children are allocated a school place. Our school has an admission number of 17 places. All new reception children are given a year 6 buddy to support their transition.

The school does not host the traditional Open Day – we prefer to show families around on an individual basis and answer individual questions. Some families choose to make several visits in the autumn term – we warmly invite prospective parents to visit and get a feel for our school in action!

Admission applications for other year groups should initially be made direct to the school. The school Admission Policy is available on request.

Starting School for the First Time

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding. In preparation for starting school, children have the opportunity to spend some time with us in the term before they start. This helps to build confidence and provides a gradual progression into full time schooling. Children will also be allocated a 'buddy'. These are older children who will help support the new children, easing them into school life.



Whilst attending 'Moving Up Day' parents will be invited to come into school and meeting with the Class Teacher and the Head Teacher. Advice will be given on how best to prepare your child for starting school. This meeting also provides an opportunity to discuss the curriculum, the teaching and learning of reading and general expectations. Parents will also be able to ask any questions they may have. This is the beginning of the home school partnership.

Children who start school at Much Marcle may have attended playgroup/nursery in the surrounding area. We work closely with a number of pre-school settings in order to make starting school as easy as possible for the children. Pupils will be admitted to Much Marcle Primary School in the September of the year in which they are five.

The curriculum in the Reception Class is broad, well balanced and child-centred. We follow the curriculum for the Foundation Stage continuing the *Stepping Stones* the children will have been following at their pre-school, towards achieving the *Early Learning Goals*. We encourage learning activities which involve "hands on" experience. A great deal of learning takes place through play in their early years. Our policy is to start from where each child is and what each child can do, building on their experiences individually, whilst ensuring learning is fun. Our school uses aspects of each area of development to help us track each child's progress and enable us to provide the right activities to help all of the children to achieve and progress.

In addition to daily informal chats there is an opportunity to meet the class teacher in the first few weeks of your child starting school. During the reception year there will be information evenings about the curriculum in school and how you can help your child at home. We do hope that you attend as many of these evenings as possible. Please do ask if you have any problems or confusions. Starting school can be difficult for children and parents. Our school newsletter is published on the website. Please do take a look as it is our main source of communication with parents.

Joining the School Mid Term

Sometimes children join the school when the term has already started or later on in their school life. We make every effort to ensure that they are welcomed, looked after and monitored so that they quickly make friends and can find their way around school. Teachers give pupils time to settle before making an

assessment of their academic ability. This assessment, together with records from the previous school, will enable your child to have the best start in our school.

Children spend seven years in their primary school and each group is classified as follows:

Age	Year
4 -5 years old	Foundation Stage
5-6 years old	Year 1 (YR1)
6-7 years old	Year 2 (YR2)
7-8 years old	Year 3 (YR3)
8-9 years old	Year 4 (YR4)
9-10 years old	Year 5 (YR5)
10-11 years old	Year 6 (YR6)

The School Day

Children arrive at school and meet in the playground where they are supervised by staff from 8.45am. The school cannot take responsibility for pupils who arrive before this time. School sessions begin at 8.55am. It is important that the children arrive on time as the register is taken immediately as they come into school.

School Times

Gate Opens	08.45am – 08.55am
Teaching Time (incorporating a collective worship time)	09.00am - 10.30am
Morning Break	10.30am - 10.45am
Teaching Time KS1	10.45am - 11.50am
Teaching Time KS2	11.45am - 12.15pm
Lunch Break KS1	12.00 - 13.15pm
Lunch Break KS2	12.15pm - 13.15pm
Teaching Time (incorporating an afternoon break for KS1)	13.15pm - 15.15pm

Extended Schools

Our school offers a full range of extended services including wraparound childcare on site.

Early Birds 8.00am – 8.45am

Fun After School Time (FAST) Club
3.15pm – 5.00pm



Pick Up Time

If your child is being picked up by someone different please let Mrs Park know. Children are taught to let their teacher know who is there to pick them up before going to them. They do not leave through the school gateways without an adult. We ask that all parents stand inside the school walls when picking up their children.

School Uniform

What a child wears to school reflects their attitude to learning; it portrays the school's ethos and shared positive values.

