

# Our Lady of the Rosary Catholic Primary School

*"A very welcoming community where  
everyone feels valued and included"*



## Parent Handbook 2021/2022



Leading Parent  
Partnership Award

2018-2021





# Welcome to Our Lady of the Rosary RC Primary School



Dear Parents,

I am very proud to be Head Teacher of Our Lady of the Rosary and would like to share my thoughts about this unique establishment.

I have worked at this very special school for 28 years and I am delighted to be leading the school forward. Our Lady of the Rosary is an incredible place. The children are all amazing characters with a love and pride in their school. Staff are privileged to work with such dedicated and industrious pupils, who are all individuals.

The school has a wonderful family atmosphere where we all work closely together. Team work is an integral part of who and what we are and everyone's voice is valued and respected.

All involved in the school community are extremely proud of the developments and achievements of our school, which is continually improving and creating greater learning opportunities for our pupils.

Our Lady of the Rosary was classed as an 'outstanding' school by Ofsted in 2007. One of the few schools to achieve 'outstanding' in all 54 areas.

We were also graded "outstanding" in all five areas in our R.E. Inspection undertaken in November 2018. The team stated that 'Our Lady of the Rosary RC Primary School sits at the heart of its community as a wonderful testament of outstanding Catholic education'.

In July 2021, OLOR were the 3rd school in the country to be re-accredited with the NACE Challenge Award for the 4th time in July 2021. The re-accreditation report stated 'The school has high aspirations for all learners and celebrates talent. Pupils are safe, secure and well nurtured, meaning they can flourish in their own way. The school is mindful of the future role their pupils will play in the world, encouraging a global awareness alongside community connections.'

OLOR was also re-accredited with the Leading Parent Partnership Award in June 2018 for the 3rd consecutive time and the Optimus Wellbeing Award in November 2020.

The staff are exceptional. All are totally committed to providing the absolute best for all our children. We aim to unlock the potential within every member of the school, by lovingly nurturing individuals and watching them grow into confident citizens, continually striving to be 'The Best They Can Be' developing resilience and growth mindsets, 'Learning to Persevere to Succeed'.

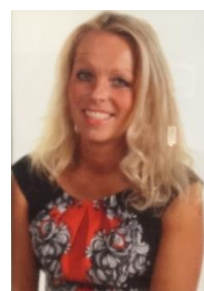
We are first and foremost a Catholic school and this is reflected in the way we work together, play and celebrate. Our religious beliefs inspire and unify every aspect of school life. We empower pupils to be 'Transformational Change Makers' and 'Builders of God's Kingdom' both within school, locally and nationally.

We wish you and your child a happy and successful time at Our Lady of the Rosary and look forward to building close relationships and working partnership with Families.

We all look forward to journeying together.

Kind regards

Miss S. D. Molloy  
Headteacher





# OFSTED Inspection



Our Lady of the Rosary RC Primary School has undertaken three Ofsted Inspections.

Each inspection graded Our Lady of the Rosary as an Outstanding School.

## Findings from the last school inspection in 2007

"Excellent teaching, along with the pupils' obvious enjoyment of school. Pupils' spiritual and moral development is outstanding. The children's social and cultural development, including their knowledge and understanding of other cultures, is also very strong."

"Pupils relate very well to each other and to the staff. Pupils' behaviour and attitude to their work are excellent and these are significant reasons for the excellent progress they make throughout the school."

"The largely excellent quality of teaching throughout the school ensures that pupils learn at a very rapid pace. Teachers have high expectations of their pupils, in terms of standards of work, behaviour and attitudes to their work. Pupils respond with alacrity and make fast gains."

"The outstanding level of care, guidance and support for all pupils contributes strongly to their confidence, enjoyment and very good progress. Parents are extremely supportive of the school. They understandably feel that their children are exceptionally well cared for, and well challenged too."

