



LITCHAM
SCHOOL

Primary Phase

"Excellence is our standard"

Weasenham Road
Litcham
Norfolk
PE32 2QT

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Headteacher

Tim Gibbs

Deputy Headteacher, Head of Primary Phase

Kate Atkins

Chair of Governors

Susan Madden

Welcome from the Headteacher and Assistant Headteacher, Head of Primary Phase

Dear Parent or Carer

Welcome to Litcham School. We hope you will find all the information you need in this prospectus and that you will get a flavour of what makes this such a special place, an all-through school for children aged 4 to 16.

We provide primary education for the children of Litcham, Mileham, Tittleshall, East and West Lexham, Kempstone and Longham but, every year, we also welcome children from many other villages. Once on roll, our pupils are automatically entitled to a place in the secondary phase of Litcham School.

Our aim is to offer a broad and balanced primary education that provides the inspiration, challenge and support in which children feel happy and secure and can develop their talents to become rounded, confident individuals. Our all-through status means that we can draw on lots of extra resources, expertise and facilities to provide a very wide range of opportunities and experiences.

We love the outdoors here at Litcham and try to make best use of our wonderful school grounds. Outside learning opportunities lie at the heart of much of our curriculum, as does using the resources of the local community. Class trips and visitors to the school are a vital aspect of our curriculum to inspire and encourage a love of learning, so every class has several opportunities each year to participate in such activities.

We hope you like what you read here. If you would like to learn more about the school, please contact us to arrange a visit. We look forward to meeting you.

Yours sincerely



Kate Atkins
Head of Primary Phase



Tim Gibbs
Headteacher

Litcham as part of Synergy Multi Academy Trust

Litcham benefits significantly from being part of the Synergy Multi Academy Trust which consists of the following schools:

Antingham & Southrepps Primary	Fakenham Infants	Reepham Primary
Astley Primary	Fakenham Juniors	Reepham High School and
Bawdeswell Primary	Foulsham Primary	College
Corpusty Primary	Gresham Village Primary	Sheringham High
Cromer Junior	Mattishall Primary	Stalham High

This partnership enables members of staff from the different schools to work together for the benefit of our primary and secondary pupils. Collaboration on the curriculum, teaching and learning and extra-curricular opportunities enables us to provide an even higher quality educational experience for everyone.

Staff

Senior Leadership Team

Mr Tim Gibbs	Headteacher
Mr Stuart Wilson	Deputy Headteacher, Designated Safeguarding Lead
Ms Kate Atkins	Deputy Headteacher, Head of Primary Phase
Mr Paul Clark	Assistant Headteacher
Mrs Kelly Culligan	Assistant Headteacher
Miss Jade Riches	Deputy Primary Phase Lead

Class teachers

Miss Rachel Stockwell	Kingfishers class (year 6)
Miss Bethany Coe	Oystercatchers class (year 5)
Miss Melissa Lee	Golden Eagles class (year 4)
Mrs Vicky Dennis	Skylarks class (year 3)
Mrs Amy Corden	Tawny Owls class (year 2)
Mrs Jade Taylor	White Doves class (year 1)
Mrs Alexandra Wicks	White Doves class (year 1)
Miss Sasha Fountain	Red Robins class (Reception)
Mr John Spooner	Outdoor Learning Teacher
Mrs Anita Stewart	Cover Supervisor
Mr Liam Jarvis	PE Instructor

Support Staff

Mrs Maxine Skipper	Secretary
Miss Leonor Andrews	Apprentice Teaching Assistant
Miss Bronwen Morgan	Apprentice Teaching Assistant
Mrs Samantha Williams	Apprentice Teaching Assistant
Mrs Cinthia Stylianou	Apprentice Teaching Assistant
Miss Sheree Brown	Mid-Day Supervisory Assistant
Mrs Karen Druce	Teaching Assistant
Mrs Anne Elliott	Mid-Day Supervisory Assistant
Miss Poppy Hardy	Apprentice Teaching Assistant
Mrs Bronwen Morgan	Apprentice Teaching Assistant
Mrs Amanda Pilbeam	Teaching Assistant
Mrs Jackie Vear	Mid-Day Supervisory Assistant

Mrs Abbie Barron	Kitchen Staff
Mrs Sandy Lefeuve	Kitchen Staff
Mr Simon Nobbs	Catering Manager

Mr Billy English	Site Manager
Mr John Endersby	Assistant Caretaker
Mr Keith Kerr	Caretaker
Mrs Sandra McCormack	Cleaner