WINTER UNIFORM	
Girls	Boys
White Polo Shirt	White Polo Shirt
Tartan Pinafore (KS1)	Grey Shorts/Trousers
Tartan Kilt (KS2)	Red Sweatshirt
Red Sweatshirt or Cardigan	Grey Socks
White Socks/Grey Tights	Black Shoes
Black Shoes	
SUMMER UNIFORM	
Girls	Boys
Red Checked Dress or Tartan Pinafore (KS1), Tartan Kilt (KS2)	White Polo Shirt
White Socks	Grey Socks
Black Shoes	Black Shoes



The pinafores, kilts, sweatshirts and cardigans are purchased in school. The remainder of the uniform can be purchased at many different shops in order to allow parents flexibility and to try and keep the cost down.

We ask that children are not sent to school wearing any make-up, nail varnish, transfer tattoos or jewellery. A watch (not a smart watch) can be worn in KS2. Children should not wear earrings, including studs. Please ensure long hair is tied back at all times using a simple hairband in school colours (red or white) or hair coloured. Extreme hairstyles including dyed colours, spiky Mohicans and shaved patterns are discouraged.



PE Kit

School uniform includes clothing required for Physical Education (PE). Much Marcle Primary adopts a sensitive, flexible approach to this issue. There is some evidence to suggest that participation and enjoyment of sport is enhanced where pupils feel comfortable about their PE uniform. Our PE uniform has been chosen because it is practical, comfortable and appropriate to the activity involved.

Pupils should have:

- Black Shorts
- Black tracksuit bottoms (for Winter months)
- White **round** neck T-shirt
- Trainers (suitable for the mile run)
- Drawstring PE Bag (no plastic carrier bags)

All clothing should be clearly labelled.

Attendance

Regular attendance at school is vital in order to ensure your child receives a good education. A child registered at school should only miss school for a justifiable reason.

Attending school on a regular basis is the key to your child doing well at school and will set them up with good habits for later life and the working world.

It will also give your child the opportunity to:

- Make friends and feel included
- Learn new things and develop many skills
- Increase their confidence and self-esteem
- Improve their social skills
- Be part of a school team or club
- Have better career prospects
- Achieve their potential and fulfil their aspirations

If your child is absent it is essential that parents telephone the school by 9.30am. Please contact us on 01531 660607 on each morning of absence.

Holidays in term time will not be authorised by the School Governors.

Family Events

We enjoy working alongside our families. There are regular opportunities to see your children in action such as assemblies and performances. Each year the school hosts a number of whole school community events including:

Easter and Christmas Services

Held at St Bartholomew's Church to celebrate these events. Services are led by the children and all participate.

End of Year Celebration

We celebrate the achievements and success of our Year 6 children and say goodbye before they leave us to start secondary school.

School Performances

The children take part in a summer performance and a Christmas Carol Service.

Sports Day

An exciting morning of races culminating in a family picnic on The Bartons playing field.



Community and Parent Partnership

We welcome parents and carers into Much Marcle Primary School believing we are partners in the education of your children. There are many opportunities for parents to become involved in the work of the school and to gain a greater understanding of its work. Parents' time and expertise can be used in many ways in school and is greatly valued. Police checks and DBS checks are carried out on all adults helping in school in line with our Safeguarding Policy.

Teachers are usually available after school should you need to share information or if you have a quick query. For lengthy discussions with staff, after school appointments are usually best and can be arranged at your convenience. All visitors to school, including parents, should report to the main entrance. In addition there is a Parents' Evening held during the Spring Term

Friends of Much Marcle Primary School

FMMPS is our PTA – effectively a hard working group of parents who work to raise much needed additional funds for our school and aim to have fun at the same time. They are always keen to involve new families. FMMPS provides invaluable support to the school through organising many events involving parents/carers. The money raised provides extra facilities and equipment for the pupils. FMMPS hold regular meetings and if you are interested in attending or becoming a committee member please contact the Chairperson.

FMMPS always need the support of parents. You can play a part in three ways:

Becoming a committee member

Support and attend school FMMPS events

Volunteer to help at an event, as a one off or on a regular basis. Many hands do make light work!

