

Ludham Primary School



Brochure 2021-2022

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Our vision

We believe that everyone at Ludham Primary School and Nursery is important and has something valuable to offer.

Our school is a community where staff, children, parents and governors work together in a stimulating, challenging, secure and welcoming environment.

We aim at all times to achieve the highest possible standards through high quality teaching and learning.

Our mission statement is:

Achieving success through enjoyment

A statement of the school's aims:

- ✓ settle children into school as quickly and as easily as possible;
- ✓ provide a stimulating classroom environment which is warm and caring, safe and secure;
- ✓ encourage interest in learning and to help develop the concepts and skills to prepare children for life outside school;
- ✓ celebrate the village school and its place at the centre of the community;
- ✓ develop tolerance and understanding for all people;
- ✓ develop each child's self-esteem;
- ✓ ensure all pupils have equal opportunities to develop their understanding and skills;
- ✓ promote a happy, hardworking atmosphere where the children are keen to extend their potential and their achievements are recognised and valued;
- ✓ encourage children to develop a pride in themselves, their work and surroundings, and a respect for other people and their property;
- ✓ Encourage independence, self-discipline, decision-making and co-operation.

We are committed to partnership with parents and aim to develop and maintain good relationships with all our families for the benefit of the children.

Our Curriculum Aims

Through our broad, balanced and exciting curriculum, we aim to develop the children's ability to:

- listen attentively and communicate with confidence in speech and writing
- read fluently, accurately and with understanding
- develop a neat, legible and joined up style of handwriting
- develop high standards of spelling, grammar and punctuation
- apply mathematics skills with speed and accuracy
- reason mathematically and apply their knowledge to a wide range of problem solving situations
- master scientific ideas, investigate solutions and interpret evidence
- become confident in the use and application of a wide range of computing skills
- develop self-awareness and sensitivity to others, and to understand and acquire moral values
- learn and develop the skills needed to communicate using a modern foreign language
- be aware of the historical, geographical and social aspects of the environment
- acquire the skills and self-control to use music, drama, art and design technology as a means of expression
- develop co-ordination and agility in PE and team skills through competitive sports
- develop an awareness of ecological issues and care for our environment
- gain independence and reach their potential in all aspects of learning

Ludham Primary School and Nursery Governing Body 2018/19

Mrs Carol Willoughby	Chair of Governors	Co-opted Governor
Mrs Suzanne Hewitt	Vice Chair of Governors	Parent Governor
Mr Mark Moore		Headteacher
Mrs Catherine Cordiner-Achenbach		Parent Governor
Mr James Bartlett		Parent Governor
Mr John Jenkins		Parent Governor
Mr Gerald King		Co-opted Governor
Vacancy		Community Governor
Mrs Helen Middleton		Community Governor
Mrs Kristen Hurn		Staff Governor
Mrs Clare Routledge		Local Authority Governor
Ms Marina Carr		Clerk to Governors

Ludham Primary School and Nursery Staff 2018/19

Teaching Staff

Mr M. Moore	-	Head teacher
Miss L. Mindham	-	Teacher - Early Years Foundation Stage
Mrs J Ashman	-	Teacher - Early Years Foundation Stage (School SENCO)
Mrs S Hunter	-	Teacher- Year 1/2 (part-time)
Mrs L Nichols	-	Teacher – Year 1/2 (part-time)
Mrs K Hurn	-	Teacher - Year 3/4 (part-time)
Mrs A Vargo	-	Teacher - Year 3/4 (part-time)
Mrs R Atkinson	-	Teacher – Year 5/6

Teaching Assistants

Mrs Nicola Kane
Miss Emma Krug
Mrs Theresa Perkins
Mrs Ann Lovejoy
Ms Angela Claxton
Mrs Susan Warman
Mrs Shelli Denton

Administrator -Mrs Julie Simons
Caretaker/cleaner – Mrs Naomi Sabine
Technical support – Mr A Kemp

Midday Supervisory Assistants

Mrs Maria Hedge
Mrs Lisa Crook
Mrs Jennifer Seaton
Mrs Kaja Yates
Ms Charlotte Handley

School Kitchen staff

School cook - Mrs Emma Piggin

The information contained in this document was revised in July 2021, but no guarantee can be given that this will not be changed during this or future years.



The school and local catchment area

The original school building dates from 1837. It was carefully renovated and extended in 2006, enabling many new facilities to be added. The Early Years Foundation Stage outdoor play area was extended in 2015.

Ludham Primary School and Nursery is the designated school for the children of Ludham and Potter Heigham. It is set in extensive grounds, with a large playing-field, a well-established wild area which recreates the atmosphere of a quiet country lane, and a trim trail for climbing and exploring.