Admission arrangements at Reception

Children may start school during the year in which they become five. All children will be offered a full time place from September, but parents may defer their admission providing the child is in full time education by the term after their fifth birthday and by the beginning of the summer term at the latest. In the case of over-subscription, places will be offered in the following order of priority:

Published admission limit: 25

Children who are due to start school and:

1. have an EHCP or a statement of special educational needs naming the school;
2. are in public care who have been adopted from public care or adopted from abroad;
3. live in the catchment area served by the school who have a sibling attending the school at the time of their admission;

4. live in the catchment area served by the school who have a brother or sister attending the feeder junior school;
5. have a disability and live in the catchment area served by the school (Appropriate professional evidence will be required to confirm the disability);
6. live in the catchment area;
7. have been allocated a permanent place at a Specialist Resource Base attached to the school. (Places allocated by Norfolk County Council's Placement panel);
8. live outside the catchment area served by the school who have a brother or sister with a statement of special educational needs attending the school at the time of their admission;
9. live outside the catchment area served by the school who have a brother or sister attending the school at the time of their admission;
10. live outside the catchment area served by the school who have a brother or sister attending the feeder junior school;
11. have a disability and live outside the catchment area served by the school (Appropriate professional evidence will be required to confirm the disability);
12. children of staff.
 - a) Where a member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and/or
 - b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage
13. live outside the catchment area

If all children within any of the above rules cannot be offered a place, the highest priority will be given to children living nearest to the school within that rule. To determine who lives nearest, distance will be measured on a straight line "crow fly" basis, using Ordnance Survey data. The address will be measured from the post office address point on the property.

In the unlikely event that distance does not separate the final two or more pupils seeking the last remaining place, a random allocation will be used to determine who is offered the final place.

NOTE: Criteria 7 only applies to schools which have a Specialist Resource Base on site.

Feeder school priority will only apply in the first year of entry to the school.

Admission at Year 7

Published admission limit: 87

Children already in Year 6 at Litcham School will automatically progress to the secondary phase at the start of Year 7. Parents of children in Year 6 (the last year of primary school) at other primary schools are issued with a preference form and other information by the Local Authority. This form must be completed and returned by the specified date.

If there are more requests for places than places available, the Local Authority will admit children in the following order of priority:

1. have an EHCP or statement of special educational needs naming the school;
2. are in public care have been adopted from public care or adopted from abroad;
3. live in the catchment area and who have a sibling attending the school at the time of admission;
4. live in the catchment area who have a brother or sister attending the feeder junior school;
5. have a disability and live in the catchment area (Appropriate professional evidence will be required to confirm the disability);
6. live in the catchment area;
7. have been allocated a permanent place at a Specialist Resource Base attached to the school. (Places allocated by Norfolk County Council's Placement panel);
8. live outside the catchment area who have a brother or sister with a statement of special education needs attending the school at the time of their admission;
9. live outside the area served by the school who have a brother or sister attending the school at the time of their admission;
10. live outside the catchment area who have a brother or sister attending the feeder junior school;
11. have a disability and live outside the catchment area (Appropriate professional evidence will be required to confirm the disability);
12. children of staff
 - a) where a member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and/or

- b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage

13. live outside the catchment area.

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In the unlikely event that distance does not separate the final two or more pupils seeking the last remaining place, a random allocation will be used to determine who is offered the final place.

NOTE: Criteria 7 only applies to schools which have a Specialist Resource Base on site.

The move into Secondary Education

The move from primary to secondary education is a major step in a child's education. The induction programme organised for Year 6 pupils is designed to help them to become more familiar with the secondary phase and its work. The programme includes an extended transition period, of several days spent on the secondary site in the term before entry. This allows pupils to experience working in new subject areas; meet their future tutors and generally familiarize themselves with secondary education. Parents and carers are also invited to a family interview with a member of staff.

At the same time we move all other classes up one year, from reception through to year 5. This allows pupils to meet their new class teacher, get used to the new year's curriculum and allows the staff to really get to know their class before the summer break.

Ethos and behaviour

Visitors comment on the school's pleasant atmosphere and strong sense of purpose. We aim to create an environment in which work and study are valued and encouraged. Good behaviour and relationships, built on mutual respect and trust, are essential for effective teaching and learning to take place. We expect high standards of behaviour and self-discipline and we will contact parents/carers if we have concerns about their child's behaviour.

Our Code

1. I will always work to the best of my ability and allow others to work without disruption.
2. I will behave with courtesy, care and consideration for others and keep the school a safe place for everyone.

3. I will treat the school's and other's property with respect.
4. I will care for the school environment.
5. I will use kind hands and kind words at all times.