## School Mission Statement

**O**ur Journey

**L**ove God

**O**thers First

**R**espect All

*Persevere to Succeed*



# School Organisation



## School Staff

Headteacher  
Deputy Headteacher & Year 6 Teacher  
Year 5 Teacher  
Year 4 Teacher  
Year 3 Teacher  
Year 2 Teacher  
Year 1 Teacher & KS1 Lead  
Reception Teacher & EYFS Lead  
Nursery Teacher

Miss S Molloy  
Miss M Cook  
Mr R Parkes  
Mrs E Timms  
Mrs H Groves/Mrs M Peden/Mrs Luff  
Mrs E Cannon/Mrs Smith  
Miss L Gonzalez  
Mrs H Higson/Miss J McShane  
Mrs O Faux

Specialist Art Teacher  
Speech & Language Teacher

Mrs H Katsihtis  
Mrs A O'Malley

Teaching Assistants

Mrs V Jepson  
Mrs C Hollins  
Mrs K Fowler  
Mrs C Sheil  
Mrs M Loynes  
Ms J Burlando  
Miss R Woodcock  
Mrs N Carney  
Miss R Wrigley  
Mrs L Berry  
Mrs L Smith

Office Manager

Mrs D Jones

Site Manager

Mr S Baildon

School Cook  
Assistant Cooks

Mrs J Grayson  
Mrs E Knowles  
Miss C Rogers

Midday Assistants

Mrs J Dawson  
Mrs L Smith  
Mrs N Carney  
Miss R Woodcock  
Mrs M Kelly  
Mrs A Twiss  
Mrs L Berry  
Mrs M Loynes  
Ms J Burlando  
Mrs A Greenhalgh



# School Day



<b>EYFS</b>	<b>KS1</b>	<b>KS2</b>
<b>8.45am-12pm</b>	<b>8.45am- 10.30am</b>	<b>8.45am- 10.30am</b>
<b>Rolling Snack (Children choose when to have snack throughout morning)</b>	<b>10.30am-10.45am Morning Break</b>	<b>10.30am-10.45am Morning Break</b>
	<b>10.45am-12.00pm</b>	<b>10.45am-12.00pm</b>
<b>12.00pm-1.00pm Lunch Break</b>	<b>12.00pm-1.00pm Lunch Break</b>	<b>12.00pm-1.00pm Lunch Break</b>
<b>1.00pm – 3.00pm</b>	<b>1.00pm – 3.00pm</b>	<b>1.00pm – 3.00pm</b>
<b>(Nursery Day 9.00am – 3.00pm)</b>		

The main school gates are opened at 8.40am, pupils proceed directly to their classrooms via their external doors. Registration is undertaken at 8.45am.

If a child arrives at school after 8.45am they will be signed in late and escorted to their external classroom doors.

If your child will be absent from school, please ensure you ring and inform the School Office before 9.15am. Messages may be left on the answer machine.

In cases of sickness and diarrhoea children must remain at home for **48 hours** after the last time they displayed any symptoms.

The school **will not** authorise any holidays taken during school time. Notification of planned absences must be recorded on the school form and submitted to the Headteacher. Absences will only be authorised in exceptional circumstances.

## **WE MANAGE OUR OWN BREAKFAST AND AFTER SCHOOL CLUB ON THE SCHOOL SITE, EACH OPERATES DURING TERM TIME ONLY**

Pupils accessing the facility have full access to the school grounds and forest areas.

**Breakfast Club** 7.45am-8.45am - £5.50  
**After School Club** 3.00pm-5.30pm - £10.00 (Short Stay 3.00-4.00pm £5.00)

## **SCHOOL DINNERS**

Reception, Year 1 and Year 2 children have a free school meal. Nursery children bring their own packed lunch and drinks. EYFS children will be provided with milk each day. Key Stage 2 children can purchase a school lunch for £2.40.



## Holiday List



### OUR LADY OF THE ROSARY SCHOOL CALENDAR

**SEPTEMBER 2021 – JULY 2022**

#### SCHOOL OPENS

#### SCHOOL CLOSES

#### AUTUMN TERM

**Wednesday, 1<sup>st</sup> September**

**Friday, 22<sup>nd</sup> October**

(HALF TERM)

**Tuesday, 2<sup>nd</sup> November**

**Tuesday, 21<sup>st</sup> December**

#### SPRING TERM

**Wednesday, 5<sup>th</sup> January**

**Friday, 11<sup>th</sup> February**

(HALF TERM)

**Tuesday, 22<sup>nd</sup> February**

**Friday, 8<sup>th</sup> April**

#### SUMMER TERM

**Monday, 25<sup>th</sup> April**

**Friday, 27<sup>th</sup> May**

(HALF TERM)

**Monday, 13<sup>th</sup> June**

**Friday, 22<sup>nd</sup> July**

**On Monday, 2nd May, school will be closed for the May Bank Holiday**

**On Monday, 13th December, school will be closed for the Queen's Platinum Bank Holiday (extra holiday added as already on holiday in June).**



# School Uniform



The expectation is that all children will wear school uniform. This can be purchased from John McHugh in Stretford Arndale. From September, sensible, waterproof black trainers should be worn by all children. This is due to the children taking part in daily mile activities, and daily access to the forest areas. Early Years Foundation Stage (EYFS) & Key Stage 1 children should have Velcro trainers unless they can tie laces independently.