The school has a large sports hall, an administration area and toilets, four classrooms, a structured-play area known as The Nest , a library, a music/food technology room, and an outdoor classroom.

Classes are named after local birds:
Nursery/Reception – Kingfishers
Year 1/2 – Marsh Harriers
Year 3/4 – Owls
Year 5/6 – Herons



Classes are organised in line with the Key Stages of development. The Early Years Foundation Class, which includes Nursery and Reception children, occupies the beautiful purpose-built Early Years classroom. This room has easy access to a safe outdoor area with a canopy, enabling them to be outdoors whatever the weather – an important feature of their early education.



The Key Stage 1 class is based in the remodeled area of the school, still with easy and safe access to the outdoor learning space. This classroom is connected to structured play activities in The Nest, which children access as part of their daily routine.

The Key Stage 2 classes are based in the remodeled old hall: a dividing wall splits the old hall into two classrooms (but retaining the beautiful Victorian cathedral roof feature and fireplace): one for Years 3 & 4, and the other for Years 5 & 6. Both classrooms also have access to the outdoor space and raised beds for planting and growing.

All classes have access to the library, the outdoor classroom, and a room for intervention, music and food technology.

Our Early Years Foundation Stage provides free early years education for children between the ages of 3-5 years of age.

Children who attend our school are able to stay here until the age of 11, before moving on to a high school. This provides a wonderful opportunity for our children to continue their education in surroundings they know well, with staff who know them and can plan for their needs accordingly, while remaining in their community.

Our School Council is made up from a representative from each year group of the EYFS, KS1 and KS2. Each September we hold elections for new school council representatives. The children have regular opportunities to discuss and consult about topics such as equipment, school rules and our curriculum.

As the children move through the school, exciting new resources are available for them to deepen their knowledge and improve their skills. We ensure that, when the time comes for Year 6 children to move on, the transition to high school is made as smooth as possible for them by liaising with their future school and enabling visits for them and their parents.

The Ofsted inspection in March 2018 resulted in the school being graded as 'good' in all areas.

The school has achieved the 'High Quality PE award and an enhanced 'silver' Healthy Schools award.

There is a strong commitment to education for sustainable development, with important links created with local organisations such as the Broads Authority, Norfolk Wildlife Trust, and How Hill Trust.



Our logo was designed by Nancy Legg and features a Swallowtail butterfly, a dragonfly, a frog and a flag iris as symbols of our surrounding Norfolk Broads.

A wooden plaque, in our school entrance porch, depicting the scene, was made and painted by Gerry Evans and Sarah Batch at Stalham High School in 1998.

Safeguarding

We take our responsibility for the safeguarding of our children very seriously. All staff, governors and regular volunteers at school undertake a Disclosure and Barring Service check and are required to follow the safeguarding policy and other policies related to child protection. If you have any concerns regarding the safeguarding of pupils at the school please speak to Mr Mark Moore, Mrs Kristen Hurn, Mrs Rachel Atkinson or Miss Lisa Mindham, the people with designated responsibility for child protection. If you would prefer to speak to a school safeguarding governor, please ask at the school office.

Admissions Policy

As a Community School, we follow the Local Authority policy for admissions.

Nursery Admissions Policy

All three and four year olds are entitled to 15 hours of free learning per week for 38 weeks a year, to be used over a minimum of 3 days a week.

Children can start in Nursery at the beginning of the term following their third birthday, if a place is available.

Children usually start Nursery at the beginning of a term in September, January or April. However, for children moving into the area, where a place is available, they may start mid-term.

Ludham School offers five part-time sessions each week throughout the school year. These sessions are from 8.55am until midday.

If you are given a place in the Nursery class, it does not mean your child will automatically have an admission place in the Reception Year. You will have to apply separately for a place for your child in Reception.

If there are more applications for places than there are places available, the Local Authority will give preference to children living nearest to the school according to the following rules in this order of priority:

- a) Children with independently verified evidence of special need
- b) Children in public care who live in the area served by the school
- c) Children who live within the catchment area who have a brother or sister attending the school at the time of their admission.

- d) Children who live outside the catchment area who have a brother or sister attending the school at the time of their admission.
- e) Children who live outside the catchment area who have no brother or sister attending the school at the time of their admission.

If you would like to visit the school, or have any queries about an application for a place at Ludham Primary School, please contact the head teacher on 01692 678293. If you do not wish your child to attend Nursery class for five sessions weekly you must tell the head teacher in order that the additional sessions may be allocated to another child.

Alternatively you may delay your child's admission into Nursery class. (This may mean that a place will not be available later in the academic year.)

If you have any queries about the admissions process, please either contact the head teacher at the school, or contact Norfolk County Council Children's Services on 0344 800 8020.

