

# **THE SCHOOL AND YOUR CHILD**

## **Dress Code**

We ask that all children come to school dressed in school uniform and abide by the policy. For a full list of uniform please see our uniform policy (Appendix A). Children should wear sensible, flat black school style shoes, with no high/stacked heels as these are dangerous for playground wear. No trainers or shoes with heavily ridged soles are allowed as these collect mud, also boots or plimsolls are not permitted for everyday wear.

Hair should be in a sensible style that does not flop across the face or into the eyes. Long hair should be tied back off the face. Spiked or gelled hair is not allowed.

Jewellery may not be worn. Mobile phones are also banned.

If girls have pierced ears they may wear earrings, studs only, but these must be covered with tape or removed during P.E. Ideally they should be left at home on P.E. days.

Children will need a white T-shirt, loose black shorts, plimsolls or trainers.

***PE KIT MUST BE AVAILABLE AT SCHOOL ALL WEEK***

## **Behaviour**

We are proud of the good behaviour of our children. Our behaviour policy is based on a mutual respect between children and adults. A copy of the policy is available from the school office.

## **Medical**

Whilst we have to operate a safe policy, the school will try and support parents with children who have medical requirements. Please speak to the Head Teacher or the school office if you have any needs or concerns. The school nurse can also give advice (tel: 0118 9495055).

## **Home School Agreement**

The school asks every pupil and parent to sign up to a commitment to work together for the benefit of the child.

## **E-Safety Agreement**

The school has an internet and e-safety policy and agreement which everyone signs up to. We do our best to work with parents to ensure children know how to use the internet safely.

## **The Library**

Our library has an electronic system to help us maintain our excellent range of books. Parents and children are informed of how this operates.

# **THE SCHOOL AND YOU**

## **Home School Agreement**

The development of an effective and meaningful partnership between home and school is an essential means of encouraging positive attitudes and good behaviour.

The school needs to:

- Communicate policy to parents.
- Make contact with parents before situations develop.
- Make modification strategies with the parents.
- Have regular reviews of strategies employed, with parents or carers.

Parents need to:

- Be aware of school rules and policies.
- Co-operate with school in maintaining good behaviour.
- Ensure that children have enough sleep.
- Be prepared to act in support of the school.

Children are encouraged to talk about friendship problems or bullying. We also operate a "Peer Mediation Programme".

## **Newsletters**

Newsletters are published regularly and contain lots of useful information. They are also available on our website.

## **Open / Parents' Evenings**

We hold a number of parents' evenings each year. In the Autumn term parents are invited to a five minute consultation with their child(ren)'s teacher, in the Spring term a 10 minute consultation and in the Summer term we hold an Open Evening where parents are free to look at their own child's work and displays throughout the school.

During the course of the year we hold occasional information evenings referring to various points of interest.

## **Safeguarding**

The safety and well-being of all our is our highest priority. Through our Safeguarding Policy we aim to ensure that we provide a safe, secure and caring environment, so that every pupil can learn in safety.

# EXTRA CURRICULAR

## Class and School Council

Class and school council allow the children to express their opinions and have these recognised. The older children are able to assist with the running of the school in a variety of ways such as training to become a playground pal, peer mediator or library assistant. They may volunteer for duties such as helping in the office or prayer room at lunchtime, being a buddy for a reception child or a reading buddy. These activities give the children a real stake in their school and create a sense of responsibility as well as developing self confidence – all of which are vital for children as they move on to secondary school and grow into fully rounded adults.

We run social skills programmes for children who find it difficult to make friends or play in the playground. A lunchtime club also runs to support these children.

## Clubs

Teachers run a variety of clubs. Examples of those on offer at present are tag rugby, netball, running and football, athletics, table tennis, choir and book club. Clubs take place after school and at lunch time.



The school takes part in a wide range of activities with other local schools. These include sports matches and tournaments, music, drama and dance productions and art projects.

Mixed skills clubs, run by SCL, are also popular for Reception, Key Stage One and years three and four. (Details are available from the school office.)



## Visits

Each year group has a programme of both off-site and in house visits to support and enrich the curriculum. These first hand experiences remain with the children long after they take place and provide the stimulus for further work back in the classroom.

## French Club

Club Francais runs each lunchtime for children from Year 2 upwards. Further details are available from the school office.