## All uniform needs to clearly labelled

### BOYS

School Tie (optional)  
Blue or White Cotton Shirts/Polo Shirt  
Grey Trousers  
Navy Jumper or Sweatshirt- School Logo Optional

### GIRLS

School Tie (optional)  
Blue or White Cotton Shirts/Polo Shirt  
Grey Trousers/ Grey Skirt/ Grey Pinafore  
Navy Jumper or Sweatshirt -School Logo Optional  
Blue Checked Dress (summer)



### SCHOOL HOODIES

Navy hoodies with your child's initials (School Logo optional) can be ordered from the School Office.

Hoodies can be worn daily, on school trips, on the playground, during P.E. lessons and at sporting fixtures.

### P.E KIT

Blue 'T' Shirt with school logo  
Trainers (velcro fastenings for the younger children) **not** black pumps.  
Black shorts

P.E. kits should be kept in school in a drawstring bag at all times and will be taken home at the end of each half-term for washing.



### Water Proof Suits

Children in the EYFS must access all areas of the curriculum. In order to use the outdoor provision in all seasons, pupils are asked to have a pair of wellies and waterproof outerwear (suit or separate trousers and jacket). These are available to buy from John McHugh in Stretford Arndale.

### LOST PROPERTY

If your child loses any of their property in school, it will be put in the lost property box in the open library area. Items not collected will then be put out on tables at the front of school at the end of each half term.

### EARRINGS AND JEWELLERY

Studs are the only earrings that are allowed to be worn in school. These must be removed for P.E. and swimming lessons.

Fitbit and fitness tracker watches are allowed to be worn. These remain the responsibility of the child at all times. No other jewellery or watches are to be worn.



# School Curriculum



We aim to create a stimulating, happy and caring environment, where pupils of all ages are excited by their learning experiences.

## Starting School

We very much look forward to welcoming you and your child to Our Lady of the Rosary RC Primary School.

Whether your child is starting school in EYFS in September or part-way through an academic year in other year groups, we realise that this can be an unsettling time for both you and them. We understand that each child is different and that every family situation is unique. We have established transition processes in place, which may vary slightly depending on your child's needs.

## Summer visit

Children are invited to one session in school so they can explore their new classroom and meet their teachers. New parents are welcomed for a short chat at the end of this session where there will find out more about the Reception year.

## Buddies

On starting school, all children are assigned a 'Year 6 Buddy' who is a friend to them throughout their first year at school. During those first few days, the buddies will meet the children on the playground on their first morning, accompany the children at lunchtime, helping with their food and learning new routines. They also take the children out for their first lunchtime breaks. We like to build strong relationships between our youngest and oldest children as it helps the younger children to see how friendly and helpful the 'bigger' children can be, as well as giving the older children added responsibility and role modelling expected behaviour. The 'buddies' accompany the younger children on local visits within the village, such as walking to church or trips to the park.





## FOUNDATION STAGE (EYFS- Reception & Nursery)

Prime Areas: Personal, Social & Emotional Development, Physical Development, Communication & Language

When our Reception children start school we try to build on the language experience and skills that the children already possess. We use a variety of activities to stimulate the development of speaking and listening skills. When children are involved with sand and water or painting and modelling activities they are continually improving and extending their vocabulary. Class teachers will plan experiences based on the children's interests and play alongside the children to develop and challenge their learning. Class discussions provide valuable listening and learning experiences; children are encouraged to listen carefully while others are speaking.

## FOUNDATION STAGE (EYFS Reception & Nursery)




Specific Areas: Literacy; Mathematics; Knowledge of the World; and Expressive Arts & Design

### Reading

Children take books home weekly to share at home, these will start as wordless with the aim of developing children's awareness of story structures and then move through our selected reading scheme (Read, Write, Inc) in accordance with their reading progress. Parents are encouraged to take an active interest in the books children bring home as well as online quizzes and activities they can undertake. These home reading books will carefully match their phonics stage in order to help children's fluency, comprehension skills and love of reading. Research has shown that the most positive reading influence is where parents show a keen interest, model reading and regularly listen and talk to their children about the books they are reading.

