

Appleton Wiske Community Primary School



Happy, Healthy and Productive



"Everyone at our school is very kind and friendly. We look after each other."



"We can do lots of sport and we take part in lots of events."



"Our school is loads of fun. There are lots of exciting things to do."

"I like our school because it is small and you get to know everyone."



Welcome to our School

www.appletonwiske.n-yorks.sch.uk

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Message from the Head Teacher

Welcome to our school, which is at the heart of Appleton Wiske village and surrounding areas. There is a vibrant family atmosphere at our school with a caring and inclusive ethos. We focus on the needs of each individual child and work together to meet those needs in an exciting and well-resourced learning environment.

Since my appointment as Head Teacher in September 2016, I have spent a good deal of time getting to know the families, pupils, staff, governors and members of the community in order to develop positive relationships across the school. It is essential that we build strong partnerships so that we may work together to meet the social, emotional, academic and personal needs of every child in our care.

We aim to provide the best possible education for your children and hope you will share our high expectations, particularly in behaviour and achievement. Our close collaboration with a range of neighbouring settings and skilled professionals ensures seamless care with adults who have a wealth of knowledge and understanding of children and their development and learning.

We look forward to working with you.

Neil Clark
Head Teacher



School Information

Name & Address: Appleton Wiske Community Primary School
Front Street
Appleton Wiske
Northallerton
DL6 2AA

Telephone: 01609 881398

Email: admin@appletonwiske.n-yorks.sch.uk

Education Authority: North Yorkshire County Council

Head Teacher: Neil Clark

Chair of the Governing Body: Chris Ring and Kate Green (co-chairs)

Class Structure: Class 1—Reception/Year 1/Year 2
Class 2—Year 2/Year 3/Year 4
Class 3—Year 5/Year 6

School Hours: 8:45am-3:15pm

Website: www.appletonwiske.n-yorks.sch.uk

Our school website is a key resource for important information. The following up to date information is available on our website:

- Dates for the current academic year
- School Curriculum
- Special Educational Needs and Disabilities
- Staffing and Governance
- School Policies
- Newsletters
- Before and After School Club
- Key Stage Results
- Pupil Premium Information
- Sports Premium Information

Our Vision and Intent

Our Vision

Our vision is for all of our children to be **Happy, Healthy and Productive** in a supportive environment which allows them to achieve their full potential. Through a deep and rich curriculum, pupils gain knowledge, develop skills and build resilience for the future. We are determined that every child will succeed.

Our Intent

- ✓ Provide a deep, rich and challenging curriculum for every pupil
- ✓ Prioritise reading and mathematics so that every pupil can access the full curriculum
- ✓ Develop resilience, independence and a growth mindset
- ✓ Embrace diversity through positive, caring and tolerant attitudes towards everyone regardless of background
- ✓ Prepare children for their lives beyond primary education



Working Together

We believe that a positive attitude and the ability to make appropriate choices are essential in preparing children for life and work. It is the aim of all staff to work towards the vision and values of the school, supporting the children in a positive climate of mutual respect. We work together to provide a warm, caring, well-ordered school community where every child feels safe and secure.

All children are allocated a team colour and are proud to be a member of their team during their time at Appleton Wiske. Children can collect team points throughout the week and the team with the most points wins the Team Point Trophy; this is displayed in the school hall. The children receive certificates for good work or for an outstanding contribution. These are presented in our celebration assembly on Friday afternoon, which is well attended by parents and carers.

Appleton Wiske Village and School Catchment Area

Appleton Wiske Village

Appleton Wiske is a historic village, incorporating a modern housing development. There is a thriving community spirit, and several on-going projects, which have provided a village hall, a minibus, playing fields, playground, tennis courts and a 5-a-side pitch.

Appleton Wiske is a small village with approximately 500 residents. It is 9 miles north of Northallerton and 6 miles from Yarm.

The primary school is situated on the southern outskirts of Appleton Wiske with an outlook over open fields. The school provides education for children from 4 to 11 years, after which the children transfer to secondary education.

The building, opened in 1983, has 3 classrooms, a library, hall, kitchen, staffroom, office, cloakrooms and entrance hall. There is also a wildlife area designed by the children and built by parents and volunteers. There are lots of opportunities to work outside, including a covered outside classroom and access to a local wood for Forest School sessions.

A large playing field provides plenty of opportunity for games and recreational activities. Paved areas and gardens surround the playgrounds. The Foundation Stage and Year 1 children have access to an excellent outdoor learning environment.

School Catchment Area

The School Catchment Area covers the villages of Appleton Wiske, East and West Rounton, Picton, East Harlsey and Ingleby Arncliffe. Children from Hornby, Deighton, Welbury and other surrounding areas also attend our school. The County Council organises coach transport for children living within catchment who are over 2 miles away.

School Organisation

We are a small village school and therefore work in mixed age groups. This allows flexible combinations of year groups dependent on the number on roll.