Safeguarding young people

The school follows local authority guidelines relating to safeguarding. The 'named personnel' for child protection in the Primary Phase are Ms Atkins, Mrs Taylor, Mrs Stewart and Miss Heath. The school is fully committed to the principles that underpin child protection guidelines and our policy is regularly reviewed.

Policies

Our policies on a range of issues, including behaviour, anti-bullying, anti-racism and drugs are available for inspection – all on school website.

Mobile phones and other devices

The internet and communication technologies are essential for learning, but they can be misused. We recognise that there are sound reasons why pupils might need to have access to a mobile phone after school. However, whilst students are on the school site mobile phones, iPods and other electronic and communication devices must be switched off and not used. Pupils and parents are required to sign an internet use agreement. Fit bits – pupils can bring these into school at their own risk!

Friends of Litcham School (Primary Phase)

Officers:

Chairperson	Mark Hagon
Secretary	Michelle Parrett
Treasurer	Lew Pearson
School staff link	Miss Sasha Fountain

A great deal of help is received from the 'Friends of Litcham School' - a group formed to develop good working relationships between parents and staff and also, to raise vital funds to buy equipment and resources for the children that the school's own budget may not otherwise afford. All parents and carers of children who attend the school are automatically members, as are members of staff. In previous years there were separate Primary and Secondary Friends groups, however, these have now merged to raise funds collectively to benefit the entire school.

In recent years, the Friends have raised funds to provide the Primary Phase with a significant amount of guided reading books, additional fun maths equipment, large wooden play blocks, sports equipment, indoor and outdoor storage, sensory resources, Year 6 leaver's gifts and transport for educational visits. We also provide prizes, equipment and refreshments at special events and we are able to achieve this by holding fun fund-raising events throughout the year, such as a summer fete, cake sales, quizzes, beetle drive, raffles and the Christmas Fayre.

This is only possible with parental help, so we look forward to seeing you at our events and meetings, hearing your ideas and incorporating them in helping the school. The meetings are very relaxed and informal and are normally held immediately after the end of school when children are welcome to stay and play. More details of Friends events and purchases are available on the display in the school Reception area.

Contact with parents and carers

We want to forge strong links with parents and carers and encourage you to become involved with the work of your child and the school. There is a parents' consultation evening and a written report sent home during the school year. For Reception children, there is also an introduction to meet your child's teacher.

If you wish to discuss your child's welfare or progress, please telephone or write to make an appointment with his/her teacher. The Head of Primary Phase and the Executive Headteacher will always be available to meet parents, although the class teacher should be the first point of contact.

Parents receive details of school events and other information through our electronic weekly newsletter, The Word.

We also have a texting system. In the event of an emergency, such as school closure due to severe weather, we will use the texting service and information will be available on the Norfolk County Council website <http://www.schoolclosures.norfolk.gov.uk/>

The Curriculum

How teaching is organised

During your child's time in the primary phase he or she will experience class, group and individual teaching. A child is an individual, and no matter what form of organisation our teaching takes, we must be aware of each child. The task of writing a story, for example, might be a class assignment, but the needs and abilities of the different individuals will be considered when the teacher is marking pieces of work.

Where work is naturally cross-curricular, we build it into our plans. A science experiment, for example, may require mathematical measurement and calculation or a written explanation. It may require a search of the library, use of the internet or a look at history to view the background to the experiment. However, we also ensure that the National Curriculum requirements of each separate subject are met through careful planning, assessment and record keeping.

Class teaching is often used where all of the children in a class are able to respond to a task at his or her own level. Children will also work in groups for various reasons. Class teachers may put children together because they are at a similar stage of development. Teaching can then be matched to their needs. Mixed ability groups may be formed so that children can share their talents in the solving of a problem. Quite frequently, children are allowed to form their own groupings to meet the demands of a task, or work alongside a partner.

Individual teaching is used where appropriate, as in the teaching of phonics/reading or music tuition.

Special educational needs and disabilities:

Approximately 20% of all pupils will need some extra help during their school life. This may take the form of:

- advice to staff, parents and pupils, provided by class teachers, support staff and/or external agencies (such as educational psychologists, behavioural support staff)
- support staff assistance to help the teacher give extra time to the child
- regular short sessions with a specialist such as a peripatetic special needs teacher or speech therapist in order to help the child develop a particular skill
- extra teaching time, "booster classes", intervention groups, books or equipment.

Often, additional support for a short time enables the child to overcome difficulties. We will, of course, consult with parents when we feel that a child is in need of special or extra help.