Read Write Inc (RWI) our selected phonics resource is a complete literacy programme. It helps all children learn to read fluently and at speed, so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7.

## Why read for 20 minutes a day?

Pupil A reads...	Pupil B reads...	Pupil C reads...
20 minutes a day	5 minutes a day	1 minute a day
3,600 MINUTES PER SCHOOL YEAR	900 MINUTES PER SCHOOL YEAR	180 MINUTES PER SCHOOL YEAR
1,800,000 words per year	282,000 words per year	8,000 words per year
		
Scores in the 90 <sup>th</sup> percentile on tests	Scores in the 50 <sup>th</sup> percentile on tests	Scores in the 10 <sup>th</sup> percentile on tests

If a pupil begins reading when they are in reception, by the end of Year 6, pupil A will have read for the equivalent of 60 school days, pupil B will have read for 12 school days, and pupil C will have read for 3.

Which pupil do you think will be more successful in school...and in life?



## Writing

The early stages of writing involve the teacher scribing what the child is saying about their pictures. This progresses to the child 'mark making' through a variety of different media and emergent writing using their phonic knowledge. As this develops children quickly grow confident to write sentences and short stories. The children are encouraged to use word cards and sounds displayed in the classroom to aid spelling, but we try to strike a balance between fluent writing with phonic spelling and much more structured work. Spelling is taught with reference to sound patterns.

HeidiSongs' Chart of the Developmental Progression of A Child's Writing

<p>1. Pictures</p>	<p>2. Random Scribbling</p>	<p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	<p>4. Symbols That Represent Letters</p>
<p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	<p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	<p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	<p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

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1—1 1/2 years Cylindrical Grasp	2—3 years Digital Grasp	3 1/2—4 years Modified Tripod Grasp	4 1/2—7 years Tripod Grasp





## Maths

We teach Maths for Mastery as this allows all pupils to gain a deep understanding of maths, allowing them to acquire a secure and long-term understanding of maths that allows them to make continual progress to move onto more complex topics. Maths objectives are broken down into the smallest steps, so that every pupil is secure in every new concept before moving on. We focus upon teaching for fluency, reasoning and problem solving. There are two ELG's for Maths, number and numerical pattern.

### ELG Number:

Have a deep understanding of number to 10, including the composition of each number.

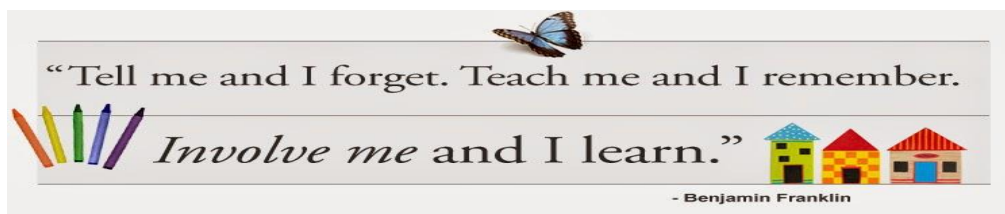
Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### ELG Numerical Patterns:

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.





# EYFS Reforms from September 2021



The Early Years Foundation Stage (EYFS) is being reformed and there is a new EYFS framework that all schools and settings will have to follow from September 2021. These national changes have been made to better support all young children's learning and development. It is also the aim that the new framework will better prepare children for the transition into key stage 1. Below are some of the key points from the new EYFS reforms that include relevant changes which parents, carers and children may notice or experience.

- Staff will be spending less time on large amounts of written observations and assessments for evidence collection. This means they can spend more time supporting and engaging with the children and their learning and development needs.
- Children will no longer be assessed against statements from an age band category. Instead, staff will use their experience and knowledge to monitor if a child's learning and development is on track for their age.
- The early learning goals at the end of Reception have been changed to become clearer and easier to understand. Staff will use their judgements to assess if the children have met these goals at the end of the EYFS and inform parents and carers.
- There is an emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning.
- Literacy and Numeracy skills focused on in the EYFS have been adapted to better match up with the National Curriculum that starts in Year 1.
- There is no longer an 'Exceeding' judgement at the end of Reception. Children will instead be challenged to have a greater depth and understanding of ideas.
- Safeguarding and welfare of children is still a priority, with the added mention of teaching children about the importance of good oral health and how to keep teeth clean and healthy.

