



EMMAUS
CATHOLIC ACADEMY TRUST

Parent Handbook

2026 - 2027





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Welcome from the Headteacher



Welcome to Our Lady of the Rosary Primary School. I feel privileged to be the Headteacher of such a wonderful, happy, and vibrant school and I warmly welcome you. As a past pupil of the school, I personally have benefitted from the incredible foundations that Our Lady of the Rosary school aims to build in all children, along with the strong Gospel Values it promotes. These values permeate through all aspects of our curriculum and mission. At O.L.O.R. we ensure that Jesus Christ is at the centre of all we do. We work hard as a team to empower our children to be 'Transformers of Change' and 'Builders of God's Kingdom' within school, locally and nationally. Our relationship with our Parish, Blessed John Henry Newman is incredibly special. We embrace all opportunities to enable our children, parents, and parishioners to feel part of the community through regular prayers services, masses, and pastoral visits within our locality.

Our Lady of the Rosary school was classed as 'Good' with 'Outstanding areas' by Ofsted in 2021. We were graded 'Outstanding' in all five areas of the R.E. Inspection undertaken in November 2018. The team stated that 'Our Lady of the Rosary School sits at the heart of its community as a wonderful testament of outstanding Catholic Education.' O.L.O.R. was the third school in the country to be re-accredited with the NACE Challenge Award for the fourth time in July 2021. We were also awarded the Optimus Wellbeing Award in November 2020 and have achieved the Platinum PE Award for the last two years.

Our Lady of the Rosary is a fun and energetic school with a fantastic team of loyal and dedicated staff who are fully committed to ensuring the best outcomes for all our pupils. Our children are amazing, unique characters who love their school and are proud to be part of it. They are empowered to be leaders and have a strong voice which is always valued and respected. Collectively, we ensure that pupils feel safe and happy, allowing them to be inspired to learn and unlock their full potential. Staff achieve this by nurturing children and continually challenging them to be 'the best they can be.' As a school, we strive for excellence and have high expectations for all pupils, whilst also focusing on developing strong growth mindsets. We wish for them to always 'persevere to succeed' and show resilience in all aspects of their life. Children are encouraged to challenge themselves and take risks, understanding that failure and challenge are all part of learning.

Our Lady of the Rosary has extensive grounds across the school including a vast forest area and double zip wire; this allows us to enhance learning through forest school sessions and outdoor learning. Our strong focus on Physical Education, Music and Drama allows all children to embrace and develop their talents alongside promoting the importance of positive mental and physical health. We hope that all children who attend Our Lady of the Rosary enjoy all the opportunities available and leave school as happy, confident individuals, with a strong Catholic faith which will support them in their future journeys.

Mission Statement

The child is at the centre of everything the school does. The curriculum is bespoke, exciting and challenging, where teachers and pupils have high aspirations and expectations. Pupils have a voice in what they learn; they believe that anything and everything is possible. The teaching team is totally committed to providing the absolute best for all. They aim to unlock the potential within every member of the school, by lovingly nurturing individuals and watching them grow into confident citizens striving to be 'the best they can be'. Learners are challenged and provided with opportunities to problem-solve and to take risks; they experience failures and learn how to improve. There are rich and stimulating opportunities for learning, which enthuse, engage and motivate pupils. The school is continually looking for ways to improve learning experiences. All learners are encouraged to think and question.

Our Journey
Love God
Others First
Respect All

Persevere to Succeed

Catholic Life of the School

As a Roman Catholic School, our faith, values and beliefs inform and unify every aspect of school life at Our Lady of the Rosary. Our bespoke Mission Statement is central to everything. Our curriculum is holistic and comprehensive. It is exciting and engaging for all learners and is relevant to the school's own context and postcode. It is broad, balanced, challenging and innovative; one which grabs children's interest, develops curiosity, resilience and engagement. A curriculum which creatively moves faith into action, putting the 'Gospel on the Street'. You can find our Annual Plan of Provision (APOP) for RE on our website for further information on the Catholic Life and Mission at OLOR.