## After School Club

An after school club suitable for children all the way through from Reception to Year 6 is available daily. It can be used on both a regular and an ad hoc basis. The club runs up to 6.00pm. (Details are available from the school office.)



# THE CURRICULUM

## Organisation

At St. Dominic Savio we want children to enjoy learning and have a real sense of pride in their achievements. Whilst the National Curriculum (NC) forms the basis of our curriculum, we bring it to life in as many imaginative ways as possible. We aim to help children become independent, life-long learners. We place great emphasis on teaching children the essential skills of reading, writing and mathematics and these are taught during dedicated lessons each day. We make learning fun and children are involved in knowing how well they are doing and what they need to do to improve. The curriculum is brought to life in many imaginative ways and subjects such as history and geography are taught in cross-curricular topics which may include art, music and technology. ICT skills are taught separately and are used to enhance learning across the curriculum. Children have two hours of PE each week in line with our healthy school policy. Free fruit for Foundation Stage, year 1 and year 2 classes is available every day. Milk is also available for Foundation Stage.

AGE	YEAR GROUP	KEY STAGE
4 - 5	Reception	Foundation
5 - 6	1	One
6 - 7	2	End of key stage 1 assessment
7 - 8	3	Two
8 - 9	4	Two
9 - 10	5	Two
10 - 11	6	End of key stage 2 assessment

## Religious Education (RE)

Religious education is an important part of the curriculum at St. Dominic Savio. It is often quoted by children as being amongst their favourite lessons. We follow the scheme of work developed by Portsmouth Diocese called 'God Matters'. Time is also given to studying other faiths. The same topic is studied across the school, with clear progression from reception through to year six. RE is taught using a variety of methods including discussion, drama, role play, examining works of art and inviting visitors in to talk. We expect the standard of work produced by the children to match that of literacy.

## Foundation Stage

Foundation Stage begins at age three in the child's nursery setting and is completed in Reception class. The programme promotes children's learning in:

- Communication, language and literacy
- Mathematical development – numeracy
- Knowledge and understanding of the world

- Creative development
  - Physical development
- Personal, health, social and emotional development
- The foundation stage profile is completed at the end the reception year and is shared with parents. We welcome parents as an essential part of their child's education and encourage you to work closely with the school throughout your time with us.

## Key Stage one and two

When children move into year one they begin the National Curriculum. This is completed in two stages known as key stage one and key stage two. Key stage three is aimed at children in the first three years of secondary school. However children who are working at level five in the upper part of the school will already be covering this stage.

# THE CURRICULUM (CONT)

## Literacy

At school we see the development of language as the single most important skill we can help children acquire. Communication, reading and writing are life skills and essential to learning in all other areas. Daily literacy lessons follow the National Literacy Strategy and children have the opportunity to practice these skills across the curriculum.

## Speaking, listening and drama

Good oral communication is essential in every day life. We need to be able to speak and listen in social situations, when listening to instructions and when gathering information. Being able to listen to others and articulate our own ideas helps when trying to gain understanding of a text or to compose a piece of writing. We aim to give children confidence to express their ideas and to listen carefully to others. This takes place across the curriculum and drama activities are built into a wide range of lessons to help children express their ideas.

## Reading

Learning to read opens up the possibility of a lifetime of pleasure. It also allows children to be able to use the printed word with confidence as they search for information and meaning. Children are taught to read using a daily phonics programme from reception throughout key stage one and into key stage two. Through this children learn to decode words (to read them) and encode words (to spell them). As well as phonics we use a variety of other methods suited to the child to help them learn to read. We use 'The Oxford Reading Tree' as our core reading scheme supplemented with other materials. As well as phonics, children also have guided reading lessons. They are placed in groups for this to match their reading ability. Guided reading allows reading practice and also develops comprehension skills. We believe that a partnership between home and school is vital for success in reading and seek to involve parents in encouraging their children to read at home.



## Writing

Writing begins at an early age, with simple marks on a page, as children aim to record their thoughts and ideas. We aim to develop children into clear and effective writers of prose, poetry, fact and fiction. We expect children to use correct grammar, spell correctly, punctuate their work properly and write clearly and legibly. A joined, continuous cursive script is taught from reception.