## **How you can help learning and development at home to support the new EYFS reforms**

- Read stories daily to your child and use them as an opportunity to talk about the characters and events in the story. You could also discuss some of the details children have spotted in the pictures, such as the character's facial expressions.
- Have lots of conversations with your child throughout the day. Try and increase their vocabulary by using a wide range of vocabulary.
- Practise counting with your child and looking at small groups of items. Explore what happens to numbers when you put these small groups of items together, or split a larger group into two smaller groups.
- Support your child's early reading by practising phonic skills, such as recognising letter sounds and blending them together to read words. Also, support your child with their writing by checking they are forming their letters in the correct way and holding a pencil properly.
- Encourage your child to make healthy food and drink choices, especially related to sugar content and how this can affect their teeth. Also, support your child to properly brush their teeth at least twice a day at home.
- Plan activities that allow your child to be active and develop their strength through large body movements as well as smaller, more precise movements.





## Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 to 6)

All children follow a broad and balanced National Curriculum and staff are continually looking for new and exciting opportunities to widen their learning experiences, capturing their interests and making each day challenging and engaging.

Teaching the basic skills of Literacy and Numeracy is our first priority. Once these are secure we encourage pupils to use these skills independently in all aspects of school life. For example, pupils lead meetings, take on many varied leadership roles and liaise with the local and wider community on a daily basis.

In addition to the core subjects we offer a rich and varied curriculum around the following subjects:

Religious Education

Computing

Geography

Physical Education (PE)

Personal, Social, Health and Economic Education

Modern Foreign Languages (MFL)

Art

Music

History

Design and Technology

These subjects are taught individually, or as part of a Creative Curriculum. Pupils have many opportunities to develop higher order thinking and questioning skills using Bloom's taxonomy.

Pupils are encouraged to work individually, in a group or as a whole class. Co-operative teaching and collaborative learning styles are used in lessons.

We believe that a good attitude to work, careful presentation and consistent effort and perseverance are important for children to achieve their targets and 'be the best they can be'. We value the importance of parents' involvement and the impact it has on their child's learning and endeavour to form close working relationships as pupils journey through OLOR.





# Religious Education



Religious Education and the Catholic ethos are at the centre of life at Our Lady of the Rosary School. Everyone is encouraged to build respectful relationships and value all members of the community. We aim to imitate Christ in all aspects of our daily lives.

Under the direction of the Diocese, the school uses the 'The Way, the Truth and the Life' and 'Come and See' schemes, creatively in Religious Education lessons. Building the Kingdom supports OLOR's distinct, bespoke curriculum design.

## **Parish Sacramental Programme**

The School works with the Parish, following Our Lady of the Rosary's Sacramental Programme which is recommended and supported by Salford Diocese. The Parish Programme follows the Liturgical Calendar. The programme involves parents' meetings, children's sessions and special celebrations in support of the sacraments of Reconciliation and Holy Communion.

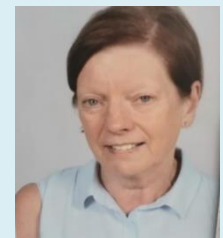
## **Spiritual and Moral Development**

Children lead the Rosary every Friday morning at 8.30am in the School Prayer Garden or Year 6 classroom if the weather is inclement. Classes attend Parish Masses and school Masses are celebrated each term and prayer sessions held daily. Each class performs a religious assembly/play each year. During Lent all classes are involved in leading The Way of the Cross services. Yr2 to Yr6 perform the important events in the last week of Jesus' life, during Holy Week. All family members are invited to join these special services.

We are very fortunate in having many outside areas which are designated for Prayer and Worship. We take every opportunity to use these outside facilities.

## **Chaplaincy Team**

We have a well-established Chaplaincy Team, consisting of Mrs Hollins and Mrs Ramsbottom, our adult Lay Chaplains and 20 pupils from Year 5 and 6 who have been commissioned by Father Kieren. They work with the wider community as well as promoting our Catholic ethos within school. The team organise a Coffee Morning every alternate Tuesday morning after the 9.30am Mass in Father Kieren's Meeting Room in his house. Everyone is welcome to attend. The GIFT Chaplaincy Team undertake weekly visits to the lonely and vulnerable in our community, chatting with them and checking they are well and happy. They lead many initiatives, following Pope Francis' Laudato Si letter to the world, recognising our responsibilities to look after our world for future generations, as well as taking care of the poor and vulnerable. Each year they complete a development plan which can be viewed on the school website.





