



School Prospectus

2024-2025

Our Vision

“Many Hearts, One Accord”

“Do whatever He tells you”

*We are the many hearts that follow Jesus, the one accord.
“Through the strength of God’s love and the power of prayer
we are guided to do whatever He tells us. Many hearts,
one accord, growing and learning together for life to build the
kingdom of God.”*

(School Mission Statement)

General Information

Address: St Mary's Catholic Academy
Ford Green Road
Norton-le-Moors
Stoke on Trent
ST6 8EZ

Telephone: (01782) 234820

E-mail office@stmarysnewman.co.uk
Web Site: www.stmarysstoke.co.uk

Principal Mrs S Rathbone

Head of School Mrs. D Statham

Chair of Committee Mrs J Clarke



St Mary's Catholic Academy is a co-educational school, which caters for children between the ages of 3+ and 11+.

The academy forms part of a Multi Academy Corporation known as 'The Newman Catholic Collegiate'. This is a collaboration of nine academies under one company, in line with a structure agreed between the Department for Education and the Archdiocese of Birmingham.

Each academy has its own Academy Committee, which replaced the former Governing Body. The Collegiate is governed by a Board of Directors, who have a strategic role, determining policy and allocating resources over the entire collegiate. The Collegiate exists to promote a collaborative and supportive ethos amongst the schools

The Academy committee comprises of Foundation governors, appointed by the Archdiocese, staff governors (teaching and ancillary) and a parent governor. Day-to-day leadership and management of the school is delegated to the Principal who is responsible for ensuring that the religious character of the school is maintained, developed and enhanced through a high quality curriculum, whilst securing commitment to the vision of the school in accordance with all school policies.

St. Mary's is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. An enhanced DBS check is required for all adults in school. The designated person responsible for Child Protection is Mrs Rathbone. In her absence any concerns should be reported directly to Mrs Statham or Mrs Scarlett.

The Aims of the School

St. Mary's strives to provide a happy, secure and caring environment which fosters love and acknowledgement of Christ's presence as central to personal, social and academic experiences and achievements. Through daily collective worship, liturgy and religious education we aim to develop and nurture children's understanding and commitment to the Catholic faith, whilst also encouraging the practice of the faith on a regular basis.

Our ministry is well-supported by links with the parish community of St. Mary's Catholic Church. Catechists from the parish are actively involved in sacramental preparation, Masses and Liturgical celebrations in school.

It is through the successful integration of our Catholic ethos and high quality learning and teaching experiences that we endeavour to enable every child to achieve their God given potential in all areas of the curriculum and school life. Fundamental to this philosophy is our desire to help children to value themselves as individuals, whilst recognising their responsibilities within the school and parish community and wider world.



Our School Prayer

Admission arrangements

The Academy Committee of St Mary's exercises full control and responsibility over the admission of children into the school. Applications are invited from parents whose preference is a Catholic education. The Committee exercise procedures for admission, in accordance with legal requirements and the recommendations of the Archdiocese of Birmingham. (Copies available in the school office)

Procedures for Induction

Parents of prospective pupils are welcome to visit the school, by prior appointment with the Principal.

Induction sessions are held for parents of pupils in Nursery and Reception, during which, detailed information packs are distributed. Parents and carers are requested to complete an individual pupil profile which assists staff with supporting arrangements for successful pupil induction. During these sessions, parents are welcome to talk informally with staff and ask any further questions. During the summer term, prospective Nursery parents will be invited to join our Mini St. Mary's group which will take place on 1 afternoon in the week. This is an opportunity for children and parents to get to know the school before they start in September.

School Hours

The school operates a flexible start to the day. Foundation Stage (Nursery and Reception) children can be brought directly into the classrooms between 8.40am and 8.50am. Children are taught to self-register and select a personal choice of activity. This ensures a calm and happy start to the school day. The school day ends at 3:20.

Key stage one (years 1 & 2) can go directly to the classroom at 8:40am with classes finishing at 3:10am. Key stage two (years 3-6) can go directly into the classroom at 8.50am in the mornings and those classes finish at 3.20pm. Nursery and Reception pupils eat lunch in the dining hall at 11.30am and 11.45pm respectively.

Class Sizes

Currently, the number of Nursery places stands at 30.

In Key Stage one the standard number remains at 30 per class.