If it is felt that a child needs long-term support, an Educational Health and Care Plan (EHCP) may be started. It simply means that a very careful and detailed report is made on the child in

order to make a written statement of the child's difficulty and the type and amount of help needed through to adulthood. This is a formal process involving consultation with parents and pupils at all stages.

Mathematics

In our teaching of mathematics, we use a mastery approach, where we attempt to impart knowledge, understanding and practical knowledge. We follow the National Curriculum and focus on the three aims; fluency, reasoning and problem solving. Our scheme is reinforced by the use of White Rose Maths. This provides pupils with a deep understanding of the subject through the Concrete Pictorial Abstract approach. This aims to support and challenge children's understanding as we believe our curriculum allows all children to succeed in Maths. We aim to make our children feel 'at home' with numbers and to have the ability to make use of the mathematical skills which help them cope with everyday life. Children learn to handle numbers and measures mentally, orally and in writing; use a variety of calculations accurately and appropriately; interpret and use data presented in graphs, charts and tables. We encourage our children to ask questions, discuss their work and explain their thinking, tackle problems and, through perseverance, use what they know to find an accurate answer. We believe that children should not only feel confident in their number work but they should also enjoy it.

English

Communication and Language

Children are supported and encouraged to express their thoughts, feelings and ideas through increasingly complex and logically sequenced sentences ranging from role play and story-telling in EYFS and KS1 moving to discussion, debate and persuasion in KS2. Through every part of our curriculum, they are given the opportunity to access high quality texts which immerse them in ambitious vocabulary and this is modelled through the adults' interactions with children. Our intervention programme NELI allows children targeted support to improve their ability to express themselves in a clear and detailed way. Students learn to explore, to listen to their peers, develop tolerant, empathetic and inclusive behaviours as they engage with different viewpoints.

Reading

The teaching of early reading in EYFS and KS1 is based in the teaching of phonics and early comprehension skills. We follow Read, Write, Inc which is a rigorous programme which ensures that all children make good progress with reading. Our teaching includes both questioning to challenge and extend higher ability readers and tutoring to support lower ability readers to make good progress. Children read and are read to every day, with our reading spine ensuring that every year, children are exposed to a broad range of high-quality texts as well as guided reading groups with fully decodable texts in KS1. As well as small group reading sessions, the KS2 children take part in daily whole class reading sessions which allow them dive deeply into different genres and text types as well as developing their fluency, vocabulary, comprehension and inference skills. In Year 5 and 6 the children take part in Accelerated Reading which provides personalised goals for pupils, encourages engagement and uses quizzes to monitor progress. Throughout the school, parents work in partnership with teachers to support their children to become fluent readers by keeping record of the children's sharing of their books

with them. We have a fantastic library with sessions in school time enabling children to explore different texts and enjoy time for reading for pleasure. Some year 6 pupils act as librarians and help run and manage our school library.

Writing

The study of writing at the primary phase is broken into:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)
- revising and editing

Our writing curriculum is organised around the four writing purposes; to entertain, to inform, to persuade and to discuss. As children move through KS1 and KS2 they will have opportunities to explore new grammar and punctuation features of various writing genres and put this into practise with their own writing. Teachers support children to become confident writers who understand the purpose and context of their writing as well as supporting them to use increasingly complex literary devices and vocabulary. We use the spelling shed to allow children to develop confidence with spelling, phonics and word structure both in school and at home which allows them to develop effective transcription. From Early Years, through to KS2 we support children to develop clear and speedy handwriting which develops into their own style.

Drama

When appropriate (across the curriculum, not just within literacy sessions) children are given the opportunity to act and be involved in role play. This may include acting out stories and poems or re-creating past events. During personal, social and health education (PSHE/SCARF) sessions, children use role play to explore everyday situations and as a basis for discussion.

Science

We follow the National Curriculum for our science teaching. Our work in science is aimed to develop children's interest and awareness in the world around them and to encourage and extend their natural curiosity. We promote an understanding of natural phenomena and the confidence to use science to solve problems, through using technology skills, knowledge and understanding, and also to develop positive attitudes to safety and the care of living things. Children are given opportunities to plan, undertake and complete scientific investigations and use the results to deepen their understanding.

We also hold science days, which have included turning the school hall into a planetarium for the day and building rockets. We also undertake school visits when they enhance our curriculum, these have included trips to Norwich museums and the University of East Anglia. We have strong links with our secondary phase and have access to a variety of resources linked to our themes, including Developing Experts.

Computing

Our aim is to teach computing both as a discrete separate lesson and as an integral part of all other curriculum subjects. Starting with teaching basic keyboard and mouse skills, we aim to enable children to use a wide range of software including word processing, databases, spreadsheets, multimedia presentation packages, and control and monitoring, we also explore basic programming and the creation of Apps and Websites. Using computing in a range of contexts, we can develop the children's skills of communicating, evaluating, analysing and information processing.