Visits

An essential part of our pupils' learning is the day trips and residential visits we offer. Much Marcle Primary School is committed to offering this rich source of learning. The Governing Body recognises the valuable contribution that the wide range of additional activities, including trips, clubs and residential experiences can make towards pupils' education. The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.



Charges and Remissions

Visits – parents are asked to make a voluntary contribution towards the cost of trips. Pupils whose parents/guardians do not contribute will not be discriminated against. The school may point out to its parents that an activity will not take place if they are unwilling to support it.

Individual Instrumental Tuition – Parents are asked to pay for any peripatetic instrument tuition and instrument hire. The school alerts parents to available opportunities and then parents arrange lessons through the relevant peripatetic teacher. Currently children are accessing flute, guitar, ukulele and piano lessons.

Safeguarding

We are firmly committed to the safety and well-being of all our pupils; feeling safe and happy is critical to successful learning. Keeping your child safe is our first priority. We follow strict and stringent safeguarding policies that are designed to protect and support all children in our care. A copy of our Child Protection and Safeguarding policy can be found on our website.

Equal Opportunities

At Much Marcle Primary School we provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background. The ethos at Much Marcle Primary is developed by caring and approachable staff that help children achieve their full potential by encouraging relationships based on mutual respect and self-discipline.

Teachers ensure that children:

- Feel secure and know that they are valued.
- Appreciate and value the differences in others
- Are encouraged to participate in all aspects of school life
- Work collaboratively in a variety of groups

- Have time apportioned appropriately
- Have their interests supported through materials and displays which project positive images

Inclusion

Our school is an inclusive school where our children are welcome and look forward to their school day. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will always make reasonable adjustments for disabled pupils.

In order for effective partnership working between home and school we anticipate parents will want to:

- Inform the school at the earliest opportunity if their child has a disability and the exact nature of it.
- Provide the information the school needs to plan effectively for the child to be a full member of the school community.
- Acknowledge that when deciding whether an adjustment is reasonable one of the factors that the Head Teacher must consider is the effect of the proposed change on all members of the school community.

Special Educational Needs and Disabilities (SEND)

At Much Marcle we are committed to including and supporting all children to make personal progress. Our SEND policy details how our school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs.

The school has regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties towards all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with special educational needs to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Further details are available in our Special Educational Needs Policy and Information Report, which can be found on our website.

Disability Discrimination Act

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA.

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

Our Accessibility Plan

Our Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, implemented, reviewed and revised as necessary.

Equality Act

At Much Marcle Primary School we are committed to ensuring quality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity

in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

Our school aims to provide opportunities for each child to develop his/her potential intellectually, physically, emotionally and creatively. We aim to do this in a dynamic and stimulating learning environment in which pupils are motivated to build on their natural curiosity and enthusiasm, to acquire the knowledge, skills and attitudes relevant to themselves and society and to develop spiritual awareness. We aim to provide a safe, happy and caring environment, which will ensure pupils feel valued, secure and continue to grow in confidence. We believe that learning should be a rewarding and enjoyable experience for everyone.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which shows respect for all. At Much Marcle Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Pastoral Care

We are concerned about children's personal and social development as well as their educational progress. When problems occur we communicate early on with parents and work as a team. We hope that you will do the same for us. A change of any sort in a family, eg new baby, can make your child behave differently at school. Similarly, a worry over school work or a disagreement with a friend can cause problems for you at home. We try to ensure that children are supported and helped through difficult circumstances.

The ethos at Much Marcle Primary School is developed, by caring and approachable staff who encourage relationships based on mutual respect and self-discipline and by valuing the Christian attitudes, which underpin our lives.



At Much Marcle Primary School we aim to:

- Provide a safe, secure, caring, learning environment for all
- Ensure all children have equal access and opportunity in the learning process
- Ensure that children develop self-discipline, respect for themselves and respect for others
- Ensure there is a positive and consistent approach to discipline throughout the school
- Put effective strategies in place against bullying, racial or sexual harassment
- Ensure that children fulfil their potential in academic life and within the school community
- Promote open partnership and communication between home, school and the community

The school has a positive approach to behaviour. Expectations of self-discipline, politeness and good manners are high. The children are encouraged to discuss and evaluate behaviour in school. School rules are based on consideration for others and exist for the protection of individuals. If an incident takes place staff listen carefully and aim to help the children find a resolution. All children are treated with respect and dignity at all times. We hope that you are prepared to support the values of the school and work together with us for the benefit of the children.