In Key Stage two the Academy Committee have limited the number of pupil admissions to 30 places per year group.

Attendance

Regular attendance in school is crucial if children are to achieve their best. All pupils are expected to arrive on time every morning. Lateness and pupil absence is recorded and closely monitored by administration staff and the Principal. The school works very closely with the Educational Welfare Officer to manage pupil attendance. Parents are requested to contact the school by telephone on the first day of absence. On return to school, this should be supported by a letter outlining reasons for any absence.

Parents are strongly discouraged from removing children from school during term time. Children are not permitted to take holidays during term time under any circumstances.

Collecting Pupils From School

No child may leave school early unless prior notice has been given. The school must be informed if any other adult will be collecting children from school. Pupils can be collected from the office and must be signed out of the building.

School Term Dates 2024/2025

	Autumn	Spring	Summer
Opens	Wednesday 4th September	Monday 6th January	Monday 28th April
Closes	Friday 25th October	Friday 14th February	Friday 23rd May
Opens	Tuesday 5th November	Monday 25th February	Monday 2nd June
Closes	Friday 20th December	Friday 11th April	Friday 18th July

School is also closed on Monday 5th May 2025 for Bank Holiday.

School Term Dates 2025/2026

	Autumn	Spring	Summer
Opens	Wednesday 3rd September	Tuesday 6th January	Monday 13th April
Closes	Friday 24th October	Friday 13th February	Friday 22nd May
Opens	Tuesday 4th November	Monday 23rd February	Monday 1st June
Closes	Friday 19th December	Friday 30th March	Friday 17th July

School is also closed on Monday 4th May 2026 for Bank Holiday.

Organisation of the School

Foundation

Stage Staff

Miss Challinor – Nursery Class Teacher
Miss Wallace – Reception Class Teacher
Early Years Practitioners

Year 1

Mrs Scattergood – Class Teacher (KS1 Leader)
Support Assistant

Year 2

Miss Gilbert – Class Teacher
Support Assistant

Year 3

Miss Kealey – Class Teacher
Support Assistant

Year 4

Mrs Crutchley – Class Teacher
Support Assistant

Year 5	Miss Lynch – Class Teacher Support Assistant
Year 6	Mr Spencer – Class Teacher (KS2 Leader) Support Assistant
No Class	Mrs Rathbone – Executive Principal Mrs Statham – Head of School / Executive Foundation Stage Leader Mrs Fenton – Higher Level Teaching Assistant (HLTA)
Safeguarding Officer	Mrs Scarlett
Administration –	Mrs Edge – Office Manager Mrs Harrington – Admin Support Assistant
Premises Staff -	Mr Murphy – Site Supervisor
Kitchen Staff -	Mrs Cooke – Catering Supervisor Mrs Stanfield – Catering Assistant Mrs Brady – Catering Assistant
Lunchtime Staff-	Mrs Bruce Mrs Sidley
Breakfast Club-	Mrs Bruce Mrs Massey Mrs Smith

School Curriculum

All pupils within the Foundation Stage engage in a range of learning experiences based upon the Early Years Foundation Stage Curriculum; 3 Prime areas (personal, social and emotional development, communication and language development and physical development) and 5 Specific areas (literacy, mathematics, understanding of the world, expressive arts and design and spiritual development).



Children in Reception practising phonics skills

In Key Stages One and Two all pupils access the National Curriculum which consists of the following areas:

Core English, Mathematics, Science
Foundation: Religious Education, Computing, History, Geography, French, Design Technology, Music, Art and Physical Education.

Planning in each year group is carefully structured to accommodate the needs of every pupil. It is our aim to provide a broad and balanced concept led curriculum which secures knowledge, promotes creativity, excellence and enjoyment, with opportunities for independent learning and the progression of knowledge. Teachers' planning accommodates a variety of teaching styles to include opportunities for collaborative and independent activities.

The curriculum is designed to:-

- ❑ instil respect for religious and moral values, and respect for other races, faiths and ways of life;
- ❑ help pupils to develop lively, enquiring minds, the ability to question and debate rationally and to apply themselves to tasks and physical skills;
- ❑ teach pupils to use language and number effectively;
- ❑ facilitate pupils' understanding of the world in which they live, their own responsibility and contribution and the interdependence of individuals, groups and nations;
- ❑ nurture an enthusiasm and love for learning, in order to equip them with independent life-long learning skills;
- ❑ involve pupils in setting and realistic and challenging targets in order to achieve success and raise aspirations.

