



Isaac Newton Primary School



School Prospectus

2020 - 2021





Dear Parents and Carers,

Welcome to Isaac Newton Primary School.

At our school we strive to unlock our children's potential through a fun, challenging and aspirational environment. This allows each child to grow into a unique, independent and creative thinker, ready for whatever the future holds. We would love to meet you. Simply call the school office to arrange an appointment: 01476 568616

*Chris Heathcote
Headteacher*

*"My child feels safe,
valued and enjoys coming
to school."*

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At Isaac Newton Primary School we define the curriculum as: "All of the planned activities that are organised in order to promote learning and personal growth and development".

Our Mission

"To be the best that we can be in everything that we do"

Our School Values

Our curriculum is also heavily influenced by our school values. These are part of the 'fabric' of our school and run through every aspect of school life. As a school community we are committed to these values and use every available opportunity to promote them:

- **Respect-** To treat others as we would want to be treated, making sure that we are understanding of those who are different to ourselves.
- **Pride-** To feel good about ourselves and to take pride in our work and our school- be proud to be part of Isaac Newton!
- **Responsibility-** To take ownership of our actions and be responsible for making the right choices and the impact that they have on others.
- **Kindness-** To think of others before ourselves especially those who are in need. Be thoughtful, friendly and considerate to all members of our community.
- **Resilience-** To always try our best and to keep on going even when things get hard- learning only begins when we are not able to do something!



Our Curriculum

At Isaac Newton we intend to take the children on a journey with us to many real or imaginary places where they will become different types of learners such as Scientists, Historians and Artists. They will learn and develop skills whilst exploring and discovering themes within each journey they are on. Our curriculum will enable us to develop a broad band of knowledge that exposes children to different ways of looking at the world.

We aim to work in partnership with all members of the school community to make teaching and learning exciting and enjoyable, support and challenge every child to achieve at the highest possible level and create a safe and secure environment where every child is happy, valued and prepared to make a positive contribution to our rapidly changing society.