Admissions Procedure

North Yorkshire County Council's admission policy allows schools to admit in September any child who will be 5 during the academic year. It is the policy of the Governors of this school to admit at the beginning of the Autumn Term, all children who will be 5 during the school year.

We welcome children living outside the local area to the school but in the event of more applications being made than places available, usually 14 each year, the parents/carers of these children will need to apply through the Local Authority.

Children are admitted to school in the September after the school year (1st September-31st August) in which they become 4. Parents should apply for their child's place online via the NYCC website. The school also requires parents/carers to complete our admission forms which can be collected from the school office. Alternatively, contact the school office for guidance on the admissions process.

Prospective parents/carers and children are warmly invited to make an appointment to visit the school.

Parents/carers of reception children will be invited to a meeting in school during the term before admission. Also during the half term prior to entry children are invited to spend some time in the Foundation Stage Class and join in the activities. During the preliminary visit parents/carers and children may enjoy a school meal together. The Foundation Stage team will carry out transition visits to children in their Nursery placements and spend one session every week at the Pre-School in Appleton Wiske.

Starting School

We ensure children get the best possible start to their education in our excellent Foundation Stage classroom. The Foundation Stage team find out as much as possible about each child, relating to their experience in the home and community.

Young children express their feelings through structured play. The children are encouraged to explore and discover their world, developing new skills and building new relationships.

It would be very helpful if you could encourage your child to:

- ✓ Play co-operatively with other children
- ✓ Talk confidently with familiar adults
- ✓ Share and take turns with other children
- ✓ Follow simple instructions
- ✓ Ask lots of questions
- ✓ Concentrate on a task even if it becomes a little challenging
- ✓ Take off and put on their coat independently and dress themselves for PE

Attendance

Attendance

The government now classes a pupil as a persistent absentee if their attendance at school drops below 90%. For those children whose attendance drops below this level, parents/carers will be informed and discussions will take place in order to consider what steps are required in order to improve their child's attendance.

The Education Regulations state that applications for leave must be made in advance by a parent with whom the child lives and can only be authorised by the school in exceptional circumstances. Each application is considered individually by the school.

Illness

If a child is absent through sickness or a medical appointment, it is important that the school is notified on the day the child is absent. This allows the absence to be authorised.

Medicines

We administer prescribed medicines in school in line with the 'Guidance for Supporting Children and Young People with a Medical Need' (available on the school website).

A medication form must be completed before any prescribed medicines can be administered. Children with asthma should have an inhaler with them in school at all times. We will ensure that these inhalers are always readily available in their class.

School Uniform

Our school uniform comprises:

- ✓ Grey or Black Skirt/Trousers
- ✓ White Polo Shirt
- ✓ Red School Jumper
- ✓ Black Shoes

Shorts or Dresses may be worn in warmer weather



Children are expected to wear the following in PE lessons:

- ✓ Plain trainers/plimsolls
- ✓ Plain shorts
- ✓ Polo T-Shirt (Blue, Red or Yellow depending on the pupil's Team colour)

School Curriculum - Implementation and Impact

Implementation

The school's curriculum is coherently sequenced and ensures that every child is given appropriate opportunities to learn the necessary skills and knowledge in every subject.

In Reception, we follow the statutory framework for the Early Years Foundation Stage. The children learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum that are equally important and inter-connected. These are the prime areas of Personal, Social and Emotional Development, Physical Development and Communication and Language; and the specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The EYFS curriculum is designed to develop key characteristics of effective learning. These are: Creating and Thinking Critically (allowing children to develop their own ideas, make links between ideas and develop strategies for doing things); Active Learning (allowing children to keep trying if they encounter difficulties and enjoy their achievements); and Playing and Exploring (allowing children to investigate and experience things and 'have a go'). Our EYFS curriculum is implemented through a mix of adult-led and child-initiated activities. The children's own interests and experiences are used to engage them in higher-level thinking and deeper learning. Child-initiated learning is valued and encouraged to ensure children are motivated and interested. Through observation and discussion, areas of need and next steps are identified for all children. We collaborate closely with parents to ensure our pupils' transition into school and learning throughout Reception are successful. This is achieved through transition activities, school events, home/school learning journeys, reading records, written reports, parent consultations and our open door policy.

In Key Stage 1 and Key Stage 2, we have developed a two-year long term plan which clearly maps out the National Curriculum objectives that will be learned. Our curriculum is implemented through cross-curricular themes which inspire and excite children about new learning opportunities. The themes are organised so that children start from a secure base of what they know and what is familiar and can confidently contribute to learning in the classroom. Themes are developed to look at our locality and beyond, including the wider world. Incorporated throughout our curriculum are Fundamental British Values (FBV), Social Emotional Aspects of Learning (SEAL) and Personal, Social, Health Education and Citizenship (PSHE & C), all of which are covered during whole school assemblies and in the classroom. There are also opportunities for children to develop these skills throughout the school in roles such as e-safety officers, playtime friends and the School Council. Whole class texts and novels are included in the long term plan and these link to the pupils' learning. Educational visits, which enhance the pupils' learning, are planned throughout the year for all pupils. We understand the importance of teacher knowledge and ensure that our staff receive effective training in specific curriculum subjects. Across the curriculum, we have staff who have expert knowledge and relevant experience in specific areas. For instance, pupils in Key Stage 2 receive weekly French lessons from a member of staff who is a languages specialist. Religious Education is taught discretely by a higher level teaching assistant and through cross-curricular links where possible. Pupils in Reception and Year 1 attend weekly Forest School Sessions, and our wildlife area is used throughout the year by all year groups for outdoor learning. All pupils in Year 5/6 receive weekly music lessons from a specialist teacher and learn to play an instrument. We also employ a sports specialist who delivers PE lessons and coaches the staff in order to develop their subject knowledge. Through effective teaching and