Organisation and Activities

The school is currently organised into four classes. Class 1 has children from Nursery and Reception (the Early Years Foundation Stage); Class 2 has children from Years 1 & 2 (Key Stage 1); Class 3 has children from Years 3 & 4 (Lower Key Stage 2); and Class 4 has children from Years 5 & 6 (Upper Key Stage 2).

We have a staff of well-qualified teachers with extensive experience across the whole primary range. The teachers are supported by a team of experienced teaching assistants, who are able to work with individuals and small groups to help each child to achieve their potential.

Children in each class cover the same topics, but the tasks set are related to their own individual ability. This ensures that each child is fulfilling his or her potential. At times during the day there will be class teaching, group teaching, group activities, individual activities and one-to-one teaching. Children are encouraged to take responsibility for their own learning through the provision of a wide range of resources and materials.

Staff and children are also involved in whole school activities, including assemblies, productions, sports day, Book Week, etc. The school offers a wide range of enrichment activities, including clubs, visits, themed days, live theatre and music, and participation in multi-cultural events. KS2 children are also offered a residential visit.

Curriculum

We ensure that children receive a relevant, broad and balanced curriculum, and that we plan for progression across the subjects.

Teaching and learning for all children is based on the national curriculum requirements. In all areas of the curriculum, we emphasise effort, personal achievement and co-operation, while developing independence, learning and thinking skills.

Early Years Foundation Stage (Nursery & Reception)

At Ludham Primary School and Nursery our aim is to provide the best possible learning environment for your child – one that extends their skills, develops their confidence, and builds upon what they already know.

The doors to the Early Years Foundation Stage open at 8.55am. Self-registration provides a routine for the children, as well as introducing name recognition skills.

Nursery children's parents are welcome to stay at the beginning of each session, until the children are settled and you feel comfortable about leaving them. Reception children's parents may stay on Friday mornings until 9.10am to participate in activities with their child and look at work they have been doing.



There are seven areas of learning and development in the early years setting. All areas of learning and development are important and inter-connected. The three prime areas are:

- communication and language
- physical development, and
- personal, social and emotional development

Your child will also be supported in four specific areas, through which the three prime areas are strengthened and applied. These areas are:

- literacy
- mathematics
- understanding the world ; and
- expressive arts and design

Throughout the Early Years Foundation Stage, the children will be involved in the following activities and experiences:

Communication and language development - Your child will have opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development – We provide opportunities for the children to be active and interactive; and to develop their co-ordination, control and movement.

Personal, social and emotional development – We help the children to respect one another, to develop social skills, to manage their feelings; and to have confidence in their own abilities.

Literacy – The children are encouraged to link sounds and letters and to begin to read and write.

Mathematics – We give the children opportunities to develop and improve their skills in counting, understanding and using numbers and to describe shapes, spaces and measures.

Understanding the world – We involve the children in making sense of their physical world and their community through opportunities to explore.

Expressive arts and design – We involve the children in exploring and playing with a wide range of media and materials. They are also encouraged to share their thoughts, ideas and feelings through activities like art, music, role-play and design and technology.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child initiated activities.

Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others.

As the children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help the children prepare for more formal learning, ready for Year 1.

We have a self-contained, well-planned outdoor area with different surfaces, (e.g. artificial grass, hard play, pebbles). Parts of the area are covered to provide shelter, and there are spaces for water and sand play, digging in soil, and climbing. Parts of the morning allow for free-flow between the outdoor and indoor areas, and children are encouraged to dress appropriately for the different environments.

We go outside in all weathers so it is important for your child to have a coat. In the summer, it is advisable to apply sun cream to your child and send them to Nursery wearing a hat.

Snack time

Snack time is important because we practise important social and physical skills. For snack, we offer different types of fruit and the children can drink milk or water. Sometimes we might try foods related to our topic. Children are encouraged to try all foods but are never forced to eat anything. Please inform us if your child has a particular like, dislike or allergy.

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

We continue to encourage outdoor learning whenever possible, making use of the extensive grounds and the local area to develop skills and knowledge across the curriculum.

Our Curriculum

English

Children are taught skills in speaking and listening, reading, writing, handwriting, spelling, punctuation and grammar. There is a variety of reading schemes available, colour-coded for different levels of reading ability, and many additional picture books and books for children gaining confidence in reading. Early readers are taught daily structured phonics and choose from a range of phonetically decodable texts.

Our aim is that the children should develop *enjoyment* of reading, as well as learning the skills required. The provision of fiction and non-fiction books, both within classrooms and in the well-stocked library, has been greatly extended to provide for a wide age range. The school has a well-stocked selection of Project X graded guided reading books, and Read, Write, Inc, provides a common spelling scheme which is used across Key Stages One and Two. The school has adopted the Nelson handwriting scheme, and encourages children to develop a neat, joined cursive script with their handwriting.