Religious Education

As a Catholic School, Jesus Christ remains central to every aspect of school life. All pupils are educated in the beliefs and devotional practices of the Catholic Church. Participation in daily collective acts of worship remains at the helm of every morning and afternoon session, within RE lessons and at the end of each day. Mass is celebrated either as a whole school or year group. Parents, families and parishioners are all very warmly welcomed.

The Catholic RE scheme 'Living and Growing as the People of God' is followed throughout the school. This is supplemented by work on the saints and stories from the Old and New Testaments, Circle time sessions and Personal, Social and Health Education. Children participate in special liturgies during the school year which are timed to coincide with events in the Church's calendar. With support from the Catechists within the Parish, Year 3 pupils are prepared for the Sacraments of Reconciliation and First Holy Communion, whilst pupils in Year 6 prepare for Confirmation. Relationships and Sex Education is taught formally in all classes and is integrated into Science and RE.

Whilst all pupils are expected to participate in RE lessons, parents have the right to withdraw their children, although this is strongly discouraged. All pupils learn about other religions and cultures and are encouraged to show respect and acknowledgement for the beliefs of others through open discussion and shared experiences.

Year 5 pupils are given the opportunity to visit Alton Castle, an education centre which combines a spiritual retreat with outdoor activities.

During Lent and Advent, liturgies take place during school. These prayer group sessions are led by staff and pupils. During the months of May and October a Rosary Club which operates before school gives parents and pupils the opportunity to prayer together.



Year 6 leading Child Led Worship

Language Development

At St. Mary's our aim is to help, teach and encourage children to develop as enthusiastic, confident, independent users of language through the spoken and written word. We recognise that language acquisition is central to all learning and appreciate that language empowers children to communicate confidently, creatively and imaginatively, as well as allowing them to engage with others at an early age.

In the early years, the emphasis is placed upon communication, language and literacy development skills through structured play, child choice and teacher directed activities. The teaching of phonics, using the Phonics Bug programme, plays a vital role in developing the children's speaking, reading and writing skills. Children are exposed to the spoken and written word in a creative way, through purposeful, cross curricular themes.

In Key Stage One and Two, language and literacy are taught through daily English lessons and Guided Reading sessions. The basic skills of handwriting, spelling, punctuation and grammar are taught explicitly to ensure that children are competent writers. These skills are then embedded across the curriculum, to ensure that children apply these whenever they write. This then gives them the opportunity to develop creativity in their writing through language choice and sentence structure. The children are supported in using language creatively through their use of vocabulary and the 'writer's voice.' Children are encouraged to adapt their language in speech and writing to match the context and audience, and are encouraged to use standard English. The children have the opportunity to write purposefully and creatively for a range of audiences. Classrooms provide a language rich environment for pupils and important academic and subject specific vocabulary is taught explicitly across the curriculum. A great emphasis is placed upon spelling accurately and the children in Key Stage One receive daily phonic sessions matched to their ability. In Key Stage Two, the children have three spelling sessions each week, looking at phonics, letter patterns and rules – based on their individual

learning needs. A love of reading is fostered throughout the school. Each class, from Nursery to Year 6, has a set of core class texts chosen by the teacher and a comfortable, engaging reading corner that is well stocked so that children have a calm space where they can read for pleasure. The high quality texts taught in each year group drive the English curriculum and provide context for writing. They provide children with examples of high quality reading and writing from a range of accomplished authors; something that is essential in developing both reading and writing skills in pupils. Children are read to each day by their class teacher in order to build and model fluency and also inspire them to become lifelong lovers of reading. The children are taught to read fluently and with understanding, research and retrieve information and ultimately foster an appreciation and love of literature. Reading is at the heart of the curriculum and children have access to a range of texts that link in with subjects across the whole curriculum. This not only ensures that children are exposed to a range of genres but allows pupils to use their reading skills as a tool for acquiring knowledge, across a range of subjects. Thus enabling our children to become critical and independent thinkers and young people who are able to engage positively in the world they live. The development of children as confident and competent speakers is also encouraged through drama, group discussions and debates, role play and formal and informal speaking opportunities. This will then enable the children to become confident writers, who are able to articulate their ideas well and use language in an eloquent and mature manner. Each week, children in the nursery class will take home a library book to share with parents. From reception to Year 2 the children will bring home a phonetically decoded book which they can read independently to an adult and a library book to be shared with an adult. From Year 3 to 6 the children will choose their own reading book at an appropriate reading level. From Reception to Year 6, the children have the opportunity to take part in the English Speaking Board Assessment. The English Speaking Board enables children to develop the oracy skills they need to achieve their aspirations.