We have a large number of laptops and tablets which we use for all subjects.

Design and Technology

Design and technology is taught throughout the school and activities are often linked to topical themes. We aim to develop an understanding of problem-solving techniques alongside the ability to apply them to new situations, using a range of hand tools and basic materials with due regard for safety and economy in order to build a genuine understanding of the meaning of design and everyday technologies. We frequently take advantage of the resources and expertise at the secondary phase for activities relating to food technology and textiles.

Geography

We follow the National Curriculum programmes of study and teach children about maps, their locality and places further afield, environmental issues and skills concerned with observing, recording, and analysing evidence, for instance, the weather, changes in the environment and how places differ. By the end of Key Stage 2 children will have gained sufficient knowledge and understanding to enable them to appreciate what living in different places is like, the way in which human activity affects the environment or offer reasoned opinions on geographical issues.

History

The Foundation Stage and Key Stage 1 children study history through topics and themes. Sometimes themes may be specific to history, e.g. castles or famous people. Sometimes they may be more general, e.g. the topic 'Ourselves' provides an opportunity to look at grandparents.

History in KS2 not only looks at specific periods in history, such as the Anglo Saxon period or Ancient Egypt, but also covers themes over a wider period of time such as invasion, rich and poor and crime and punishment.

The skills associated with history are also developed through a spiral curriculum, children learn about primary and secondary sources of evidence, how to research using books and the internet and how to investigate different accounts of the same event. There is a key focus on chronology and the understanding of how historical events impact on our lives today.

Music

Music is taught throughout the school. Lessons include singing, and playing mainly pitched and unpitched percussion instruments. Children learn to read and play from a simple score with others. There are opportunities for listening and appraising music, and for composing and performing. We use Charanga as our scheme of work for delivering music.

There is close cooperation between the primary and secondary phases which provides KS2 children with many extra experiences in music and the opportunity to perform alongside older children.

Individual instrumental tuition is available on string, woodwind, guitar, piano, brass and percussion instruments. Arrangements are possible for tuition on other instruments too.

A charge of up to £65 per term is made to help cover the costs of individual instrumental tuition except where it forms part of the national curriculum

Art

The children are given the opportunity to use a variety of materials and techniques to produce both two- and three-dimensional work - drawing, painting, colour work, collage, printing and model making. We teach art as a subject to include the discussion of paintings and other works of art and the lives of artists. We also teach art and craft as a way of enhancing other areas of the curriculum. We encourage children to be observant and to use their sketchbooks. We hope that an interest in colour and design will continue into adulthood.

Physical Education

At Litcham Primary Phase we are committed to delivering an exciting and varied PE National Curriculum, through a knowledge-led spiral PE curriculum, where knowledge and skills are taught and consolidated. We intend to give our children a broad PE curriculum that includes Sports alongside developing, Personal, Social Skills, Cognitive, Creative, Physical and Health and Fitness through fundamental skills used in Real PE. We promote high expectations, aspirations and competition and a secure understanding of a wide range of Sports and Real PE. Students are prepared to be active citizens after leaving school. PE is engaging and enjoyable and knowledge rich. We undertake a range of sports including Ultimate Frizbee, Handball, Pickleball, Sportshall Athletics and more traditional sports such as, netball, cricket, tennis and basketball.

We are members of the West Norwich and Dereham Sports Partnership, we endeavour to ensure that all children have an opportunity to take part in tournaments and school games regularly. We work closely with ICS Coaching and offer intra sports events at school as well as inter competitions with local schools in our area. We have a range of after school clubs such as dodgeball, netball and tennis, that cater for children from Reception to Year 6. During lunchtimes we offer the children and variety of clubs such as, yoga and speed-stacking.

Swimming takes place at Dereham Leisure Centre for children in KS1 and 2.

We track the progress of each child through their Real PE journey to promote high expectations and aspiration. Teachers are supported to delivery high quality PE through Learning Nutrition within the RealPE framework.

Religious Education (RE)

We use Discovery RE focusing on themes throughout the year which aims to encourage and develop positive attitudes and values. The Syllabus helps pupils to explore and deepen their knowledge and understanding of Christianity and other principal world religions. We promote opportunities for discussion, exploration and understanding as the pupils develop their religious literacy.

Parents who wish to withdraw their child from RE or the should discuss the matter with the Headteacher.