Behaviour Policy

The aim of our Behaviour Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated. The school believes that only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school. All incidents of bullying are logged and the Head Teacher and Class Teacher will investigate.

Health and Safety

The health, safety and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe and secure working environment for everyone. The Governing Body, along with the LA, takes responsibility for protecting the health and safety of all children and members of staff. Termly health and safety audits are carried out.

Administration of Medicine

Please ensure that the details of allergies, asthma etc are regularly up-dated. It is essential to inform school if your child should be wearing glasses or a hearing aid.

Receiving medicines:

- Only medicines prescribed by a doctor requiring administration **4 times** a day will be given.
- Instructions and the child's name should be taped to the medicine container and it should be handed over to Mrs Park in the school office.
- Medicines should be stored by Mrs Park and not in the child's bag.

Administration of medicines:

- Written instructions should be clear in the medication forms book from the parent, before any medicines will be administered.
- Parents should leave a telephone number where they can be contacted for each day of the administration of medicine.

Return of medicines:

- You should collect your child's medicine at the end of the school day. Staff cannot be held responsible for medication left over night.

These guidelines do not preclude the staff and governors' belief that pupils who are on medication for an isolated illness, should, in most instances, remain at home until they are fit enough to face the challenges of a rigorous nursery school day; normally at the end of a prescribed course of medication

Head Lice

Head Lice can be a real problem in schools. Cases of head lice should be reported to the Mrs Park in the school office. Most recent NHS recommendation is to frequently comb your child's hair with a Head Lice comb purchased from a pharmacy.

Returning to school after illness

Children returning to school after illness should clearly be fit to do so and free from infection. Please err on the side of caution when making a decision about your child returning to school. Children should be fit to participate in all school activities including outdoor games and playtime. Injury, asthma, respiratory complaints or circulation difficulties are of course exceptions. If in doubt the school is happy to advise. **48 hours** should be given after sickness or diarrhoea.

First Aid

Simple first aid is given at school when necessary. If an accident needs hospital attention we will make every effort to contact you first. Please ensure information from you is up-to-date so that you can be contacted. All staff are trained in first aid. A medical board in the staff room is used to identify children with severe allergies, asthma, etc.

Lost Property

Naming all items of clothing reduces the risk! Please name items of children's clothing. We do keep lost property for a reasonable period of time, but it is often difficult to identify items that are not labelled. If you child has lost something then please ask them to check in their classroom or cloakroom first.

Sun Protection

During warm summer months all children should have a named sun hat in school which they will be encouraged to wear when playing outside. School staff are not permitted to apply sun cream to children but we would ask that you apply a long lasting sun cream before school in good weather.

Emergency Contact Information

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies, relating to your child. We need at least 2 contact details for each child.

Dogs

Please **do not** bring dogs on to school premises, or the Bartons, tie them to school fences or allow them to obstruct the pavement where children walk. No matter how gentle your animal is, children can be easily scared.

Smoking

Please do not smoke within the school grounds. All Herefordshire Council grounds operate a strict no smoking policy.

Money

Please ensure that all monies sent to school are in a secure envelope marked with your child's name, amount and the purpose of the money. School has an online payment system which is used for the majority of required payments.

Complaints Procedure

Initially, most complaints should be raised in conversation with the class teacher or Head Teacher. All concerns will be taken seriously in order to establish an effective partnership between the school and the parents and are dealt with promptly so that they can be resolved swiftly at the time. The complaints procedure is as follows:

- a) Class teacher and if the matter is not settled satisfactorily the parent should proceed to;
- b) Head Teacher and if the matter is not settled satisfactorily the parent should proceed to;
- b) The school's Governing Body, and if still not satisfied.
- c) The complainant should contact the Local Authority.