Throughout the school we aim to foster a love of reading

Mathematics

Mathematics is taught using the 'Power Maths Scheme' and is in line with the national curriculum. The curriculum focuses on developing pupils' fluency, problem solving and mathematical reasoning, with the intent that pupils develop conceptual understanding and the ability to recall knowledge rapidly and accurately. A wealth of practical resources are used within lessons to teach and support learning.

We stress the importance of knowing multiplication tables and number bonds and these are reinforced during maths lessons and extra mental maths sessions.

All pupils are taught to develop efficient strategies for mental and written calculations which are clearly outlined within our school policy



Daily opportunities to develop fluency, problem solving and reasoning in maths

Science

Science lessons in school have a strong emphasis on investigative learning, with pupils working collaboratively, undertaking practical activities, discussing their work and drawing their own conclusions from their results. Teaching and learning in Science is enquiry based and promotes independent thinking skills; encouraging the children to adopt a problem solving approach to learning. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and to develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how Science can be used to explain what is occurring, predict how things will behave and analyse causes. After school clubs and educational visits are used to immerse children in their Science learning, often providing those additional ‘wow’ moments that make Science an exciting, enjoyable and meaningful subject.



Year 3 children investigating magnetism

The Curriculum in the Foundation Subjects

At St Mary's, we provide varied and exciting learning opportunities for our pupils throughout the curriculum. We have designed our curriculum carefully to match the needs of the pupils, drawing on the riches of our locality and creating many opportunities to develop our pupil's cultural capital. History, Geography, Art, Computing, Design and Technology are taught as discreet subjects with links made between subjects which enhance the curriculum. Each of the carefully planned units of work are delivered on a half-termly basis and aim to support children's natural curiosity and stimulate their creativity. Educational visits and class visitors provide our children with exciting opportunities to develop their thinking and place learning in meaningful contexts.

History

All children at St Mary's have the opportunities to learn about History. They learn of significant events and people who helped to shape our lives and experiences today. Children learn the history of their local area as well as events and people of global significance. As a result, they help to develop cultural capital as well as having a greater understanding of their locality. History lessons are delivered on a half termly basis and are framed around a big question. Each lesson is delivered as an individual learning challenge to help them to come to their own conclusions. Links made between subjects such as Art and Design and Technology help to further enrich the curriculum. Educational visits and class visitors provide our children with exciting opportunities to develop their thinking and place learning in meaningful contexts.

Geography

At St Mary's, we deliver a curriculum that has been carefully designed to promote a love of learning in Geography. Children look at local, national and global areas as they learn more about the world around them. Each class has the opportunity to develop fieldwork skills in their Geography learning whilst learning about their local area. Children are taught Geography on a half-termly basis and the lessons are driven by a big question.

Art & Design and Technology

At St. Mary's we value, and are dedicated to the teaching and learning of all aspects regarding Art and Design Technology; we see this as a fundamental part of school life. We believe that by providing an 'Art Rich Curriculum' we can contribute to the quality of children's lives, both within and beyond school. We understand that the purpose of Art and Design education is to give the pupils the skills, concepts and knowledge necessary to express their responses to ideas and experience in a visual or tactile form; the appreciation and enjoyment of the visual arts enriches all our lives. Children are taught Art and DT on a half-termly basis and lessons are driven by a big question. All children are exposed to a wide range of materials and encouraged to experiment with different techniques, thus broadening their experiences within the realms of both Art and Design & Technology. Skills of design, evaluate and modify are keen themes that run through each unit whilst also looking closely and taking influence from a range of artists, designers and movements.