Children also use Accelerated Reader reading programme as a scheme in KS2. Each time they finish a book, they are able to independently access Ipads and take a short comprehension quiz to measure their understanding.

Parents are invited to attend a Phonics workshop so they can find out ways to support their child at home. Story Cafés, author visits, and visits from the mobile library van also take place. Pupils run a 'Pop up library' at lunchtimes to encourage reading outdoors.

Mathematics

Mathematics is taught through daily lessons, with a strong emphasis on developing reasoning skills through practical work and mental mathematics. As children progress through the school, they build on skills and learn to manipulate numbers and solve problems with real understanding.

We have a bank of resources for investigative maths, and children are encouraged to play mathematics games to reinforce the skills acquired. The children are grouped according to their abilities to ensure they are appropriately challenged.

Whole school Mathematics Days and events such as the Maths Puzzle Challenge Day, encourage family participation and enjoyment of mathematics.

The school has purchased Mathletics, an online maths resource which pupils enjoy accessing.

Computing

The school has an interactive touchscreen in every classroom. Laptops and iPads are available for all children to use to develop their skills in data handling, coding and word-processing, and to enhance whole-class teaching in all subject areas. Children have controlled access to the internet, and appropriate software is used to enhance

learning across the curriculum. There are also digital microscopes, visualisers, cameras, digital voice recorders, video recorders to support and record learning activities.

Science

The children are encouraged to observe their world with a scientific approach. They plan, experiment, observe, record and consider evidence through a wide range of stimulating activities. Extensive use is made of our outdoor space to support learning. The scheme 'Switched on Science' is used across Key Stages One and Two, which has built in assessment modules.

Links are made to STEM – Science, Technology, Engineering and Mathematics. e.g. the European Space Education Resource Office, (ESERO) project on 'Space'.

Geography

We aim to stimulate children's interest in their own surroundings and the wider world. We have developed strong links with How Hill Trust and the Broads Authority and Holt Hall, and encourage children to think about their impact on the world in discussions about recycling and sustainability. The Year 5 and 6 pupils have the opportunity to go on an annual residential trip to Holt Hall, where they participate in geographical studies of the locality.

History

Learning about the past, and the methods used to study it, helps pupils make sense of the world in which they live.

The curriculum is delivered through an enquiring approach: we invite visiting speakers, encourage children to talk to elderly relatives, discuss their own memories, and look at artefacts, in addition to sharing information found in books and on the internet. School visits and themed days are also held to enhance this work e.g. visits to the Time and Tide Museum, Great Yarmouth or the Norwich Castle Museum, related to history topic work.

Design and Technology

Technology requires pupils to apply knowledge and skills to solve problems. They learn to think imaginatively and talk about their likes and dislikes when designing and making.

The school has acquired many resources to enable children to work with a wide variety of materials and appropriate tools. Children are encouraged to evaluate their products and talk about how they could be improved.

Food technology is an important part of this subject: children investigate and taste different foods and develop vocabulary to describe appearance, taste, smell and texture - e.g. the Year 5/6 bread making project.

They learn about healthy eating, how to apply hygienic practices, and how to use basic tools and equipment effectively and safely. We have a Food Technology room where children can prepare and cook food.

Religious Education

Religious education at our school is based on the Norfolk agreed syllabus. RE provides opportunities for children to develop their knowledge and understanding of Christianity. They also sample major world religions, outside their experience, in order to extend their knowledge and understanding. They explore issues within and between faiths, to help them understand and respect different religions, beliefs, values and traditions.

RE is not the same as collective worship, which has its own place within our school life. An act of collective worship takes place daily, led by the head teacher, a member of staff or a visitor.

Parents who wish to withdraw their child from collective worship or religious education are asked to discuss this with the head teacher.

Music

We engage children in making and responding to music to give them opportunities to develop their understanding and appreciation of a wide range of different kinds of music. Our 'Musician in Residence' teaches peripatetic instrumental lessons to individuals and small groups across the school. She also teaches across KS1 and KS2. There is a school choir and an ensemble group.

The children begin to acquire the knowledge, skills and understanding needed to make music, and also develop skills, attitudes and attributes that can support learning in other subject areas, such as listening skills, the ability to concentrate, creativity, and self-confidence.

The children have opportunities for singing and music-making with a wide variety of percussion instruments, and to listen to a wide variety of music from around the world. They demonstrate their skills at school productions and assemblies during the year, performing to parents and members of the wider community.

Art & Design

Children are encouraged to collect, refer to and use a wide variety of visual, tactile and sensory stimuli as a basis for their own practical work.