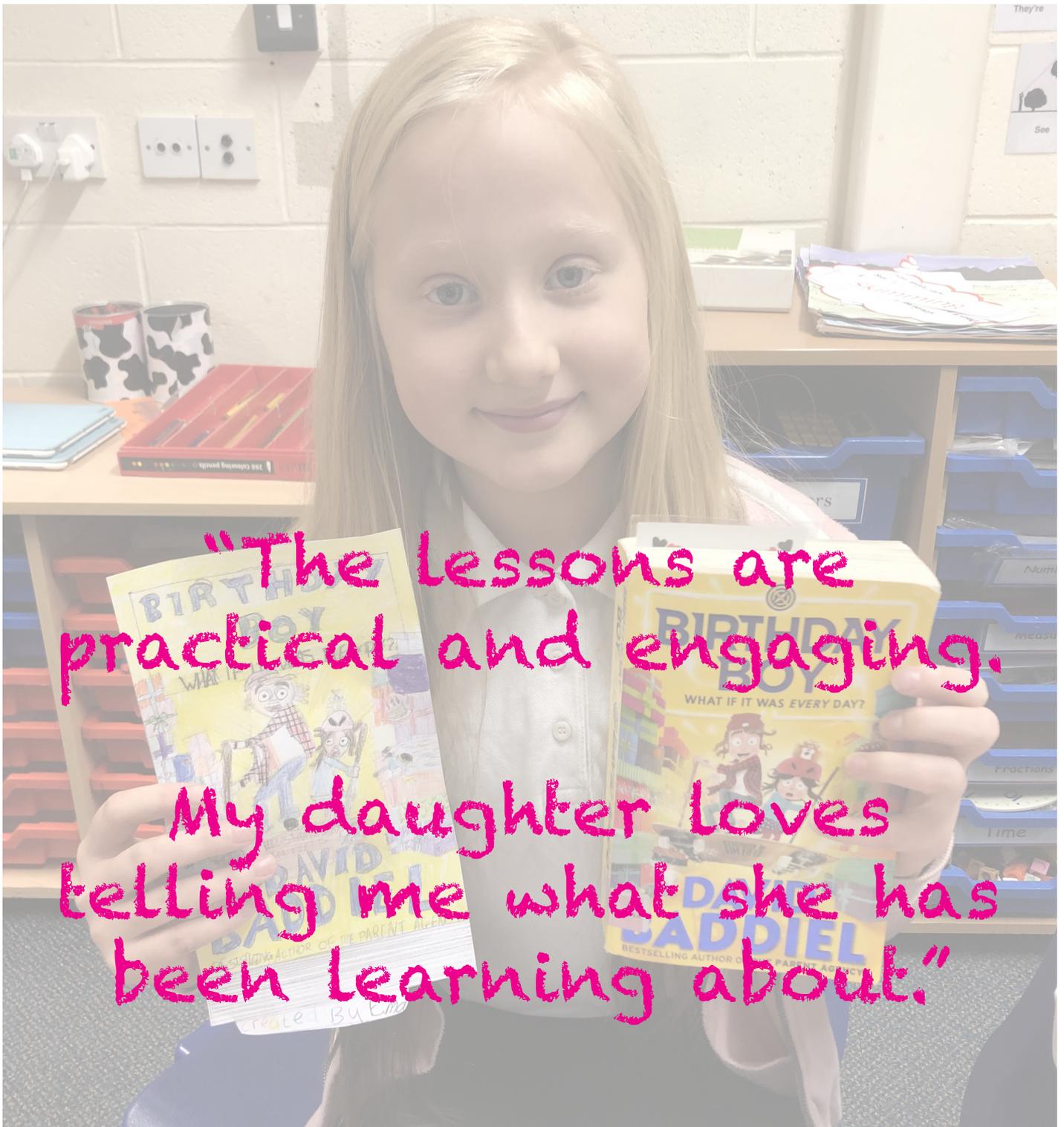
At Isaac Newton School, our curriculum is planned to ensure all subjects are taught and have equal importance. We do, however, recognise that reading is the key to unlocking other curriculum subjects and therefore ensure that this is prioritised and applied throughout our curriculum. We plan learning in a thematic approach to the curriculum with quality texts to inspire discussion, support the development of reading and provide writing opportunities within each theme. Themes have been organised across each year group to ensure that all milestones are taught and re-visited, providing the children with a school curriculum which is at least as ambitious as that set out by the National Curriculum. Our thematic approach allows for more flexibility in the delivery of our curriculum. For example, in some weeks children may not study History but would instead focus on Geography. During other weeks, the opposite may be true, and then in some weeks there may be a balance across both the subjects. This allows for content to be repeated and re-visited at various points during the term to ensure that knowledge is transferred into long-term memory. An extensive range of high quality resources are also used to underpin the curriculum.

The organisation of our curriculum ensures that teachers have a degree of flexibility in the way that they deliver and personalise learning for the children within their class. This degree of autonomy ensures that teachers can make decisions based on their ongoing assessments (of how well the children are coping with the curriculum content and what they are retaining) so that they can adjust their curriculum accordingly. It is, however, still an expectation that all classes/ year groups have taught all of the content outlined within our curriculum framework by the end of that academic year. Subjects such as R.E, P.S.H.E and PE are consistently delivered in a weekly or fortnightly lesson, with each subject following our whole school planning and progression frameworks.

We see the local community as so valuable to our children's learning so we thread these links into the curriculum throughout each year group. Using the outdoors as a classroom is fundamental to our values and this can be school based or with enrichment visits to other locations. Trips/ activities and experts are all vital to the enhancement of the learning opportunities we offer our children.

Building Learning Power

Building Learning Power (BLP) threads through the whole curriculum and is also known as growth mindset. It helps to create classroom cultures that cultivate the habits and attitudes of curious, confident and independent learners. Students who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. BLP prepares youngsters better for an uncertain future and helps children in their lifelong learning. In order to thrive, pupils need to have learnt how to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive. Children know and understand this vocabulary as it is used in all aspects of school life including lessons, displays and school assemblies.



The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. During the children's first term in the reception class, their teacher completes a baseline assessment and records the skills of each child. This assessment forms an important part of the future curriculum planning for each child. Throughout the EYFS curriculum we make explicit links to our 'subject hierarchies' where possible. For example, when undertaking work on 'Understanding of the world' in EYFS, activities will be planned to link with related skills set out in our Year 1/2 hierarchy for Science. This helps to ensure that our curriculum is progressive and that the children are able to build on their prior knowledge as they enter into Year One.