Year 1 involved in an art lesson

Computing

At St Mary's, we have a concept-led, knowledge-rich computing curriculum which gives our children the opportunities to understand and apply fundamental principles and concepts of computer science, including abstraction, coding, logic, algorithms and data representation.

Throughout the school, the children have daily access to the internet using computers, laptops or iPads. Basic computing knowledge and skills are taught and developed from nursery upwards and includes online-safety, word processing, control technology, modelling and information handling.

Interactive whiteboards are located in every classroom. Our school website is continually updated, with current information including diary dates, events and class information.

Visit us at: www.stmarysstoke.co.uk



Year 5 pupils using laptops to enhance learning across the curriculum.

Modern Foreign Languages

MFL is posited directly within the French language as children explore in detail the French language and culture. Units of work in Key Stage 2 are composed and planned across a term, with the children experiencing and completing three units over the course of the year. Units of work attempt to be progressive and reflect a clear progression from Year 3 -where children begin to engage with French within planned lessons- to Year 6, where children can compose and create extended examples of writing. Teaching and Learning within MFL follows a progressive framework where children explore and practice skills and then apply their knowledge to more extended and independent oral and written demonstrations of skills learned. Within Year 5 and 6, children are able to benefit from specialist MFL delivery with collaborative teaching from St Margaret Ward, benefitting transition and enhancing the Primary MFL curriculum. Extra-curricular clubs and experiences are encouraged to immerse the children within not only the language, but also the culture of contemporary France, in order to enhance cultural capital.



Year 5 and 6 bi-annual French Adventure

Music

In KS1 and KS2 music is taught by a specialist music teacher, in accordance with national curriculum requirements. All pupils in Key Stage 2 have the opportunity to learn to play the violin, trombone, flute, clarinet or trumpet. In addition, Year 3 children learn how to play the recorder. Children in Key Stage one have the opportunity to attend 'Songbirds' which is delivered in school by the City Music School as an after school club. We also provide further extended opportunities such as performing at concerts such as 'Young voices' concert at the LG Arena and the annual Recorder Festival at the Victoria Hall.



St Mary's School Orchestra

Physical Education

St Mary's offers exceptional opportunities for pupils to access a range of physical activities. Using government P.E. funding all children throughout the school are taught by a specialist P.E. teacher alongside their class teacher. We also have specialist teachers in dance and other outside organisations. Pupils from Reception to year 6 attend swimming lessons for fixed periods throughout the year. We also provide extra-curricular opportunities such as netball, cross-country, street dance, multi skills, football, gymnastics and cycling proficiency.



Year 2 enjoying their PE sessions

PHSE

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at St Mary's Catholic Academy preparing them for the opportunities, responsibilities and experiences of later life. Our programme of study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

Relationship, health and Sex Education will be taught as part of our PSHE curriculum and will be taught following the 'Ten:Ten – Life to the full' programme

which has been approved by the Diocese and Directors of the MAC. Please see RHSE Policy for more information.

At St Mary's we teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.



RHSE Children in nursery are taught to take care of the personal needs

100 things to do at St Mary's

We want to give our pupils as many experiences as we possibly can to develop their academic, spiritual, cultural and moral identities. By the time our pupils are ready to move on to their next stage in their educational journey, we hope have given them the opportunities that all children should have the chance to do! Please see the school website for further information.

Arrangements for Children with Special Needs

The school follows the **DfES Special educational needs code of practice; 0 to 25 years** for the identification and assessment of pupils with special educational needs. The code of practice defines the four broad areas of need as; cognition and learning, communication and interaction, sensory and/or physical needs and social, emotional and mental health difficulties. If a parent has any concerns regarding their child's learning needs or disability then parents may wish to speak to class teachers initially. The school has a Special Educational Needs Co-ordinator (Mrs Davis), who co-ordinates the work and liaises with parents, staff and support agencies. The class teachers can then liaise with the SENCO or other appropriate staff, where applicable. There may be occasions where the school will call on the support of an external agency to give advice.

Children with a statement or an education, health and care plan (EHCP) of special needs and others on the register have **Pupil Passports** drawn up to provide a picture of the child and of their need(s) and how to best support them. Parents are consulted via class teacher during termly parent/ teacher meetings so that school

and home can work together to support the child. Additional meetings with the class teacher or SENCo can be made if required. Mrs Davies (SENCO) can be contacted through the school office

The school has a policy for Special Educational Needs, a copy of which can be obtained from the school office or can be seen on the school website.