## Mathematics

Mathematics is a core skill needed in every day life. We want children to understand and enjoy maths and to learn how to apply their knowledge in real life situations. We follow the National Numeracy Strategy and use a range of resources and texts to assist learning. In the early years much of the work centres on mental strategies building to written methods by the middle of key stage two. Children also learn about measures, shape and space and how to apply their learning to solve problems.



## Science

Science is based on first hand experience wherever possible. Topics include understanding the nature of everyday materials and how they change, growth and functions of animals and plants, light, sound, electricity, magnetism, the earth, sun and moon and movement and forces. Children learn science through investigations. They pose questions and use their knowledge and skills to plan an experiment to help them answer the questions. Children are taught how to present (communicate) their findings in a variety of ways. This may involve writing a report, drawing a diagram or creating a table or graph – all skills which will have been learnt in other subjects and can now be used in a real life situation. Children are taught to observe carefully, measure and record their results before evaluating their work. Health and safety is emphasised.

# THE CURRICULUM (CONT)

## Information Communication Technology (ICT)

ICT is important as a subject in its own right and as a means of storing, communicating and finding information. At St. Dominic Savio we teach children the skills to be able to use computers, cameras, programmable machines and data collecting devices. They then practice their skills across the curriculum. ICT also provides tuition programmes in various subjects to help children practice basic skills. All classes have an interactive whiteboard and access to the internet. This gives teachers access to a vast array of resources to make lessons lively and interesting.

## Art

Children learn to use a range of media and develop art skills including drawing, painting, collage, clay, printing and textiles. Our aim is to help them become skilful, creative and appreciative artists. To encourage the latter children study the work of a number of the great artists. E.g. Picasso, Monet, Matisse.

## Design and Technology (DT)

DT involves the children working to plan, design and construct things using a variety of materials. As children move through the school they are presented with progressively more demanding problem solving tasks. Learning about food and the importance of a healthy diet are also part of technology. We have a healthy food week at least once a year when the whole school will focus on an aspect of food. Visitors are invited into share their expertise – parents are very welcome!

## Geography

Children begin geography by learning about their immediate surroundings and the local area. They plan routes to the park and shops and make simple maps. As they move up through the school they begin to look further a field as they study Great Britain and other countries. They also investigate how the landscape is formed and learn to map read. Learning about the environment and how to sustain it are becoming increasingly important topics.

## History

History is taught as part of a cross curricular topic. Topics are carefully planned to ensure that the individual skills of each subject area are taught. The children learn how to use primary and secondary resources to find out about the past. We have a range of artefacts at school and children are encouraged to bring things in from home when ever possible. Trips to museums or other interesting sites are organised. Children are always fascinated by the past and we try to make lessons fun as well as interesting.

## Music

Children enjoy participating in singing, listening and composing whilst learning to use a range of percussion instruments. They experience different musical traditions from both this country and overseas. We have a school choir and orchestra which practice at lunchtime and after school. In addition children can learn the recorder and have tuition in string, woodwind and brass instruments is available from Berkshire Maestros. All children are encouraged to find pleasure and appreciate music at a personal level.



## Physical Education (PE)

PE is an important part of the curriculum and we ensure that every child receives two hours a week. In addition there are many clubs that the children can join. Across the school the curriculum covers gymnastics, dance, games, athletics, swimming, and outdoor education. Our well trained teachers ensure the progressive development of skills in these areas with emphasis always on promoting an active and healthy life style which we hope will become a lifetime habit.



# **THE CURRICULUM (CONT)**

## **Foreign Language.**

Children in year three to six learn French. It is taught mainly through an oral approach using song, rhymes and everyday talk so that the children become immersed in the language and culture of another country. Children do some recording as they become more proficient.



## **Personal, Social and Health Education (PHSE) and Sex Education**

We use the SEALS syllabus and resources to teach PHSE. Topics are taught across the school but aimed at the age and maturity of the children. Lessons are often linked to other areas of the curriculum especially RE and regular assemblies allow children to share what they have learnt. During PHSE children learn the importance of qualities such as patience, co-operation and independence. They are helped to develop self confidence and to have an understanding of other people and how they feel as well as learning to understand and cope with their own feelings. We also have a sex education programme which is shared with parents. In this children are taught to build positive relationships with others from when they start school. Part of this is taught through PHSE, but children also learn much from the modelling of good behaviour from adults and from each other. They also learn how babies grow from needing everything doing for them through the stages of being a toddler and becoming more independent. Year five and six children are taught about growing up, love, marriage and reproduction.