Snack Time and Water

Nursery, Reception and KS1 are provided with fruit every day. You may like your KS2 child to have a midmorning snack as well. We welcome fruit and vegetables, but we ask you not to send your child with sweets, chocolate or crisps. Water consumption is promoted and encouraged. We ask that children have a water bottle with them in school each day. This will be kept in the classroom for easy access throughout the day. As a Healthy School we promote the importance of drinking water. Squash is only allowed during lunch. Please respect our promotion of healthy eating and good dental care.

School Meals

Hot lunches are available at school every day. Pupils have the choice of using this facility or bringing their own **healthy** packed lunch from home. All KS1 children are entitled to a free meal. Our hot meals follow government nutritional guidelines and are very popular. The menus are posted every three weeks. Payment for meals should be made by cash or cheque (made payable to Much Marcle Primary). Orders and payment are then passed directly to Elite Catering for processing.



Currently meals are £2.30 each. If you think your child is eligible for free school meals, please collect a form from the school office.

If you choose to send a packed lunch it should be healthy and balanced; ***no sweets, chocolate bars or fizzy drinks please.*** Please ensure that packed lunches are brought to school in a secure container labelled with your child's name. At lunchtime pupils learn to eat politely in social situations. We aim to reinforce the good manners they learn at home.

Travel

Much Marcle Primary School aims to encourage and assist pupils, parents, staff and visitors to walk and cycle to school whenever possible. The school is keen to ensure that the travel movements it generates does not endanger its pupils or other road users and causes minimal nuisance to residents.

Bringing your child to school by car	Parking is available on the side of the road outside school past the first telegraph pole. The space from the telegraph pole to the yellow lines is deemed 'the drop off zone' for those parents who are just dropping their children off and not accompanying them into the school grounds.
Collecting your child from school	If you normally collect your child and are unable to do so for any reason please let us know. This is especially important in order to avoid confusion for your child at the end of the day. It is important that the staff are made aware of any different arrangements in order to safeguard pupils. After School Sports Clubs finish at 4.15pm. It is important that you are on time to collect your child.
School Transport	Children who depart using the school bus are supervised by school staff at the end of the day; staff ensure pupils are wearing seat belts as they leave.

The Curriculum

Our Curriculum Intent

Our curriculum is designed to recognise children's prior learning, provide first hand learning experiences, allow children to develop interpersonal skills, build resilience and become creative, critical thinkers.

We aim to provide an environment in which the dignity of each individual as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, social and emotional growth. Human creativity, competitiveness, an understanding of health and wellbeing are taught through our Art, Music and PE Curriculum.

We believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use a growth mind set approach to teach resilience to enable children to deal with and overcome challenges in their lives.

Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. Our curriculum is underpinned by the teaching of basic skills, knowledge, concepts, Christian beliefs and British values.



Community involvement is an essential part of our curriculum, we celebrate Christian festivals and local traditions enabling children to take an active role in events throughout the year.

Children leave Much Marcle Primary School with a sense of belonging to a community in which they have the confidence, resilience and skills to make decisions, self-evaluate, make connections and become lifelong learners.

The National Curriculum

All children between the ages of 5 and 11 study the National Curriculum. The Reception children follow the Foundation Stage Programme. This underpins all future learning by supporting, fostering and promoting children's development. Y1 and Y2 follow the Key Stage 1 Programmes of Study, and Years 3, 4, 5 and 6 follow the Key Stage 2 Programmes of Study. This curriculum will focus on real life experiences and promote the inclusion of all. It is flexible and creative depending on the teacher and class. Topics are planned termly and a class newsletter is published on our website at the beginning of each term.



Teaching and Learning

Much Marcle Primary School aims to provide quality teaching and learning for all its pupils, delivering a curriculum for the development of the whole child in a safe, secure, happy and stimulating environment.