Infants and Juniors (Key Stage 1 and Key Stage 2)

The curriculum consists of the following subjects:

- English
- Mathematics
- Science
- Computing
- Art and Design
- Design Technology (DT)
- History
- Geography
- Physical Education
- Music
- Languages



Children are also taught about Citizenship and British Values.



Religious Education

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the locally agreed County Religious Education syllabus. Assembly is an important part of the school day. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us.

Assemblies are non-denominational and although they are of a broadly Christian nature, due consideration is given to the multicultural society in which we live. Parents/Carers have the right to withdraw their children from Religious Education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform the school in writing. Their child can then be excused and suitable alternative arrangements made.

The School Day

School Times:

8:50am	Doors open for pupils
Mid-morning	Break time
Between 11:45 and 1:30	Staggered lunch break
2:30pm	Year 1/2 break
3:20 pm	EYFS end of day
3:25 pm	Year 1/2 end of day
3:30 pm	Years 3-6 end of day

Children may arrive at school from 8.40am onwards ready for entry into school at 8.50am. Every attempt should be made to ensure that your child is not late as this is awkward for him/her and leads to the formation of bad timekeeping habits. If a child is late, parents must bring their child to the school office and sign them in. Registration takes place at the beginning of the morning and afternoon sessions. Morning playtime is twenty minutes. If children are not fit to play on the playground at break due to an injury, a written request from the parent is required in order for alternative arrangements to be made.

Parents/Carers must contact the school before 9.30am if a child is not attending school that day.





Children's Wellbeing

Illness

Any child who becomes ill in school will be cared for and comforted until you can be contacted. We hold emergency contact details for all of the children in school and ensure that these are checked and updated at the beginning of each academic year. Should emergency contact details change then it is the parent/carer's responsibility to inform the school.

Food and Drink

Hot meals are available on the premises. The price is subject to revision from time to time. Free meals are available to children whose parents receive Family Income Support. Please enquire at the school if you think you may qualify. During the lunch break, children are supervised by Midday Meals Supervisors. Children are not allowed to leave the premises without parent's consent in writing. Children may bring a packed lunch and a drink (no glass bottles or fizzy drinks please). If you consider that your child needs a mid-morning snack, they will be permitted to eat this during the morning break. In the interests of dental health this should consist of fruit, nuts, etc. Sweets and chocolate are not permitted.

Attendance

We are required to report absences and late arrivals. If your child is away from school we ask you to notify us by telephone by 9.30am on the day of absence. All absences are noted and categorised as 'authorised' and unauthorised'. Authorised absences include illness, medical appointments and the death of a near relative. Unauthorised absence is when the school receives no valid explanation in accordance with Government guidelines. Holidays will only be authorised in truly exceptional circumstances.

Our Uniform

It is hoped that all parents will support us in our view that every child should wear our school uniform. We have a uniform code based on our belief that uniform enhances a feeling of pride, belonging and ownership of our school. It also makes a busy parent's life much easier, as it removes the discussion and competition that can surround what to wear each day.

All school uniform can be ordered through the school office.

Winter

All: Grey sweatshirt/knitted jumper, white shirt/polo shirt and grey or black trousers/skirt.

Summer

Boys: Grey/black shorts or trousers with white plain shirt or polo shirt

Girls: Grey/black skirts or trousers with white plain shirt or polo shirt, alternatively red/white checked or striped dresses. Girls can also wear uniform as specified in the boys section.

Shoes: To avoid injury children should always wear sensible shoes that cover the majority of their feet. As such, high heels, sandals and any other strapped footwear should not be worn to school.

To protect good clothes children should have a smock or old shirt to be worn during art and craft sessions.

P.E. Kit

Indoor P.E: A plain black t-shirt, black sports shorts and a pair of plimsolls .

Outdoor P.E: The above, a pair of trainers, a pair of jogging bottoms and a sweater/tracksuit top. These should be kept in a drawstring bag. Large bags should not be sent to school as they take up too much cloakroom/locker space.

To avoid unnecessary loss, all clothing including shoes should be clearly marked with the child's name.