We aim to stimulate their creativity and imagination, to develop their understanding of colour, form, texture, and pattern, and their ability to use materials and processes to communicate ideas, feelings and meanings. They are given opportunities to develop a visual literacy and knowledge of art, craft and design, to use a wide variety of materials and to develop a range of skills and techniques.

Physical Education and Games

PE lessons include opportunities for dance, games skills, gymnastic and outdoor activities. Norwich Community Sports Foundation, (CSF), provides sports coaching in school time and an after school football club. Premier Sport also work closely with our

school to provide after school clubs and 'The Golden Mile', which encourages fitness through regular walking/jogging activities.

We aim to develop positive attitudes to participation in physical activity. Children acquire and develop skills in a creative way, set targets for themselves and compete against others, individually and as team members. They begin to understand what it takes to persevere and succeed, and acknowledge others' success.

Equipment is appropriate to the different age groups, and additional coaching is provided to extend their skills. There are several sports clubs, including, mini-squash, multi-skills, and dance. The children are given opportunities to participate in competitive activities in year groups, and against other schools.

Swimming

Swimming sessions take place during the Summer Term which are held at Broadland High School. We have seen children make dramatic progress in their confidence and skills in the water, developing speed, agility and improving strokes, and learning important lessons about safety in and around water.

Social, Moral, Spiritual and Cultural Education and British Values

Social, Moral, Spiritual and Cultural education is addressed through assemblies, and across all aspects of our curriculum. We aim to promote awareness and understanding of the elements of a healthy life-style. Social and Emotional Aspects of Learning, (SEAL), are embedded throughout the school and reinforced in assemblies and through work with the School Council. British values are embedded throughout our school and the curriculum and children learn respect for the faiths, cultures and beliefs of others.

Sex and Relationships Education

Sex and Relationships Education is taught throughout the school as part of Personal, Social and Health Education, (PSHE), but is specifically linked to Science teaching in Years 4 and 6. In Year 6, the children are taught about issues relevant to our older children, such as personal hygiene and development, reproduction, healthy eating etc.

Modern Foreign Languages

French is introduced at Key Stage Two. Children are encouraged to develop their listening skills and to communicate in French using basic vocabulary. Songs, games and role play help to reinforce vocabulary and encourage an enthusiastic approach to the learning of a foreign language.

Special Educational Needs

Children are taught by their class teacher, with the support of teaching assistants to enable work with small groups and individuals to take place. Lessons are differentiated to meet children's individual needs. Parents are consulted if it is thought that their children need more specific resources, and further assessments will be requested and additional support provided.

Reporting to Parents

During the Autumn and Spring terms, parents are invited to attend a Learning Review Meeting at the school, to discuss their child's progress with the teacher. Parents are

invited to visit the school on Open Days to learn more about their child's progress and school life.

At the end of the academic year, parents will receive the Annual Report which is a written document providing parents with information on their child's progress through that year. Parents are invited to discuss the report with their child's class teacher.

If there are any other concerns during the year, we encourage parents speak to the class teacher. If required, appointments can be made through the school office.

Freedom of Information

One of the aims of the Freedom of Information Act 2000 is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

To do this we produce a publication scheme, setting out the classes of information which we publish or intend to publish; the manner in which the information will be published; and whether the information is available free of charge or on payment. All information in our publication scheme is available in paper form. This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

Some information which we hold may not be made public, for example personal information.

The classes of information that we undertake to make available are organised into four broad topic areas:

School prospectus

Governors' documents

Policies relating to pupils & curriculum

Other school policies and other information related to the school

If you require a paper version of any of the documents within the scheme, please contact the school by telephone, email, fax or letter. Contact details are set out at the beginning of this prospectus. To help us process your request quickly, please clearly mark any correspondence "PUBLICATION SCHEME REQUEST" (in capitals please).

General Discipline

Our aim is for the school to be a happy, hard-working, considerate and caring community, in which every member feels valued and secure. We expect children to develop their own self-discipline and recognise our own role in encouraging this. Children are involved in discussions about rules for their classroom and for the school as a whole, including the playground.

The school's most recent Ofsted report comments on the children's excellent behaviour and the positive impact this has on their learning.

'Pupils feel exceptionally safe and are very aware of potential risks, such as e-safety.' The report goes on to say: 'Pastoral care is outstanding and embraces pupils and families alike.'

The Home/School agreement, signed by the child, parents and the teacher, reminds everyone of the school's "Golden Rules". We aim to use a positive approach to discipline, encouraging and praising good behaviour.

We recognise particular achievements and good behaviour through house points, certificates and awards. When behaviour is unacceptable, it is challenged and addressed appropriately.