Much Marcle Primary School serves its community by providing an education of the highest quality within the context and understanding of shared values, eg care, consideration and cooperation, honesty, respect and openness. The school encourages an understanding of the meaning and significance of these values through the experience it offers its pupils.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do our best to inform parents about what and how their children are learning by:

- Holding parents' events to explain, for example, our strategies for teaching English, learning to read, Maths
- SEN meetings for parents
- Sending information to parents in class letters at the start of each term, in which we outline the topics that the children will be studying during that term
- Holding a parents' evening during the year to report on pupils' progress and to indicate how the child can improve further
- Sending home school reports
- Making ourselves available to ongoing and informal discussions before and after school

We believe that children achieve when parents support their children and the school in implementing school policies. We encourage parents to:

- Promote a positive attitude towards school and learning in general and recognise its importance and value
- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with their books, equipment and kit and encouraging children to take an increasing responsibility for personal organisation
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Fulfil the requirements set out in the home school agreement
- Support reading and homework
- Contribute to their child's online learning journal in EYFS

Homework

Homework is set in order to:

- Forge and strengthen the home/school partnership and involve parents in children's learning.
- Consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy
- Exploit resources for learning, of all kinds, at home
- Extend school learning, for example through additional reading
- Encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own
- Develop creativity, design and imagination

At the beginning of the academic year parents will be informed of the homework expectations and schedule. We do ask you to support your children in this important aspect of learning. It is important that all children complete homework. If there is a genuine reason why homework has not been done, it is important that parents inform the class teacher by a written note. If homework is not completed on a regular basis, then school will contact the parents.

There is also an expectation that parents will support reading and times table practice.

Early Years

Children are offered a variety of different and exciting experiences to enhance their learning and development, working towards the Early Learning Goals in the Early Years Curriculum. At Much Marcle, we ensure learning opportunities occur in and outside the classroom. Our Early Years facilities include an outdoor classroom and landscaped play area to promote the outdoors as an extended learning environment. In our school



a child's learning is recorded online and we encourage parents to make contributions to these.

English

English includes Speaking and Listening, Reading and Writing. English is an integral part of the whole school curriculum.

Speaking and Listening – Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly, confidently and with expression in order to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.



Reading – We believe that reading should be an enjoyable activity, and our approach to reading is based on this. We aim to develop a love of reading and therefore encourage our pupils to take books home and share with you. Children need to be able to read with understanding, for pleasure and for information. Pupils' reading is structured and they are helped and guided towards suitable reading material. As the pupils go through the school, they are given more responsibility for this choice in reading. The school has a library where pupils benefit from good quality non-fiction reading materials. Fiction and non-fiction is provided in book

corners in classrooms. All classes have dedicated reading time each day.

Writing – Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of basic English which includes punctuation, spelling, grammar and correct letter formation. We believe it is important that children see their work as having purpose and that they regard themselves as authors of their work. Opportunities are provided for pupils to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.

Mathematics

All pupils receive a daily Maths lesson. The calculation policy and National Curriculum provide continuity and progression throughout the school. Maths at Much Marcle Primary School is taught in a number of ways but much of the work is related to and supported by practical activities in order to develop a sound basic knowledge and understanding in calculation, measurement, shape and data handling. We hope to develop pupils' confidence and enthusiasm and their ability to apply mathematical skills and knowledge to the world around them. Reasoning and challenge in maths is focussed on in all year groups.



Science

We aim to develop the pupils' scientific skills through first-hand experiences. Pupils are encouraged to solve problems by making close observations, planning, predicting, fair testing and recording their findings in a systematic way. We hope also to foster responsible attitudes towards the environment and all living things. The school has achieved Healthy Schools status; a quality standard relating to pupils' healthy lifestyles. We encourage questioning at all times.

Religious Education

RE is taught in all classes and follows the procedures and guidelines laid down in the Herefordshire LA Agreed Syllabus. RE covers the main religions of the world including Christianity. Through Religious Education we aim to enable children to understand the nature of religion, its beliefs and practices. Children enjoy RE and speak with confidence and maturity about their faith and understanding of religious concepts. All RE lessons start with a 'big question' that is reflected upon.



Parents have the right to withdraw their child from RE lessons and religious Collective Worship if they wish. You will need to talk to the Head Teacher before doing so. Alternative provision will be made for your child.

Our **Collective Worship** is Christian based; it is an important part of our school day. A daily assembly is held either as a whole school. We have an Open the Book worship once a week delivered by members of the local church. Collective Worship is special because we celebrate achievement. Parents are invited to join us in regular church services.