Children are constantly monitored to see if the progress that they are making is satisfactory. If a child is found to require additional support due to either a specific learning difficulty or high level of ability in a specific area, then a programme of work is tailored to suit his/her needs. The Special Needs Co-ordinator (SENCO) liaises closely with staff and the local Education Authority's Special Needs Team and Education Psychology Service to obtain expert advice when planning towards the need of the child. A range of support strategies are currently established in school to assist pupils with difficulties and these are closely monitored by the school SENCO. Parents are consulted and involved at every stage when planning individual provision.

Communication With Parents

At St. Mary's we value and recognise the benefits of an effective partnership between home and school. During term time we provide a weekly 'Stay and Play' session where children under 5 are welcome with a parent / grandparent to play, sing, share stories, get creative and meet new friends. On entry to the school, all parents are required to sign a Home-School Agreement which explains what is expected from the school, pupils and parents. Our school newsletter 'The Messenger' is printed monthly, providing information and guidance for parents on all aspects of school life. In the summer term parents are invited to attend an induction session for the new classes in September during which they can meet the relevant teaching staff who will present an overview of the curriculum for the year group. Further open evenings are held during the autumn, spring and summer terms; these provide opportunities for parents to discuss individual progress and attainment, against personal targets. Family literacy and mathematics evenings are arranged throughout the year to help parents to support their children with homework. In addition to this each class has an open morning or afternoon, where parents are invited to spend time in the classroom with their children.

Every child is supplied with a home-school diary which is used to record homework details. Parents are required to sign the diary to indicate completion of reading and written homework and are encouraged to record any further comments.

Each half term every class teacher sends out a curriculum information sheet which contains the intended learning, topics and significant dates for the half term.

The Parent Voice termly meetings are also an excellent opportunity for parents to ask questions about what is happening in school and make suggestions for improvement.

The school's website also holds a wealth of information on all areas of school life for parents to access.

Good communication is essential to the well-being of children, parents and staff. Parents are strongly encouraged to discuss any concerns with staff, by prior

appointment. The Principal operates an 'open door' policy and will endeavour to meet with parents/carers at the earliest opportunity.

A copy of the formal complaints procedure is displayed in the main entrance area.

Data Protection

A copy of the collegiate policy on 'Data Protection' is available on the website and in the main entrance.

Charging and Remission Policy

As a Catholic Academy, 15% of our funding comes from donations from the Parish. When planning school trips, we aim to ensure that voluntary contributions do not exceed £15. An annual residential field trip to an outdoor education centre is scheduled for Year 6 pupils at a cost of approximately £185. We also arrange a 3 day residential field trip/retreat for Year 5 pupils which costs approximately £110. Every two years there is an opportunity for Year 5 & 6 pupils to take part in a 5 day visit to France. All these trips can be paid for by instalments and there is also a reduced charge for families in receipt of certain state benefits. Details of actual costs will be made available as soon as the school is notified.

Homework

In the Foundation Stage, Children are given 3- 5 new words to talk about during the week. Children will need to know what the words mean and maybe be able to use the word in a spoken sentence. Rhyme of the week – Each week children take home the rhyme of the week to sing at home together with their family. On Thursday children are also given creative homework. This is a good opportunity to share in children's learning at home.

In Key Stage One and Key Stage Two the children participate in Daily Maths homework, consisting of 4 calculations using the 4 operations in maths and in Daily English homework children are given a set of 5 new words per week to find the meaning of (appropriate to their year group). They then use each word in a sentence to demonstrate their understanding.

Key Stage Two will also receive English or Maths homework on a weekly basis.

This homework will focus on key knowledge and skills that have been taught in the previous lessons in school. They will also receive either a history, geography, science, Art or D&T piece of homework per week with a focus of revisiting learning that has taken place that week or preparing for learning in the coming week.

Children are expected to read regularly at home, (minimum three times per week).

All pupils are supplied with a home-school diary and parents are requested to sign this at least three times during each week to indicate when a child has read at home. Children are rewarded on a termly basis for home reading.

Extended Services

As part of our extended services provision we have a Safeguarding Officer who can offer support to children and their families who may need it. We have close links with outside agencies such as the school nurse, educational psychologist and local children's centre.