Modern Foreign Languages

Every KS2 class has a regular foreign language lesson, which is usually taught by a language specialist from the secondary phase. French is taught initially through songs and games and then with more formalised lessons, which not only focus on reading and speaking and listening but also some of the cultural aspects of France.

PSHE (including Citizenship and Relationships and Sex Education)

Our programme of Personal, Social and Health Education is delivered through SCARF which helps our pupils learn progressively more about health, hygiene, human biology, personal development and social issues. The programme encompasses a variety of approaches and learning styles, from whole school assemblies and shared themes to age specific class units of study (for example puberty and menstruation for KS2 pupils). Where particular sensitive issues are explored we ensure parents are informed of the content of lessons prior to them being taught. We have also been able to offer pupils road safety and cycling programmes. We follow the Educator Solutions Scheme for RSE, which follows the new statutory guidelines for September 2020.

Educational Visits

Educational visits form an important part of the curriculum. They provide an opportunity for the children to extend their learning beyond the classroom, making full use of the resources available locally. Parents are informed of the cost of visits made and the school holds a fund-raising event to fund the cost of the transport annually. Charges are made in line with the

school's charging and remissions policy. We appreciate the support that parents give in making the voluntary contributions that enable these valuable experiences to take place.

Residential trips are presently organised for Years 5 and 6. We believe they contribute greatly to children's personal, social and physical development as well as offering curricular benefits. Children with special needs are encouraged to take part in all aspects of school life, including educational visits. However, each child will be considered on an individual basis in order that their needs can be fully met and not compromise the safety of themselves or others. When organising education visits, we plan them with all our children's needs in mind and are committed to providing an inclusive experience. We see the value of such visits for all children and will work with parents to ensure opportunities for all children.

Parental Involvement

We encourage parents to get involved in school life and offers of help are very welcome. Parents help in many ways throughout the school - listening to reading, cooking and craft work, with computer and library studies, sport and educational visits, as well as helping with out of school activities. Please be assured all our helpers have been approved by the Disclosure and Baring Service (DBS).

In addition to our newsletter, we also invite parents to attend assemblies celebrating special efforts and sharing various aspects of class-work. We also invite parents in for our reading and maths cafés. We also host parent consultations around RSE.

Our home-school agreement was drawn up in full consultation with parents, pupils, staff and governors, and new families are asked to sign copies of the agreement when they join the school. The agreement itself is subject to regular review by the governing body.

Homework in the Primary Phase

Homework is used to help foster links between home and school and provides opportunities for children to work within their family on a variety of tasks. Our youngest children will bring home reading books on a regular basis and other tasks (spellings, games and multiplication tables for example) are gradually introduced. By Key Stage 2 children are set a wider range of tasks which may relate to a theme or topic being taught in school.

Why is homework so important?

Research over a number of years has shown that homework can make an important contribution to children's progress at school. It is important at all stages in a child's education and when used properly, extends the challenge to pupils, and ensures that teaching time is used to maximum effect.

What is homework?

Any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

It should:

- Consolidate/reinforce skills and understanding;
- Make use of resources for learning at home;
- Extend school learning, for example through additional reading;
- Encourage pupils as they get older to develop the confidence/self-discipline needed to study on their own;
- Prepare older pupils for the requirements of secondary school;
- Provide opportunities for parents, pupils and school to work as partners and to ensure parents have a clear understanding about expectations;
- Encourage children to develop long term strategies for future needs;
- Be planned/structured to meet the needs of individual children;

How can you help?

You can:

- Provide a reasonably peaceful, suitable place in which your child(ren) can do their homework;
- Provide suitable equipment – pens, pencils, crayons, rulers, rubbers, dictionary etc.;
- Make it clear that you value homework and explain how it can help their learning;
- Encourage and praise your child(ren) when homework is completed;
- Help with learning spellings, tables, number facts and read together;
- Help work out a manageable daily homework routine;
- Help where possible with research/information gathering by providing books at home and visiting local/mobile libraries;
- If possible, take your child(ren) on visits which will support learning in topics covered by termly projects;
- Ensure that you are aware of tasks set in reading/homework diaries or homework books;
- Please remember that it is the child's homework!

Homework through the school

The purpose of homework changes as children progress through the school, and is reviewed at the start of each autumn term. For younger children, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose.

Every class will have spellings, multiplication tables to learn each week and should also be reading regularly.

Year 1 and 2 are expected to do English and Maths for up to 30 minutes each week (30 minutes total).

Year 3, 4 and 5 are expected to do half an hour of English and 30 minutes of Maths each week (1-hour total).

Year 6 are expected to do up an hour of English and Maths each week (2 hours total)

The some of KS2 homework is set, accessed and returned through Microsoft Teams, other homework will be in paper format depending on the most effective form of delivery. Our reception class can also share home learning activities through Tapestry.