Teachers deliver the statutory requirements of the Religious Education Directory (To know You more clearly), EYFS and National Curriculum with Christ at the centre. They strive to deepen children's knowledge and understanding and ensure transferable knowledge and skills are evidenced. Pupils have many opportunities to develop their advocacy skills for change for those in the greatest need in society and recognise the importance of their own role in protecting 'Our Common Home'.

Pupils are encouraged to ask really big questions of purpose and meaning, raising critical and higher order thinking skills across the curriculum. They are encouraged to be 'Transformers of Change' and are given many opportunities to make a difference within school, locally, nationally and globally.



Staff List

Senior Leadership Team

Mrs H Groves, Headteacher - Designated Safeguarding Lead
Mrs H Higson, Deputy Headteacher - Deputy Safeguarding Lead - EYFS & KS1 Lead
Miss K Pollitt, KS2 Lead
Mrs L Weinberg SENCO, Attendance Lead

Teachers

Miss K Pollitt- Year 6
Mrs M Peden / Mrs H Smith
- Year 5
Mr R Parkes - Year 4
Miss S Kemp - Year 3
Miss G Mitchell - Year 2
Mrs E Timms - Year 1
Mrs O Faux / Mrs Higson -
Reception
Miss E Gearey - Nursery
Mrs A O'Malley - PPA Cover
Teacher
Mrs H Katsihtis - Art
Specialist Teacher

Teaching Assistants

Miss R Woodcock - Year 1 - Forest School
Leader - Midday Assistant
Miss R Wrigley - Year 6 - Dance Teacher
Mrs E Callaghan - Year 5 - Midday
Assistant
Ms J Burlando - Year 3/4 Midday Assistant
Mrs K Fowler - Reception / Year 3 - Club
Support Worker
Mrs N McQuaid - Year 2 - Midday Assistant
Miss C Sheil - Nursery - Before/After
School Club Manager - GIFT Chaplain
Mrs Loynes - Reception - Midday Assistant
Mrs L Smith - Year 6 - Midday
Assistant/Club Support Worker
Mrs J Dawson - Midday Assistant/Club
Support Worker

Support Staff

Mrs K Lucas - School Business Manager
Mrs K Grace - School Administrator
Mrs N Carney - Site Manager/Club Support Worker
Mrs C Gaygan - Club Support Worker
Mrs J Grayson - School Cook
Mrs E Knowles - Assistant School Cook

Governing Board

The School has a Governing Board which meets at least once a term. There are 10 Governors in total, made up of 2 Parent Governors, 6 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.

Term Dates

SEPTEMBER 2026 – JULY 2027

Autumn Term	
Thursday, 3rd September	Friday, 23rd October
37 teaching days	
Half Term	
Tuesday, 3rd November	Friday, 18th December
33 teaching days	
Christmas Break	
Spring Term	
Tuesday, 5th January	Friday, 12th February
29 teaching days	
Half Term	
Monday, 22nd February	Thursday 25th March
24 teaching days	
Easter	
Summer Term	
Wednesday, 7th April	Friday, 21st May
32 teaching days	
Half Term	
Monday, 7th June	Friday, 23rd July
35 teaching days	
Summer Break	

Tuesday 1st September 2026 STAFF ONLY INSET DAY

Wednesday 2nd September 2026 STAFF ONLY INSET DAY

Friday 4th December 2026 STAFF ONLY INSET DAY

Monday 4th January 2027 STAFF ONLY INSET DAY

On Monday, 3rd May schools will be closed for the May Bank Holiday

The School Day

Our Journey

Love God

Others First

Respect All

Persevere to Succeed

The main school gates are opened at 8.35am, pupils proceed directly to their classrooms via their external doors. Registration is undertaken at 8.40am. If a child arrives at school after 8.40am they will be signed in late and escorted to their classroom.

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.

School Dinners

- Nursery children bring their own packed lunch and drinks.
- Reception, Year 1 and Year 2 children have a free school meal.
- EYFS & KS1 children will be provided with milk & a fruit snack each day.
- Key Stage 2 children can bring their own packed lunch or purchase a school lunch for £3.10.

Before and After School Club

We manage our own breakfast and after school club on the school site, each operates during term time only. This is available for children from Reception to Year 6. Nursery children may also attend, subject to a request and an assessment by the school to ensure the provision meets their individual needs.