The impact of daily Collective Worship is immediate in terms of involvement and enjoyment at the time, but there is a longer term impact that is seen in children's attitudes and behaviour.

Values Education

Values Education reinforces the Christian and British values underpinning the school community and together with RE and Collective Worship give all learners a very effective framework for spiritual, moral, social and cultural development.

Geography

Geography provokes and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of problem-solving and investigative skills both inside and outside the classroom.



History

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. Pupils will develop skills, through researching, sifting through evidence and engaging in active discussion – skills that will prepare them for adult life.

Music

The school has an excellent reputation for high standards in music and enjoy performing. We have many peripatetic music teachers who teach guitar, singing, piano, violin and flute. Pupils are encouraged to sing, compose and use percussion instruments in order to develop their creative skills.

Our KS1 choir were awarded 'KS1 Choir of the Year' at the Herefordshire Performing Arts Festival in 2019. Our KS2 choir won 'KS2 Choir of the Year' at the same festival in 2017.



Art

Much Marcle Primary School is, once again, working towards Artsmark Gold. We encourage pupils to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils also learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts. We have our very own art gallery displaying the work of children in different classes in the school hall for all to see.



Design and Technology

We provide our pupils with opportunities to work with a variety of materials such as wood, clay, textiles and food. They are helped to develop skills that enable them to plan, design and make and evaluate. This work is always linked to a theme we are studying throughout the term.

Computing (IT)

We have 30 iPads for whole class work and a mobile suite of 25 laptops, allowing one pupil to one computer in each class. IT consultants support the work class teachers do on a regular basis and staff planning ensures that good use is made of computing to support and enhance all curriculum areas.

Physical Education

We aim to develop agility, co-ordination and confidence through physical activity. All pupils have at least two sessions of PE a week. We encourage a competitive spirit and recognise the value of co-operation with others. Pupils represent our school in football, netball, rounders, cricket, tag rugby, swimming and multi skills. Extra curriculum opportunities are varied and include specialist coaching for football, cricket and tag rugby. Pupils from Year 2 to Year 6 go swimming at Ledbury Swimming Pool. There is an annual sports day – a lively, fun event! We have a sports coach two days a week working with teachers and children. They also deliver lunchtime clubs, sports leader mentoring and after school clubs. All children run the mile or attempt to run the mile daily.



Personal, Social, Health, Education and Citizenship (PSHE)

PSHE and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and communities. In doing so, they recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues. There is a strong emphasis on emotional well-being and asking questions about the world they live in.

Sex and Relationships Education

The school has a policy for sex and relationship education. Some sex education is integrated in National Curriculum science for years 1-5, this being fundamental information regarding life processes, hygiene, families etc. During Y6 pupils are given a programme of specific lessons to provide information and understanding of puberty, menstruation and basic human reproduction.

Spiritual, Moral, Social & Cultural Education

At Much Marcle School we understand the spiritual, moral, social and cultural development of pupils to mean the emerging individual. The values they hold, their understanding of faith and commitment, the code of conduct by which they live and learn, their ability to communicate, co-operate and to work as a team, and the understanding and respect they have for those around them and further afield who display different sets of values or beliefs. Their continuing development is illustrated by the tolerance and awareness they display for others, and their sense of personal achievement and worth.



Through the curriculum areas children will experience cultural education in a natural, stimulating way. By the exploration of other cultures and customs, the celebration of events such as Mardi Gras, Chinese New Year, Divali and visiting theatre workshops the children will be prepared for the wider community and the world at large.

By example and positive teaching we endeavour to provide children with a respect for the values and needs of others in their community and of other races and creed.

Forest School

Forest School is an idea which originated in Scandinavia in the 1950's and has recently been introduced into Britain. It focuses on the need for children to spend time outdoors in a stimulating and natural environment as an important tool for learning and development.



At Much Marcle we are pleased to be able to offer all children the opportunity to visit a wood only a short walk from school once a week. Whilst in the woods children carry out a variety of different activities that help boost self confidence and help them to develop new skills.

Some of these tasks may include den building, games with an environmental theme, looking at seasonal changes in the wood, woodland art activities and using tools appropriately and safely.



Should you require any further information please contact:

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