Each child is a member of a "House", with House Points awarded for outstanding achievements by individuals. These may relate to individual targets achieved in any area of the curriculum, for special acts of kindness or support towards others, or for exceptional effort. The houses are named after famous wherries:

Norada, Hathor, Ardea and Albion.

Play Leaders in Key Stage 2 help the Midday Supervisors by setting out equipment at lunch times and organising games for the younger children.

Children are made aware of the expected standards of behaviour. If serious problems such as bullying, classroom disruption or "bad" language should occur, parents are involved. We have a clear behavior policy which is accessible on our school website.

Charging Policy

We follow the guidelines laid down by Norfolk County Council for educational visits, residential visits and music tuition.

To enhance and extend the curriculum, all pupils are taken on educational visits. Voluntary contributions are requested in order to cover costs. Unless the majority of parents support these activities, they will not function. Parents on income support may be assisted financially; please ask at the office. This policy is available on our school website.

Homework

From Nursery onwards, we encourage children to take home a book each day to encourage the enjoyment of sharing stories and illustrations. As their reading skills develop, it is important for children to practise those skills, and parental support can make a big difference to their rate of learning.

This sharing of books should be a relaxed, happy time, giving children a chance to demonstrate their new knowledge. As they progress through the school, we ask children to do more homework, for example to learn spellings, to find out more about a new topic being investigated in school, or to practise new skills. KS1 and KS2 children receive a homework planner in which to record their work.

Ludham School Uniform

The items marked with an asterisk are available from school. We keep some stock in school, and you are able to order additional uniform each half-term directly from our suppliers School Trends.

Reception and Key Stage 1

Light blue polo shirt/blouse

*Burgundy round-necked or V-necked sweatshirt/sweater/cardigan with school logo

Navy trousers/skirt/shorts

Navy tights/socks, or white socks

Black school shoes – low heel

Summer dress – navy & white check (available from all local stockists), white socks

PE – white T-Shirt, navy shorts, navy tracksuit

Other footwear – trainers, plimsolls and Wellington boots

Key Stage 2 (Years 3 – 6)

Light blue shirt

*Burgundy/blue tie

*Burgundy V-necked sweatshirt/sweater/cardigan with school logo

Navy trousers/skirt/shorts

Navy tights/socks, or white socks

Black shoes – low heel

Summer dress – navy & white check (available from all local stockists), white socks

PE – white T-Shirt, navy shorts, navy tracksuit

Other footwear – trainers, plimsolls and Wellington boots

School Trends can also provide the following items with the school logo, which are optional extras:

*Burgundy fleece

*Navy/Burgundy reversible fleece/waterproof coat

*Burgundy knitted hat

In addition to uniform, School Trends also provide book bags, sunhats, PE bags and rucksacks – A selection of these with the school logo are available from the school office.

Outdoor Education

We aim to work outside regularly with the children, so they should have a showerproof jacket and Wellington boots in school each day. Please remind your child to bring wellies home to clean every Friday – they do get very muddy at times!

Jewellery

For safety reasons, no jewellery or wristbands should be worn in school. If children have pierced ears, stud earrings may be worn only if parents take responsibility for them. They must be removed for PE and swimming lessons.

Hair

Please make sure your child's hairstyle is appropriate for school – no gelled spikes or dyed hair for example.

(We have special days when children are encouraged to present themselves differently, such as dressing up as book characters for World Book Day). Long hair must be tied back during lessons.

Absence from school/illness

A child of school age should attend school every day provided he/she is fit to cope with the general demands of the school day. If a child is unwell, then it is better that he/she remains at home for appropriate rest and medication.

- If your child is absent, please contact the school (Tel: 01692 678293) or email: office@ludham.norfolk.sch.uk or send a written note. You need to do this on the morning of the absence.
- If you fail to contact us, we have a policy for a first day of absence call to go out from our office. This helps us to monitor absence and attendance levels.
- Attendance is monitored at least half termly to track pupils whose attendance patterns give cause for concern.
- If your child needs to attend a medical or other appointment, please let the school know.
- If your child has any contagious illnesses, please contact us immediately so that we can inform parents in case of anyone being in the early stages of pregnancy.
- If your child has had sickness or diarrhoea, please keep them at home for at least 48 hours. If they have sickness *and* diarrhoea (gastro-enteritis) they should not return to school until at least 72 hours after the last symptoms.

Attendance

We are required to keep accurate attendance records for all our children. When you receive your child's progress report, this will also show your child's attendance.

Following a change in government legislation, the school is unable to authorize any leave, except in exceptional circumstances, which are agreed by the headteacher.

Parents do not have any right to have leave of absence during the term and penalty notices may be given for unauthorised absences. Parents intending to request a leave of absence, should complete a leave request form at least two weeks before the leave is due to commence.