**The school year
2022 – 2023**

Autumn term 2022

School re-opens after the summer break	Wednesday, 7 th September
School closes for half-term	Friday, 21 st October
School re-opens	Monday, 31 st October
School closes for Christmas	Friday, 16 th December

Spring term 2023

School re-opens after Christmas	Wednesday, 4 th January
School closes for half-term	Friday, 10 th February
School re-opens	Monday, 20 th February
School closes for Easter	Friday, 31 st March

Summer term 2023

School re-opens after Easter	Monday, 17 th April
School Closed	Monday 1 st May
School closes for half-term	Friday, 26 th May
School re-opens	Monday, 5 th June
School closed	Thursday 29 th June and Friday 30 th June
School closes for the summer break	Friday, 21 st July

Dates to be confirmed

General information for parents

The school day

Morning Session

(Gate is opened at 8:45am)

8.55 am – 12.15 pm (Reception and KS1)

8.55 am – 12.30 pm (KS2)

Break

10.15am – 10.35am

Lunch

12.15/12.30pm – 1.25pm

Afternoon Session

1.30pm – 3.25pm

Bus and Reception Children leave class at 3.15pm

Remaining children dismissed at between 3:20pm and 3.25pm

Break

2.30pm – 2.45pm (Reception and KS1)

Members of staff are on duty in the playground from **8.45am to 8.55am** and also during morning and afternoon break.

The mid-day supervisory assistants carry out lunchtime supervision, under the overall supervision of the Head of Primary Phase, from **12.15pm to 1.25pm**.

Home-School agreement and Internet agreement

In accordance with government requirements, all parents and pupils are asked to sign the Home-School Agreement. It is not a legally binding document but it is a very useful re-enforcement of the vital home/school partnership. Pupils and parents are also asked to sign an agreement relating to the use of the internet.

Discretionary travel scheme

Some 5-16-year olds in Norfolk will qualify for free travel. This depends on how old your child is, which school they go to and where they live, and whether they have any special educational needs or mobility issues.

All applications for school transport are assessed against the criteria set in NCC home to school transport policy.

Your child will be entitled to free transport, to and from school, if they:

- Are of compulsory school age (5 to 16-years-old) on 1 September **or**
- If they will be 5 before 1 September 2022 when applying for the school year 2021-22 **and**
- If they will be 5 before 1 September 2023 when applying for the school year 2022-23 **and**
- Attend the nearest catchment (Longham, East and West Lexham, Tittleshall and Mileham) school, or the nearest appropriate school with a place as designated by Children's Services **and**
- Live more than 2 miles measured by the nearest walking route to school, when under the age of 8
- Live more than 3 miles walking distance from school, when aged 8 or over

Have a statement of special educational needs or an educational, health and care plan that states they need it. More details are available on the Local Authority Website. <https://www.norfolk.gov.uk/education-and-learning/school-and-college-transport/school-transport>

We will also provide transport for children who are unable to walk to school due to mobility problems or a severe medical condition. This is unless they live close enough to school to be able to make their own way, using a wheelchair or suitable alternative.

The local authority does not provide midday journeys for children attending school part-time.

If pupils cycle to and from school, the bicycle used should be in good condition for the road. A padlock should be provided and the bicycle locked on arrival at school. A bike shed is available but the school cannot accept any liability for loss or damage to bicycle equipment.

It is strongly recommended that cyclists wear a helmet, easily seen, light-coloured clothing and fluorescent bands.

Families in receipt of a qualifying low-income benefit

Free school transport may also be available for families receiving certain benefits.

Children of primary school age from low-income families

For children aged eight years and over, who attend their nearest catchment or appropriate school, the qualifying distance will remain two miles if either:

- They are **entitled to free school meals** due to their family receiving a qualifying low-income benefit
- Their parents are receiving the maximum level of Working Tax Credit (when reduction due to income is £0.00)

Medical arrangements

Routine medical inspections are arranged from time to time by the area health authority and parents are informed of these in advance.

Parents wanting their child to have access to medication during the school day should complete and return the relevant request form, which is available from the school reception. The school cannot administer or store medicines without the appropriate consent forms. All medicines administered by school must be a prescribed medicine from the doctors.

School Council

Our School Council plays an important role in discussing issues relating to whole school improvement and in the decision-making process within the school. It is made up of children from Reception to Year 6 who are elected by their class to serve on the council and represent their views. These representatives work with the head of the Primary Phase. The older school council members support the younger members in fulfilling their role and take on the officers' roles.