## **Inclusion, Special Needs and Gifted and Talented children**

At St. Dominic Savio we want all children to succeed whatever their ability or need. Children may find it difficult to spell or read and children with a physical or emotional difficulty may need specific support if they are to progress. There are others who will get on quietly doing their work and not make a fuss. These children must also have their needs addressed. Children who are particularly gifted or talented in one or more areas of the curriculum are encouraged to nurture these strengths and work is differentiated to meet their needs. Developing thinking skills is an important part of this. We have put a great deal of work into training our teachers to be able to cater for all groups. Mainly this is through careful planning and differentiation of tasks including extension and support. Teachers also use strategies in their teaching to enable every child to participate. This includes using different kinds of questions, involving children in a mixture of individual, paired and group work, using independent tasks as well as having teaching assistants to support small groups.

## **Grouping Children and providing support**

Children are arranged in parallel mixed ability classes. However year groups may mix the children for some subjects in order to group them according to ability and need. E.g. for phonics or maths. Children are also grouped within their own classes for different subjects. These groups are always flexible.

During the year we run short courses which help children who may have fallen behind to catch up. Examples of these include Springboard Maths, Additional Literacy Support, Further Literacy Support and Quest.

In addition, we have a range of support packages for children who require additional help. These include reading and spelling programmes and language development. Children will be taken in small groups or one to one by a specialist teaching assistant or teacher.

# **THE SCHOOL DAY**

## TIMES

<b>08:40</b>	<b>Children line up on the playground with their class.</b>	<b>Teachers lead the children in for registration.</b>
<b>09:00 or 10.25</b>	<b>Assembly / Worship</b>	<b>Assemblies vary through the week. They may be for the whole school, a key stage or year group.</b>
<b>09:00 or 09:15</b>	<b>Lessons</b>	<b>Start time depending on assembly.</b>
<b>10:45</b>	<b>Break</b>	<b>Reception class may vary the time of their break to suit the needs of the children. All children are encouraged to bring fruit to eat at playtime.</b>
<b>11:00</b>	<b>Lessons</b>	
<b>12:00-12:45</b>	<b>Lunch time for Foundation Stage</b>	
<b>12:05</b>	<b>Lunch time begins for years 1 &amp; 2.</b>	
<b>12:10</b>	<b>Lunch time begins for years 3, 4, 5, &amp; 6</b>	
<b>13:15</b>	<b>Afternoon lessons begin</b>	<b>Foundation Stage will have a short break during the afternoon.</b>
<b>15:10</b>	<b>End of the day for Foundation Stage and years 1 &amp; 2</b>	
<b>15:20</b>	<b>End of the day for years 3, 4, 5 &amp; 6</b>	

# **THE SCHOOL DAY (cont)**

## **MEALS**

We ask the children not to bring crisps, sweets or chocolate for break time but they are encouraged to bring fruit. This may be pre-peeled for the younger children and placed in a small plastic box.

At lunch time children may either buy a school lunch (see details later) or bring a packed lunch. As we are a nut free site, peanut butter or any form of nut products are not allowed. This is to ensure the safety of those children with nut allergies. Every Tuesday we have a crisp free day.

School lunches can be paid for each day or a number of lunch tickets, in multiples of five, can be purchased in advance. This is easier as the tickets are kept and stamped by the lunch staff. When they have been used you simply purchase more.

The kitchen offer 3 choices of meal each day, the main meal, a vegetarian choice or a salad, all include a pudding. Water is freely available and fruit juices or milk can be purchased separately.

Cheque payment is welcomed for multiple purchase of 5 lunches or more.



## **HOMEWORK**

Children are set homework differentiated to meet their age and individual needs. A full copy of the homework policy is available from the school.

## **PLAYTIME**

The children have a fifteen minute break in the morning and one hour at lunchtime. There are separate junior and infant playgrounds as well as a field which is used when the weather is dry.

If the weather is wet children are supervised in their classrooms where they are able to play indoor games.