Breakfast Club

7.45am-8.40am - £6.50

After School Club

3.10pm - 4pm (Mon - Fri) - £5.00

3.10- 5pm (Mon - Fri) - £11.00 Includes Snack

3.10pm-6pm (Mon - Thurs) - £13.00 Includes Snack

Holiday Clubs

Holiday Clubs run by Bitesize Bootcamp operate each half term, bookings can be made via their website.

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, Netball, Football, Rounders, Cricket, 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, 'Bitesize Bootcamp', Dance, Drama, Futsal. 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.

Uniform

The expectation is that all children will wear school uniform, which can be purchased from Monkhouse in Stretford Arndale or online. 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 area. EYFS & KS1 children should have Velcro trainers unless they can tie laces independently. All uniform needs to be clearly labelled.

BOYS

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

GIRLS

School Tie (optional)
Blue or White Cotton Shirts/Polo Shirt
Grey Trousers/ Grey Skirt/ Grey Pinafore
Navy Jumper or Sweatshirt with the School Logo
Blue checked dress/jumpsuit (Summer)

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 the children are asked to have a pair of wellies and waterproof outerwear (suit or separate trousers and jacket). These are available to buy from Monkhouse in Stretford Arndale or you can buy your own.

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 sporting fixtures.

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

For those starting in our Nursery, children are invited to a stay and play session in school with a parent or carer so they can explore their new classroom and meet their teachers. This is then followed by a morning session independently exploring the classroom and meeting their peers. New parents are welcomed for a short meeting where they will find out more about the Nursery year.

Reception children will take part in a transition morning where they will explore their new classroom and meet their teachers. For those not attending OLOR Nursery, a home visit will be offered and a new parents meeting will be held to find out more about the Reception year.

School Curriculum

Buddies

On starting school, all children in Reception 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 their first playtimes, and help them in learning the new routine. We like to build a strong relationship with our youngest and oldest children as it helps the younger children see how friendly and helpful the 'bigger' children can be as well as giving the older children added responsibility. The 'buddies' accompany the younger children on local visits within the village, such as walking to church or trips to the local area. The Year 6 buddies will write to their Reception buddies over the summer holidays welcoming them to their new school.



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.

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 reading schemes in accordance with their reading progress. Parents are encouraged to take an active interest in the books that's children bring home. These home reading books will always be easier than those read in school 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.

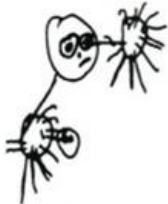
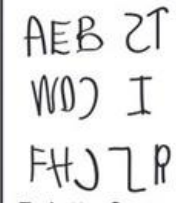
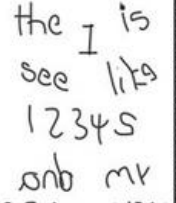
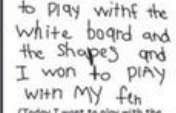
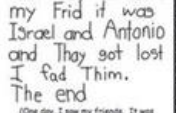
A strong phonic approach is used in the teaching of reading with the use of the Read Write Inc Phonics Programme.

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 th percentile on tests	Scores in the 50 th percentile on tests	Scores in the 10 th 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?		

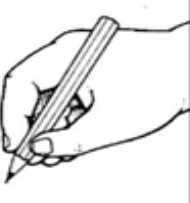
Writing

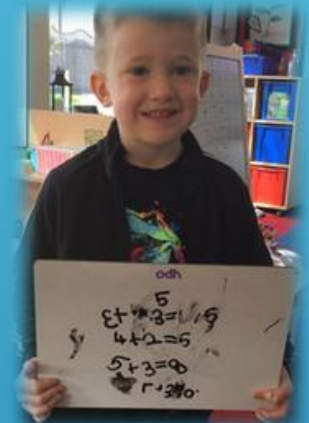
The early stages of writing involve the teacher scribing what the child is saying about their pictures. This progresses to the child 'mark making' through a variety of different media and emergent writing using their phonic knowledge. As this develops children quickly grow confident to write sentences 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			
 1. Pictures	 2. Random Scribbling	 3. Scribble Writing (Written in linear fashion to mimic real writing.)	 4. Symbols That Represent Letters
 5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)	 6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)	 7. Letter Groups (The groups have spaces in between to resemble words.)	 8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)
 9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)	 10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)	 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.)	 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.)