Special Educational Needs and Disabilities (SEND)

Here at Isaac Newton School, children's progress is constantly monitored and assessed and careful records are kept. Occasionally we find that a child does not make the progress we expect. Where this is the case, parents are consulted and appropriate steps to support the child are taken. We will then continue to monitor the child's progress and meet with parents should the steps taken fail to increase the rate of progress. If this is the case then outside agencies such as Educational Psychologists, Speech and Language Therapists or Behaviour Specialists may be called upon for extra support. After further consultation with parents, the Local Authority (LA) may have to make a statutory assessment based on specialist advice. The LA may then draw up an Education and Health Care Plan (EHCP). This describes all of the child's needs and all the special help that should be provided.

Parent/Carers will always be consulted and kept fully informed at every stage once we have identified that their child could benefit from some extra help. Such help could be for educational, personal or social needs. Our assessment procedures will also identify children of very high academic ability and work will be planned to meet the learning requirements of these children.

A copy of our Special Educational Needs Policy can be viewed by asking the Head Teacher or accessing the policies section of the school website.

Feeding back to parents

Throughout the year we provide opportunities for parents/carers to come into school to see how their child is progressing. Such opportunities include parents' evenings, activity days and open afternoons. Every child receives an end of year report.

If you ever have any concerns or queries then we will always arrange a mutually convenient time to ensure that your child is gaining the best possible education.

Disability, Discrimination and Accessibility

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This may involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents and carers.

Physical Access - Isaac Newton Primary School enables physical access for the disabled. There are wide entrance doors and inclines providing access to all major entrances.

Communication - If necessary, the venue of parent/carers meetings or any meetings can be arranged to facilitate access. Telephone communication and home visits can also be arranged.

Curriculum - The curriculum will be adapted to suit the needs of any child who has difficulty accessing it through disability.

Behaviour - Our Code of Conduct

The school council agree our code of conduct each year:

Our School Rules

Always focus on Building Learning Power

Take pride in our appearance and our school

Treat people how you want to be treated

BE BRAVE- We learn from making mistakes

BE PROUD TO BE PART OF ISAAC NEWTON

Respect everyone regardless of their differences- differences are wonderful

Walk sensibly around our school at all times

Lesson time is for learning- don't stop yourself or others from doing so

The larger the wording, the more important school council felt the rule was.

"School staff are always prepared to listen and act quickly on any matters raised."

Beyond the Curriculum

We try to have as many extra-curricular activities as we can, as we recognise the benefits they can have to health and wellbeing. Some activities take place at lunchtime, but others take place after school. Outdoor activities and outdoor and adventurous activities form part of the delivered PE curriculum. This may involve problem-solving or team-building activities in the school grounds as well as formal activities such as orienteering. In addition, we plan for our older children to experience adventurous activities away from the school site, such as using the climbing wall at our local leisure centre.

We have our own Forest School within the school grounds and our trained Forest School Leader ensures that our children have many opportunities to experience this as part of their overall education. We recognise that a Forest School can benefit children in many ways including self-confidence & self-esteem, team work, motivation, skills and knowledge, and pride in, and understanding of, their surrounding environment.

School visits are often planned to enhance the taught curriculum and are designed to excite children's interest and imagination. These may involve visits to museums or theatre or special activity days. We make regular visits to the local high schools in support of our curriculum, sports and transition.



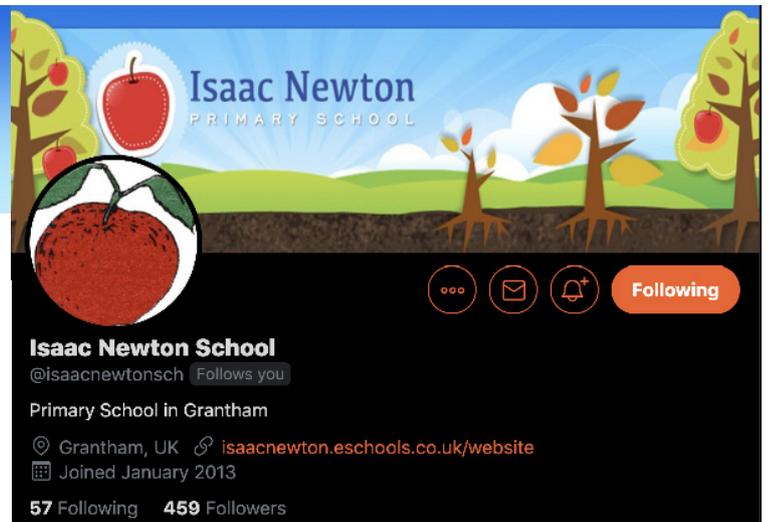
"The school organise a good range of after school clubs and organise a variety of trips."