The school day begins at 8.55 a.m., and there is a member of staff on the school playground from 8.45 a.m. if you need to leave your child. A box for messages and for envelopes with money for school lunch, milk or activities is available on the playground each morning.

School sessions are as follows:

Morning	8.55 a.m. - 12.15 noon
Afternoon	1.15 p.m. - 3.15 p.m.

Late arrivals are asked to sign in at the Office. The school has to report absences and late arrivals to the Department for Education, and arrivals after 9.15 am are classed as unauthorised absences, so please make sure your child is in school by 8.55 am.

Medication

No medication can be administered unless all of the following apply:

1. The medication is necessary, e.g. inhalers for asthmatics or other prescribed medication;
2. A form is completed to request that medication is administered;
3. All such medications are clearly labeled with the pupil's name and address and the dosage clearly stated.

Safeguarding and the welfare and protection of children

We are committed to promoting the health and welfare of all pupils. Staff are trained to recognise signs of abuse and neglect and act accordingly. The school is required, as part of child protection procedures, to report concerns immediately to Social Services. Parents are directed to the school's safeguarding policy and other key safeguarding information on our school website, and to read and sign a Safeguarding letter, sent home to all parents.

Parent helpers

We welcome the interest of parents and friends and make use of their support and skills in many ways. If you have time to spare and would like to help, please contact the headteacher. A DBS check will need to be carried out to comply with legislation.

Parents' Committee

A committee of parents meets regularly to organise fund-raising events and to help with Christmas parties and other school events. Their contributions have enabled us to buy a range of extra equipment for the school for example new bikes and scooters, games and play equipment. They also help to organise events, including our summer fete.

Extra- curricular Activities

During the year, the school runs a variety of extra-curricular clubs. E.g mini squash, football, multi-skills, gardening, snooker, dance etc. A child will always bring home a letter with a permission slip or return, if he or she is eligible for that club. The cost of clubs is kept as low as possible, and you will be advised of costs before committing to a club. Some clubs are free of charge.

School lunches

Fresh school meals are cooked each day on the premises in our purpose-built kitchen. They are set meals, and details of the menu are printed termly and sent home to

parents. Children in Reception and Key Stage One receive free school meals. Those who pay for meals should do so on the first school day of each week. (Credit is allowed when a child is absent.) The money should be sent in a sealed, named envelope with details of the amount enclosed.

If preferred, children may bring a packed lunch. Please do not include chocolate bars, sweets or fizzy drinks, and try to include at least one piece of fresh fruit or vegetable.

Free Fruit

Every EYFS and KS1 child is entitled to a piece of fresh fruit each day. This is provided by the government, and is delivered to school every other day to ensure freshness and ripeness. KS2 pupils also receive the same option of a fruit snack, which is funded by school.

Water

We encourage children to drink water regularly during the day. Research has shown that frequent sips of water help concentration. Children may bring a sports-type bottle to avoid spillage, or use beakers provided in the classroom.

Severe Weather

When weather conditions are severe, please listen to Radio Norfolk or Heart Radio for announcements regarding the closure of the school. A text message will also be sent to parents to inform about school closure. Closures are also reported on the Norfolk Schools website (www.schools.norfolk.gov.uk)

We will inform everyone at the earliest opportunity if school is closed. Should it not be possible to have the closure broadcast, the staff at school will advise you of arrangements when you bring your child to school, or by telephone.

Bicycles

Children are welcome to cycle to school and store bikes within the cycle sheds. Please note, we are unable to accept liability for cycles stored on the site. We ask that children cycling to school wear a cycle helmet, are accompanied by an adult, and **do not** cycle across playground or around the school grounds.

Parking

Parking on the school site is not possible due to the very restricted area available. We ask all parents and visitors to park safely away from the front of the school. We do have parking for disabled visitors and children and respectfully request that parking in this area is left available.

Parents may use the car park, if their child is ill and needs to be collected from school, or if the child has a medical appointment.

School Attainment

Reception Year

There were 11 children in the Reception Year in 2019/2020 and 73% achieved a 'good level of development' by the end of the year. This compares to 72% nationally (2019).

Year 1 Phonics Screening Check

Due to COVID-19, the Y1 Phonics Screening Check in 2020 was delayed until the Autumn Term. In 2020 eleven out of the fourteen children (79%) in Year Two achieved the expected standard in the Phonics Check.