# Homework



At Our Lady of the Rosary we believe homework makes a valuable contribution to a child's learning. Each year group has homework appropriate to their age and related to their learning experiences in school.

Parents will be informed, at the beginning of each school year, the homework tasks that will be set for each year group and of the amount of time it is expected that children should spend on these tasks per week. Details of the homework allocated to each year group can be accessed on the school website.

Reading, spelling, learning tables and other tasks to reinforce basic number skills are regular activities. Research and project work may also be set.

During Advent and Lent special tasks are set related to these important times in the Liturgical Calendar.

We expect parents to support our Homework Policy and to ensure that pupils complete homework tasks to the best of their ability and return work to school on time.

## Wellbeing Ambassadors

### Wellbeing Ambassadors

The wellbeing of staff and pupils is a priority. Wellbeing Ambassadors are appointed across the school from Yr1 to Yr6. They lead and organise Health and Happiness days for their peers as well as ensuring everyone is happy and safe on a daily basis.

NACE Challenge Award assessors report July 2021 stated 'Wellbeing is prominent within the school. Pupil wellbeing ambassadors and other pupil leadership roles enable children to understand the importance of looking after themselves and others. One pupil commented, 'Wellbeing is about making sure we feel happy not just about learning about our work'.







## Playtimes



### **BUDDY SYSTEM**

On entry to school, all Reception pupils are allocated a Year 6 Buddy. The older child will form a close relationship with the younger pupil, greeting them on their first days at OLOR, accompanying them into the classroom, sitting next to them at lunch time, helping them put on their coat and find their way around the school building. They teach them the ethos and values of OLOR, underpinned by our Mission Statement. During the Autumn Term a Year 6 and Reception 'Buddy Mass' will be celebrated.



### **SNACKS AND WATER**

All pupils are encouraged to bring a plastic, labelled water bottle into school. They can therefore access a drink regularly and refill when necessary. The top needs to be a non-spill, sports style.

EYFS and Key Stage 1 pupils are provided with a piece of fruit each day. This is eaten during playtime.

### **PLAYGROUND LEADERS**

Yr1- Yr6 pupils undertake the role of Playground Leaders, organising games and ensuring everyone has someone to play with. They work on the Yr1, Yr2, Lower and Upper KS2 designated play areas.

### **PLAYGROUND TRIM TRAIL EQUIPMENT**

Our School is fortunate to have a wide range of outdoor equipment. Pupils are encouraged to develop their body strength using the Climbing Walls, Swinging Trapeze, Monkey Bars, Trim-Trails and Up and Over Bars. They will not be assisted, but use the apparatus at their own level. All year groups have their own football and tennis nets and KS2 pupils have table tennis tables. Pupils are encouraged to come to school on their bikes (with helmet), scooters and roller skates. They can use these items at playtimes as well as on their journeys to and from school.



## Extra Curricular Activities



### After School Clubs

There is an opportunity for all classes to attend extra-curricular activities throughout the year. These are run by school staff or external coaches. They can vary from term to term and include Sports Clubs, Choir, ICT, Art based clubs, Film, Gardening, Homework and Languages. Parents must always give written permission and make arrangements to collect any child staying for an after school session. A letter detailing the school staff run clubs will be sent out at the start of each half term and accessible on the school website. It will include the age groups it is offered to, dates, times and who is running the club. The school also offers a number of externally run Sports clubs including Football, Art, 'Bitesize Bootcamp', Dance, Archery and Hockey. Peripatetic music lessons are available for Key Stage 2 children, including flute, clarinet and guitar. These lessons are undertaken during class time or at lunchtime.

**PLEASE NOTE: There are charges for some of these clubs.**

### School Trips

Each year, the children have the opportunity to take part in three educational visits linked their current topic or class work. These may be a site of historical or scientific interest, or a place to develop the children's cultural interest.

Our Lady of the Rosary follows the charges for school activities regulations as stated in the Education Reform Act 1988. Voluntary contributions will, therefore, be requested for school trips and journeys. Although there will be no obligation to contribute and no pupil will be omitted from trips for failure to contribute, it is necessary to have substantial voluntary contributions in order for such activities to take place.