Keeping up to Date

In order to ensure that communication between home and school remains good, the school produces newsletters most weeks. These newsletters (called “The Apple”) contain all of the latest information about school events, visits, and issues. We also Tweet and post on Facebook with exciting events or reminders (we ask that Parents/ Carers do not comment on Facebook in order to maintain our e-safety culture).

In addition, we also use the E-Schools App to send out important messages and updates from the school.

The school also has it’s own website at: www.isaacnewton-cit.co.uk which contains a variety of areas including links to our newsletters.

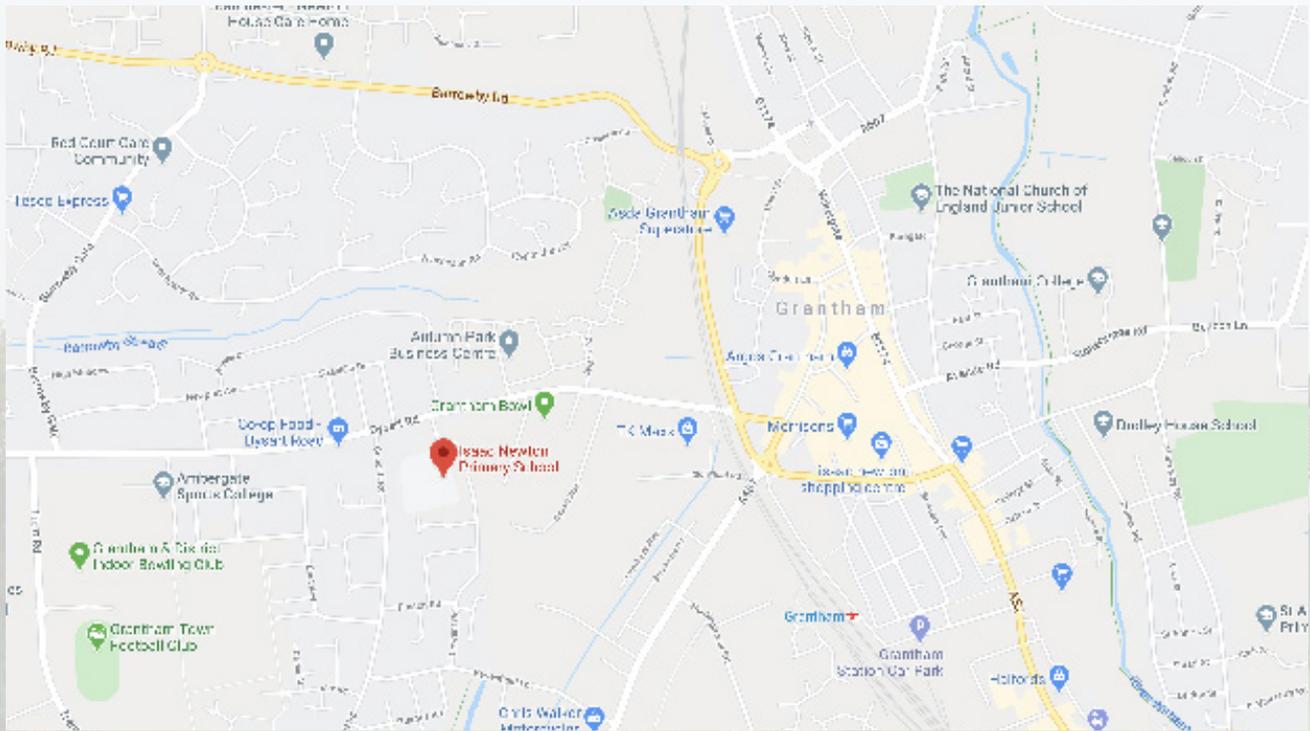


Achievements

Read all about our school achievements by [clicking on this link](#) or scanning the QR code below...



Contact Us



Facebook: @isaacnewtonprimary

Twitter: @isaacnewtonsch



Isaac Newton Primary School is a part of Community Inclusive Trust (C.I.T Academies).
CIT Academies is an exempt charity and a company limited by guarantee registered in England with the name Community Inclusive Trust.
The company's registered number is 9071623.