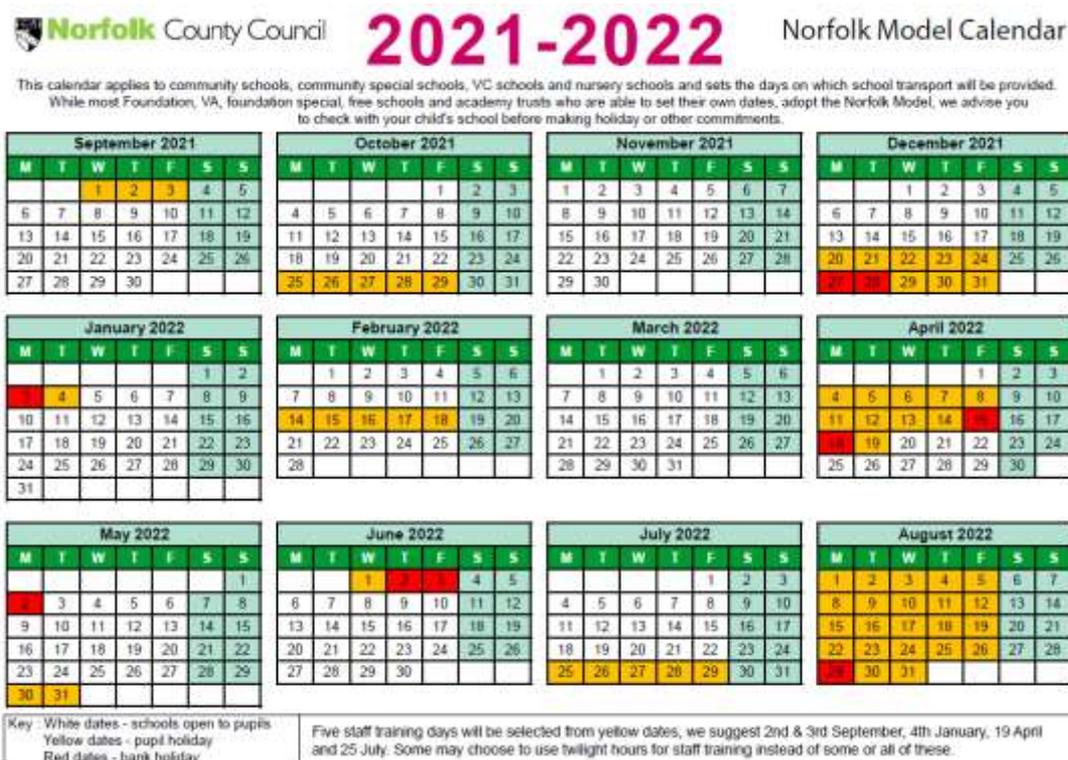
Year 6 SATs

Pupils take part in statutory tests at the end of Year 6 to assess their attainment and progress during their time at primary school. In 2020 SATs tests did not take place due to COVID-19. Our own school assessments show that twelve out of the thirteen children in Year 6 in 2020 (92%) achieved the expected standard in reading, writing and mathematics.

In 2019, seven out of 10 pupils in Y6 (70%) achieved the expected standard in all areas. This compares with 65% of pupils who achieved this nationally.

We strive to ensure that each child makes progress appropriate to their abilities, and keep very careful records of their attainment and achievement in order to plan effectively for their learning.

Holiday dates for 2021/2022 Academic Year



Complaints Procedure

Please make an appointment to see your child's class teacher through the school office if you are unhappy about any aspect of your child's education or experience at school.

We would hope that discussing the matter with the teacher should be enough to resolve the problem. However, if you are still unhappy and wish to take the matter further, you should make an appointment to see the head teacher.

If after discussion with the head teacher the matter remains unresolved, you should tell the head teacher that you wish to make a formal complaint.

The head teacher will give you a copy of the Complaints Procedure and you will be asked to write a letter outlining:

- The grievance
- Nature of the concern
- Details of the incident, if this is appropriate
- Steps already taken to reconcile the problem and addressed to the Chair of Governors at the school.

The letter will be passed to the Chairperson by our office and the matter investigated by the Chairperson, and the outcomes shared with the complainant by a meeting and always in writing.

Assessment and Recording

We monitor and assess pupils' development and understanding on a continuous basis.

In the Early Years, assessment forms part of the Foundation Stage Profile.

Children in Year One undertake a Phonics Check in June.

This test is also retaken by any child in Year 2 who did not pass the test in the previous year.

Formal teacher assessments informed by SAT style tests are undertaken in English and Mathematics at the end of Year 2 and the results are collated and compared nationally and locally.

A national times tables check is taken by children in Year 4.

Standardised Assessment Tests (SATs) are undertaken in reading, mathematics, spelling, punctuation and grammar in Year 6.

Writing and Science are teacher-assessed.

Formal tests in literacy, mathematics and science are taken each term across Key Stages One and Two, to measure progress over time. Test results are set alongside teacher assessments to give an overall clear picture of achievement during the school year and are used to inform planning for individuals and to set appropriate targets.