In the event of insufficient contributions, a trip may have to be cancelled. Older children have the opportunity to undertake a residential trip to 'Robinwood', an activity centre in Todmorden (Year 5) and an overseas visit to our Link School in Ponteareas, Spain. (Year 6)

### Our Lady of the Rosary Breakfast and After School Club

Since September 2017 Our Lady of the Rosary has run its own wrap around care clubs. These will operate from 7.45am till the beginning of the school day and an after school club from 3.15pm-5.30pm.

The club provides a variety of daily activities, toys and games and opportunities to do their homework. They have access to all the external areas, including the Forest Zones.

Further information regarding the club is available from the School Office.







## Behaviour

At Our Lady of the Rosary we place a great deal of emphasis on good behaviour and feel that respectful attitudes to others and also to work, are the foundations of an effective school. Children's efforts are praised and their individual need for security and stability is respected. The teachers are firm but friendly and provide a happy and caring atmosphere, where pupils develop into confident young citizens, learn to make decisions and be trusted to carry out responsible tasks.

All children are expected to follow school rules. These are vital to ensure the safe and smooth running of the school. Pupils are encouraged to follow these and be responsible for their own actions by a system of rewards and incentives.

The school has several reward systems in place, which may include stickers, certificates or Golden Hour. We regularly celebrate the efforts and achievements of our pupils in class at our assemblies.

Pupils who fail to respond positively may have privileges withdrawn and miss playtime or part of Enterprise Days.

We believe that parents should be kept informed of their child's actions and attitudes in school, and look for your support in maintaining high standards of behaviour.

## Education For All

### **Special Educational Needs (SEN)**

If there are concerns about your child's progress, or a specific educational need is identified, and action is to be taken, your child may be put on the appropriate stage of the SEN register. If this occurs, you will be informed and asked for your consent, by your child's class teacher and/or school's Special Needs Co-ordinator.

Children who experience learning difficulties will be assisted in a variety of ways according to the needs of the child and the resources available.

They may be given an individual programme of work, which is reviewed each term. Teaching assistants may give additional support in the classroom situation or in Booster, Intervention or 1:1 sessions. OLOR's SEND offer can be viewed on the school website.

### **More Able**

The school will identify More Able pupils and work to tailor the curriculum to meet their needs within each class. Additionally such pupils may experience 'cutaway' in some lessons, and begin longer tasks without taking part in the introduction. They may be invited to attend specially organised More Able workshops within or outside of school.

Class teachers plan for these pupils so that they experience learning which matches their ability. Questioning is used to challenge the more able thinker, and enrichment opportunities allow the pupil to explore a topic in added depth, or to apply their learning in more complex ways, encouraging their creativity and intellectual curiosity. Advice on provision for able pupils may be sought from subject specialist staff, local authority advisers and staff at the local feeder secondary schools.

**EQUAL OPPORTUNITIES** The promotion of equal opportunities is the concern of all those involved with the School. We aim to foster a community based upon respect for each other in the love of Jesus Christ. This means that children are treated with fairness, justice and equality. Individuals receive the same opportunities irrespective of differences in social and economic background, race, gender and culture. We teach children at Our Lady of the Rosary to recognise and respect people's differences as well as our similarities; to accept, not only to tolerate; and to treat everyone in a way that we would like to be treated. Boys and girls receive the same curriculum and extra-curricular activities and also the same rewards and sanctions.

We will promote equality through our Racial Equality Policy and Anti-Bullying Policy.



# Rules and Policies



## **SAFEGUARDING/CHILD PROTECTION PROCEDURES**

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils.

In cases where the school has reason to be concerned that a child may be suffering ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the 'Local Authority Child Protection Procedures' and inform FIRST RESPONSE of their concerns.

The Head Teacher has a duty to call a Family Support Meeting with the parents/carers and other involved professionals if she has concerns about the pupil's welfare and safety.

## **DBS**

The DBS is responsible for checks on staff and other adults working with children. New staff and volunteers working in school are required to undergo an enhanced DBS check. This involves filling in a comprehensive form, which is sent off to the DBS. A certificate is then allocated to the member of staff/volunteer if a clear check is made. This process is to ensure the safety of the children in school.

## **COMPLAINTS PROCEDURE**

We seek to ensure that all complaints are listened to carefully and, as far as possible, try to settle differences fairly and informally. Complaints should be made initially to the Head Teacher, who will ensure that an investigation is carried out. The Governing Board has a written policy for dealing with complaints which is available from the School Office and on the school website.