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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 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.



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 leadership roles and liaise with the 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
- Art
- Information & Communication Technology (ICT)
- Music
- Geography
- History
- Physical Education (PE)
- Design and Technology
- Personal, Social, Health and Citizenship Education (PSHCE) Science
- Modern Foreign Languages (MFL)

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

These subjects are taught individually, or as part of The Creative Curriculum. Pupils have many opportunities to develop higher order and thinking and questioning skills.

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

We believe that a good attitude to work, careful presentation and consistent effort are important for children to achieve their targets. We value the importance of parents' involvement and the impact it has on their child's learning and endeavor to form close working relationships.



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.

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

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. Yr 2 to Yr6 perform the important events in the last week of Jesus' life, during Holy Week. All family members are invited to attend. 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 11 pupils from Year 6 who have been commissioned by Father Kieren, supported by one of our Teaching Assistants, Miss Sheil. They work with the wider community as well as promoting our Catholic ethos within school.

Homework

Home / School Learning

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.

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

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.



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 if 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/ snack time.

Playground Leaders

Older children undertake the role of Playground Leaders, organising games and ensuring everyone has someone to play with. They work on the Infant Playground at lunchtimes.

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 & scooters (with helmets). They can use these items at playtimes as well as on their journeys to and from school.

SEND

Our approach to teaching pupils with SEND

Our SENCO is Mrs Weinberg who you can contact via the main school office. OLOR prides itself on the support with offer our children with additional needs. We work collaboratively with parents/ carers, teachers and other professionals to ensure that pupils are 'the best they can be'. We have a robust system in place in line to identify additional needs and put SMART targets in place for these pupils. This is reviewed regularly.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. We will also provide the following interventions:

- Speech and Language interventions
- Pastoral interventions
- Forest School
- Sensory Circuit
- ELSA
- Support in accessing the curriculum via adaptive teaching

We have been awarded the Dyslexia Quality Mark. We ensure that all of our classrooms and workspaces are dyslexia friendly and any child that presents with Dyslexic tendencies is fully supported.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style adaptations for the lesson.
- Adapting our resources and staffing
- All classroom have a Quality Box with a range of aids for pupils (fidget toys, sensory items, number lines, words mats etc.)
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and prompt scaffolds.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

Additional support for learning

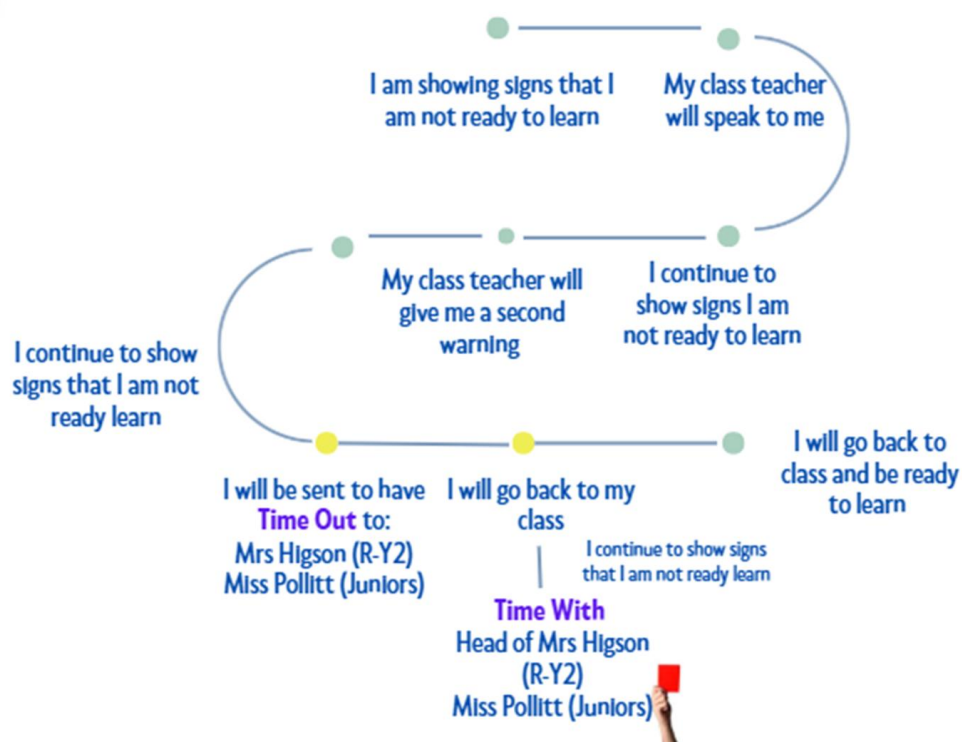
We have teaching assistants who are trained to deliver interventions Teaching assistants attend training as required on different areas of SEND e.g. autism and social communication, dyslexia, social, emotional and mental health needs. Whole school staff training is organised according to need and has most recently focused on supporting pupils with autistic spectrum conditions and dyslexia. Where specialist advice is required, training is also provided for staff.