The Primary Phase School Council has the opportunity to meet with the Secondary Phase Council to discuss whole school issues.

Clubs and activities (COVID restrictions permitting)

Maths Booster

Orchestra

Football

Dodgeball

Multiskills

Netball

Cricket

Dance

Library Reading

Puzzles

Yoga

This is just an example of some of the clubs we offer over the course of the year. Some of these clubs are seasonal.

Charging

The *Education Reform Act (2002)* sets out the law on charging in all local authority maintained schools. The governors' policy on charging is consistent with the requirements of the act. The full statement on charging is available for inspection in the school office.

In line with the policy set out in the Local Authority document 'Information for Parents', parents of students taking practical subjects who wish to keep final products will be asked to provide ingredients or materials (or cash equivalent).

The school will continue to offer students as wide a range of opportunities as possible and hopes that parents, where possible, will look sympathetically upon a request for a voluntary contribution. Parents who wish their children to take advantage of optional extras, but who may not be able to afford such extras, should contact the Head of Primary Phase to see if there may be any means of financial support to assist them.

Complaints

The school's arrangements for handling complaints made by parents in respect of the school's curriculum and arrangements for collective worship under the terms of section 23 of the Education Reform Act will follow the procedures set out by Norfolk County Council. Copies of the local authority's procedures are available from the school office.

In the first instance, parents should make any complaint to the Headteacher. If it cannot be resolved at this stage, it may be directed to the governing body or to the local authority.

School Meals

Meals are cooked in our kitchens at the Secondary Phase by our own staff. Termly menus are sent home with children prior to start of each term. All school meal orders and payments are made on ParentMail and are priced at £2.20 each meal. The children can choose between having a cooked lunch, baked potato, salad or baguette.

Our canteen staff can also offer a snack during mid-morning break of toast, milk, a selection of fresh and dried fruit, this again can be purchased through ParentMail

The school is pleased to provide Universal Free School Meals (UFSM) for all EYFS and KS1 pupils (R, Y1 and Y2).

Families on Income Support or Income Based Job Seekers Allowance are eligible for Free School Meals (FSM) and application forms may be obtained from the school office. **Please note that it is essential that where families do not take up free meal entitlement they still inform the office of their eligibility to free meals, as this information is a factor in the school's performance data.** Even if your child is in R, Y1 or Y2 it is beneficial to apply for FSM.

Water

We encourage the children to bring in a named, bottle of water, which is available within the classroom, to be sipped throughout the day. Current thinking states that if children are allowed free access to water this improves both their learning and their general health.

Uniform

All aspects of the Litcham School Uniform must be worn by all members of the school.

- Black trousers should be smart, formal and full length. No leggings. Black formal shorts may be worn during the summer term.
- Black skirts should be formal, plain and at least knee length. Vertical pleats are permitted but not horizontal pleats/frills. Hipster-style and jersey-style skirts are not permitted.
- Blue/white check dresses may be worn during the summer term and first half of Autumn term.
- White shirt/blouse/polo shirt.
- Navy blue sweatshirt/cardigan with school logo.
- Footwear should be black shoes that are safe, sensible and of a type that will not mark floors. No boots are permitted.
- Outside garments should be warm and weather-proof and should not carry large logos, branding or other images.
- Make-up of any sort is not permitted.
- Jewellery: one small stud per ear lobe and a watch are permitted.
- Hair should be one natural colour and not of an extreme style. No large hair decorations such as flowers, bows or animal ears.
- Socks should be white or black and plain. Tights may be worn and should be plain black.

Children are encouraged to wear peaked or legionnaire style sun hats during the periods of bright sunshine.

PE/games kit

- Shorts/Skort – Navy (with Litcham School Logo – optional)
- Polo shirt – White Navy (with Litcham School Logo – optional)
- Trainers for outdoor use
- Socks – White (for indoor PE and Summer Sports)
- Tracksuits (Navy) for outdoor activities in the cold weather
- Sweatshirt – Blue Navy (with Litcham School Logo – optional)

- Football socks – Navy/White (optional)
- Swimming – girls – one piece swimsuit
- Swimming – boys – Trunks/shorts (not Bermuda style)

For safety, children with long hair will need to tie back their hair and earrings should be removed or taped.

Please ensure all items of uniform and PE kit is named

All uniform is available exclusively from Birds of Dereham:

Birds (Argent Clothing Ltd)
Unit D, 13 Yaxham Road
Dereham, NR19 1HB.

Tel: 01362 699130

Email: enquiries@birds-sport.co.uk

Protective clothing

Aprons for technology and food lessons are provided by the school.