## **MEDICATION**

If a child is receiving medication from a doctor then it is likely that the child is unfit to attend School. Children must not be sent to school with tablets or medicine. By arrangement, parents may come into school to administer medicine to their child. Children who suffer from asthma and need to use inhalers during the day may keep an inhaler in their classroom. These must be labelled with your child's name and "best before" dates should be checked regularly. This will be administered to the child by the class teacher.

## **FIRST AID**

All reasonable care is taken to ensure the safety of the children. However, children do sometimes have minor accidents and the school will carry out immediate First Aid to injuries within the level of expertise available. Teachers will contact parents and inform them of any accidents and injuries incurred.

We ask that parents complete a form giving us permission to use plasters if the need arises. We cannot accept responsibility for any allergic reaction to plasters. If a parent has not completed a form then plasters will not be used. We do not use any antiseptic creams or lotions. In the unusual event of serious injury the parents will be informed as soon as practicable and medical attention will be sought. Urgent treatment will not be delayed if the parent is unavailable.



# Involving Parents



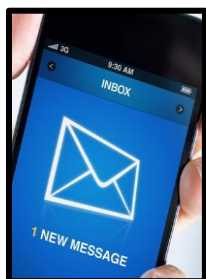
## Parent Partnership

### PARENTAL VISITS

The school operates an 'open door' policy whereby parents are welcome to contact the school if they have any concerns or worries, although it is advisable to telephone for an appointment if you have anything specific to discuss concerning your child. Appointments will then be arranged for a mutually convenient time. Consultation is important and nothing is too trivial for discussion if it affects a child's welfare and education. It can be difficult for teachers to spend time in discussion with parents at the beginning of the day without prior arrangement.

### COMMUNICATING WITH PARENTS

Our school uses a texting service and emailing service, as well as Seesaw and Google platform. All letters will be emailed. A text is sent prior to any letter alerting parents to check their emails. Regular texts will remind parents about school events, clubs, items that may need to be brought into school, as well as many other important issues. It is extremely important that mobile and email information submitted to school is correct. Any changes must be updated immediately, via the school office.



### PARENTPAY

This online payment system enables you to pay for school dinners, Diocesan Building Fund, Before and After school club provision and trips. It is highly secure and stops you having to write cheques or search for cash to send to school.

We will send an activation letter to enable you to setup your ParentPay account. The activation letter will contain a personal activation username and password to enable you to login to ParentPay.

### Termly Targets and Parent Forecast Sheets

At the beginning of the year, the class teacher will send home a Curriculum Overview detailing the topics to be covered and suggesting ways that parents can support their child. These will also be accessible on the school website. All teachers will lead a Year Group Curriculum meeting in September.

Targets linked to the core subjects of Literacy and Numeracy are given to parents in October, February and July.

Parents are encouraged to work with their child at home to help them achieve their targets and support them being 'the best they can be'.



# Parent Partnership



## **GOVERNING BOARD**

The School has a Governing Board which meets at least once a term. There are 12 Governors in total, made up of 2 Parent Governors, a LEA appointed governor, 7 Foundation Governors, Staff Governor, and Head Teacher.

The Governors' responsibilities are wide ranging and include school finance, staffing, maintenance of the building, health and safety, ensuring that the National Curriculum is implemented and monitoring school standards.

## **PARENT/TEACHERS' ASSOCIATION (PTA)**

Prior to Covid 19 restrictions, our active PTA held a number of social/fund raising events each year. These included an Autumn Fair, Pamper Night, Fashion Show, Circus and many more family events.

The PTA's efforts assisted the school in purchasing additional equipment and providing further extracurricular experiences for the children.

As restrictions will be lifted in September 2021, we are proposing to plan a calendar of events and recruit new members. All parents are warmly invited to join the PTA and OLOR families to participate in PTA functions.



## Our School Grounds



### OUR SCHOOL GROUNDS

Over the last few years our school grounds have been developed to create a new outdoor area for the EYFS, a Prayer Garden, a Stations of the Cross Garden, Liturgical Garden and fantastic Forest Areas. These include Den Building, Explore and Play, Nature Zone and Double Zipwire. All bespoke areas have been built and creatively designed by the school.

Without the support of parents, it would be impossible to maintain these areas, which are wonderful spaces for the children to visit and take part in outdoor learning.





# Map of Our School