OLOR's approach to behaviour



OLOR's approach to behaviour





OLOR's approach to behaviour

Give Respect
Ready to Learn
Engage Positively
Effort Counts
Never Give Up

Be safe Be respectful Be Green

Please see our Behaviour and Relationship Policy for more details

Policies and Procedures

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.



The poster for Olor's Safeguarding Team features the school's logo in the top left corner. The title 'OLOR'S Safeguarding Team' is prominently displayed. Below the title are two portraits of the designated safeguarding leads, Mrs. Groves and Mrs. Higson, with their respective roles listed underneath. To the right, a commitment statement and contact information for the NSPCC are provided. At the bottom, there is a row of five diverse children, a green box with NSPCC contact details, and a slogan 'Keeping children safe is everyone's responsibility' accompanied by a colorful umbrella icon.

OLOR'S Safeguarding Team

At Olor we are committed to the safety and happiness of our pupils.

If you have any worries or concerns this is our Safeguarding team

Mrs Groves
Headteacher
Designated
Safeguarding Lead

Mrs Higson
Deputy
Headteacher
Deputy
Safeguarding Lead

If you're worried about a child:

0808 800 5000
help@nspcc.org.uk
www.nspcc.org.uk

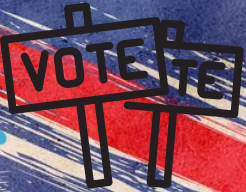
Keeping children safe is everyone's responsibility

DBS:

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.

British Values

British Values at OLOR



Democracy
Our
opinions
matter in
school



Rule of Law
We keep to
rules



Liberty
We are free
to make
choices

Tolerance
We accept
each others
differences



Respect
We look after each
other and our school

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.

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.



Attendance and Punctuality

EVERYDAY COUNTS

100% attendance	0 days missed	No learning missed!
97% attendance	5 days missed	A weeks learning missed
94% attendance	12 days missed	2 weeks and 2 days learning missed
90% attendance	19 days missed	3 weeks and 4 days learning missed
85 % attendance	30 days missed	6 weeks of learning missed
80% attendance	40 days missed	8 weeks of learning missed

EVERY MINUTE COUNTS

Always on time!	No hours missed!	No learning missed!
5 minutes late each day	15 hours missed	3 days learning missed
10 minutes late every day	32 hours missed	6.5 days learning missed
20 minutes late each day	65 hours missed	13 days learning missed
30 minutes late each day	95 hours missed	19 days learning missed

90% ATTENDANCE* OR 'ONLY 5 MINUTES LATE' MAY SOUND LIKE SMALL ISSUES, BUT THE AMOUNT OF LEARNING MISSED IS HUGE! MAKE EACH DAY COUNT.

ATTENDANCE PROCEDURES

Absence:

- If your child is going to be absent from school- you must contact the school office before 9.30am to provide a reason for absence.

MEDICAL EVIDENCE

If your child is absent from school and is at risk of becoming persistently absent (at risk of falling below 90%) you will be required to provide medical evidence for your child's absences.

This way, we can make sure absences are authorised.