# ADMISSIONS

The Governing Body is responsible for admissions and reviews its admissions policy annually in January. Pupils are accepted strictly according to the criteria listed. All applications must be submitted through Wokingham District Council. A list of key dates is published.

The school admits up to 60 pupils each year. Each year group is organised into two parallel classes. Whilst priority is given to Catholic families, pupils of other denominations, other faiths or none are also admitted.

Parents have the right to appeal if Governors refuse a place for a child. Appeals must be lodged within 28 days of receiving a written refusal of entry. The procedure that needs to be followed can be found in the admissions policy.

- All children will be offered full time places from the September after their 4th birthday.
- Parents will have the right to defer entry until later in the year or until their child is of statutory school age, but may not defer until the next school year.
- Where entry is deferred, the school will hold the place for that child and not offer it to another child.
- Until their child is of statutory school age, parents who wish to do so may opt for their child to take up the allocated place on a part time basis.
- Where parents do not wish to take up the allocated place until the next school year, the place will not be held. A fresh application would have to be made and there would be no guarantee that a place would be available at the school.

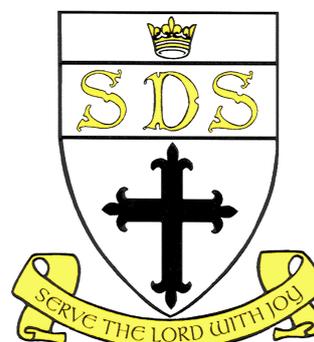
The school does not have a fixed catchment area. The school serves the Parishes of Our Lady of Peace and Blessed Dominic Barberri, (Earley and Lower Earley), St. John Bosco, (Woodley), and St. Thomas More (Twyford and Wargrave),

and most children attending the school live within this area.

## TRANSPORT

We encourage children to walk or cycle to school wherever possible. If a car journey is essential then we suggest parents' park a little away from the school and walk the last part. The school has permission from the town council to use Woodford Park car park. From here the children can walk with parents across the park to school. This makes a pleasant start to the day as well as being good exercise.

## ETHOS



The school exists because of the commitment of parents, staff and governors to the Catholic Church. We believe that gospel values should be evident in all we say and do in the school – Religious Education is not just an allotted segment in the timetable. Our school motto, 'Serve the Lord with joy', reflects this belief. We aim to provide a happy and caring Catholic/Christian environment where the spiritual and moral development of the children is as important as their intellectual, physical and aesthetic development.

# THE SCHOOL

## AIMS

Through the values reflected in our mission statement we aim to enable each child to:

- Develop a moral code and regard for others.
- Develop self discipline and self respect.
- Develop co-operation and responsibility.
- Develop respect for their environment.
- Develop an understanding of forgiveness in relationships.
- Reflect academic achievement.



## BUILDINGS

Since its establishment in 1966 the school has flourished and in 1991 the, then separate, infant and junior schools amalgamated. In 2006 the school celebrated its fortieth anniversary. Today we are a thriving primary school of 14 classes.



The school enjoys a spacious site with separate playgrounds for the Infant and Junior children. Together with the large sports field there is plenty of space for the wide range of sports on offer.

Inside there are two multi-purpose halls, a modern ICT suite, well resourced classrooms and a state of the art library, which together provide an ideal learning environment.



The information contained in this brochure relates To the academic year 2011-2012. Please see the admissions policy for 2011-2012 enclosed. All information is correct at the time of printing, September 2011. It should not be assumed that there will be no changes affecting the relevant arrangements for future years. Other policies are available:

[www.school-portal.co.uk/GroupHomepage.asp?GroupID=799231](http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=799231)

## **Appendix**

### **Policies available on our web site.**

*[www.school-portal.co.uk/GroupHomepage.asp?GroupID=799231](http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=799231)*

**Admission**

**Anti-Bullying**

**Behaviour Management & Discipline**

**Collective Worship**

**Complaints Procedure**

**Drug Misuse**

**Equal Opportunities**

**E-Safety**

**Gifted and Talented Pupils**

**Health & Safety**

**Homework**

**Inclusion and Special Educational**

**Home School Agreement**

**Information & Communication Technology.**

**Vision Statement for ICT**

**Learning and Teaching and the Curriculum**

**Religious Education**

**Safeguarding**

**Sex and Relationship**

**Uniform**