At St Marys we offer an extensive range of extra-curricular activities from Foundation Stage to year 6. These include cookery, art and craft clubs, Computing clubs, music clubs and a wide variety of sports clubs.

Because we value how extended services can impact on your child's education we also work in partnership with the Children's University. The children are awarded credits for the number of hours they attend extra-curricular activities, including a number of out of school organisations. According to the number of credits the children achieve they get the opportunity to attend a 'graduation ceremony' either at the university or at school.

We also provide daily wrap around care. We have a Breakfast Club that runs from 7.30am – 8.45am. After school care club providing after school care from 3.15pm-5.45pm. Further information regarding these clubs can be obtained from the school office.

Behaviour in School

High expectations for good behaviour and a consistent approach to discipline and behaviour management is fundamental if children are to remain happy and secure. Within the school there is a strong emphasis on respect and courtesy towards others, both within and beyond the school environment.

Emphasis is laid on the production of good work, effort, honesty, helpfulness, success, courage and other positive personal qualities. For these, children will be praised verbally, offered commendations or awarded during school assemblies. Achievement points are awarded to children for display one or more of these qualities. Rewards are given to each child as they receive an achievement point milestone. If a child has performed or behaved exceptionally well, they may be referred to the Principal who will reward them accordingly. Parents may also receive a letter congratulating them on their child's achievements.

At the end of the academic year a presentation evening is held during which awards are presented to children who have made excellent progress, outstanding effort and high attainment, in addition to those pupils receiving carer awards or for exceptional contribution to school life.

A full copy of the behaviour policy is displayed in the main entrance area and can be found on the school website.

All pupils are expected to wear the correct school uniform at all times. It is the policy of the School Committee's policy that all children wear the uniform, which is as follows:-

Navy 'V' neck sweater – with school logo / Navy cardigan – with school logo

White school shirt (*not fashion shirt*)

School tie

Dark grey trousers (tailored, not jersey or leggings) / Dark grey skirt or pinafore that must be to knee length or below

Grey or black sock

Black shoes

Summer Term only

Girls may wear the **navy blue and white** checked summer dress.

Boys may wear grey shorts

All pupils may wear black or navy summer sandals.

P.E. Kit

White T shirt – with/without school logo
Navy cotton shorts
Navy sweatshirt – with school logo
Navy jogging bottoms (winter)
Black plimsolls

All items of clothing should be clearly marked with the child's name.

In the interests of Health and Safety, **jewellery must not be worn. This includes earrings which are not permitted even if covered with a plaster.**

****PLEASE NOTE****

Jewellery, make up and nail varnish are not allowed.

Hair should be conventionally cut with no visible lines and should be an appropriate length (not shaven or less than grade 2) Shoulder length hair should be tied back at all times using a bow or bobble in the school colours (navy blue and white). Highlights/Lowlights, bleaching or colouring of any kind are not permitted. Small bows or hair bands may be worn but these must be in the school colours (blue and white).

General Health

If a child is poorly, parents must contact the school **on the first day of absence before 9.30am**. This can be done by telephoning the school on 01782 234820 or by email to office@stmarysnewman.co.uk. An accompanying note should be sent with the child on returning to school. Failure to make contact, or provide a note of explanation will result in the absence being classed as 'unauthorised.' If a child becomes unwell at school, or has an accident, then parents/carers will be contacted as soon as possible. Parents/carers are required to keep us informed of any changes to contact numbers in the event of an emergency.

Every child in the school will be given regular health checks by the school nurse. Regular dental checks are also given in school for children in Reception. If action is required as a result of these checks then the parents will be informed by letter to make an appointment with their own dentist.

School Meals

School meals are cooked and served on the school premises. The cost of school lunches for Nursery and Key Stage Two have yet to be confirmed. All payments for school lunches are made through 'Scopay'. All children in reception and Key Stage one are entitled to universal free school lunches.

The catering staff work very hard to produce very high quality food and the children are always given a choice of main course and sweet. If you wish your child to have a packed lunch, then facilities are available. The lunch menu can be viewed on the school website.

St. Mary's operates a healthy food policy. Children in the Foundation Stage and Key Stage One are provided with a free piece of fruit each day. Children in Key stage 2 may also bring fruit for their snack.