CELEBRATING ATTENDANCE

CELEBRATING OUR CHILDREN'S ATTENDANCE ACHIEVEMENTS IS KEY TO KEEPING OUR CHILDREN MOTIVATED AND ENGAGED. WE CELEBRATE ATTENDANCE IN SO MANY WAYS SUCH AS...
TERMLY STICKERS
PRIZES FOR CLASSES



PUNCTUALITY

If your child arrives to school after registration closes your child will receive an unauthorised late mark- this effects your child's attendance. You must accompany your child to the office when arriving late.

PA / RISK OF PA

If your child is absent from school and is at risk of becoming persistently absent (at risk of falling below 90%) you will be required to provide medical evidence for your child's absences. This way, we can make sure absences are authorised.

FINES / HOLIDAYS

Holidays are in no circumstances authorised by school.

Unauthorised absence due to holidays will result in a fine being issued from Trafford Council

@redagoodies



Forest School

We are delighted at OLOR to have a bespoke Forest Area in our incredible school grounds. We have recently developed our Forest school sessions within school to allow further opportunities for children to utilise the forest area and develop their skills. We have an Outdoor Learning club that runs on a weekly basis and is available for children from Reception to Year 6. We also have regular Forest sessions for our SEND children throughout the school week, along with a reward system where children earn forest time for demonstrating excellent behaviour within school.

We believe at OLOR that forest school helps to promote children's physical and mental health, self-confidence, emotional literacy, social skills and self-esteem. For many of our children that can sometimes struggle in a formal schooling environment they find forest school somewhere they can flourish and succeed altering their perception of their own abilities and skills. Forest School offers unique opportunities and resources that encourage children to be creative and allow them to take ownership of their learning. We feel that Forest schools helps to develop all our pupils at OLOR embracing risk taking, problem solving and developing resilience.



Pupil Leadership

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'.

Student Council

The student council at OLOR is a group of pupils elected by their class to represent the pupil body and help make school a better place for everyone. It gives students a voice in school decisions and encourages them to take an active role in OLOR. Council members help plan events and they often work with teachers and school leaders to share ideas and feedback from other students. Being part of the student council helps children build confidence, leadership, and teamwork skills. It's a great way for students to learn responsibility and make a positive difference at OLOR.

Prefect Roles

Children in Year 6 are given Prefect Roles. These are voted for by the whole staff. These consist of two, head boys and girls, Forest Prefect, Eco, Marketing, Assembly, Music, House Captains, Sport Prefects, Digital Prefects & Lunchtime monitors

Working with Parents

Parental Visits

The school operates an 'open door' policy whereby parents are welcome at the school at any time, 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.

Stay & Play

Throughout the year, parents and carers are invited to three 'Stay & Play' sessions, providing opportunities to spend time in the EYFS environment and experience first-hand what their child does during the school day. Parents are encouraged to play alongside their child, explore the learning environment and engage in activities together, helping them to understand how children learn through play. These sessions also strengthen the partnership between home and school and provide parents with ideas for supporting their child's learning and development at home.

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.

Working with Parents

Termly Targets

At the beginning of each half term, the class teacher will send home a Curriculum Overview, detailing the key learning for the topics ahead. These will also be accessible on the school website. All teacher will lead a Year Group Curriculum meeting in July in preparation for the next academic year. Targets linked to the core subjects of Literacy, Numeracy & RE are given to parents in October, February and July.

Book Looks

Throughout the year, parents and carers are invited to three 'Book Looks' sessions, providing an opportunity to come into their child's classroom and look through their books and learning alongside them. Children are encouraged to share and talk about their work, celebrating their achievements and progress throughout the year. Children attending the after-school club on these days will also have the opportunity to share their books with their families at collection. These sessions provide a valuable opportunity for families to celebrate their child's learning and successes together.



Working with Parents

Arbor

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 Arbor account. The activation letter will contain a personal activation username and password to enable you to login to Arbor.

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.

I have questions about...	Who you need to talk to...
Your child's learning / homework / class activities /	Your child's class teacher
Attendance and Absence Requests	Please send an email outlining your request to admin@ourladyrosary.co.uk
Immediate Safeguarding concerns	Mrs Groves (or another member of the Safeguarding Team)
Bullying and Behaviour	Your child's class teacher
Special Educational Needs	Mrs Weinberg
Before and After-School Club	admin@ourladyrosary.co.uk