School Curriculum - Implementation and Impact

learning, we embed key concepts in pupils' long-term memories so that they can apply them fluently. In developing our curriculum, we have considered skills and knowledge retention and how these build over time. Pupils are assessed in all subjects and parents receive a written report at least twice a year, identifying their attainment and attitude in all areas.

Impact

- ✓The PE Gold Award has been achieved for four consecutive years. This demonstrates excellent participation in inter-school sport, high levels of participation in physical activity during the school day and a high number of young leaders.
- ✓Our qualified Forest School Leader delivers a high quality curriculum which has impacted positively on our pupils' confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.
- ✓We are a member of Music Mark and every pupil in Year 5/6 learns to play a musical instrument. This aids their ability to retain skills and knowledge and ensures that we have high quality music which has a positive impact on pupils' experiences and future opportunities.
- ✓Modern Languages is a strength of the school in Key Stage 2 and every pupil applies their oral French learning to written tasks.
- ✓Science receives a high profile as a core subject and pupils receive a full curriculum through timetabled weekly lessons. There is a broad range of exciting, dynamic and practical activities linked to the five types of scientific enquiry. Our pupils particularly enjoy this subject which is further enhanced by the school's wildlife area.
- ✓Children in EYFS get the best possible start to school life. The curriculum engages all children and ensures that they make good progress from their starting points. Ongoing assessment is integral to the learning process and observations inform next steps for children to develop into well-rounded individuals. EYFS pupils are ready for Key Stage 1 and have our school values embedded by the time they leave Reception, preparing them for future learning.
- ✓Investment in high quality phonics training, teaching, learning and resources has impacted on our pupils' language development, motivation and reading ability. Stimulating resources, including phonically decodable texts which are closely matched to ability, have enabled all learners to access phonics and become independent readers, allowing them to access the whole curriculum.
- ✓In writing tasks, our differentiated success criteria grids have ensured appropriate challenge for all abilities and high quality written work which is celebrated in weekly assemblies.
- ✓In mathematics, pupils' understanding, knowledge and skills are systematically deepened and built-upon year after year. Through strong curriculum planning towards mastery, pupils use mathematical language with confidence, are able to solve problems using a range of strategies and develop their independent learning.
- ✓We ensure that our pupils, including our most vulnerable learners, are closely tracked and monitored so that they achieve well and make good progress.
- ✓Our pupils learn to be valued citizens and important members of the local and wider community.

School Curriculum - Teaching and Learning

The following are some of the **teaching strategies** that we employ:

Learning Objectives and Success Criteria

Each lesson has a clear Learning Objective. Pupils reflect on whether they have achieved their Learning Objective and in Years 2 to 6 they self-assess using the school's traffic light system. Where appropriate they will write a reflective comment. Learning Objectives are challenging and differentiated for ability. Pupils use success criteria to help them achieve their Learning Objective and self-assess their progress. Success criteria are referred to throughout a lesson by children and staff as a means of identifying how to be successful. Success criteria are differentiated by ability or year group.

Modelling

Teachers and support staff use modelling to demonstrate how to be successful in achieving the Learning Objective using clear success criteria. Examples of modelling are: an effective sentence punctuated correctly; a mathematical problem solved using clear steps; a scientific diagram. Staff will also model cursive handwriting in order to ensure high standards of presentation.

Bloom's Taxonomy

We use Bloom's Taxonomy vocabulary to ask higher order questions and challenge the children's thinking skills.

Metacognition

Metacognition is an awareness and understanding of one's own thought processes and allows the children to 'think about their thinking' or 'learn about their learning'. Staff have been trained in and use metacognitive techniques in their teaching. A range of approaches are used, such as collaboration, mixed ability group work and peer support. Metacognition allows children to reflect on their learning and develop strategies for solving problems.

Investigation and Exploration

Children are given opportunities to investigate and explore open-ended questions in order to develop their inquisitive natures.

Working Walls

Classrooms have up to date working walls which display information for children to access independently in order to enhance their learning.

School Curriculum - Assessment for Learning

Assessment for Learning

Assessment for Learning is a powerful way of raising standards, where teachers and pupils are clear about the purpose of the learning and the expected outcomes in order to ensure that pupils know what to do next.

- ✓ Learning Objectives and success criteria are used as the basis for questioning and feedback, i.e. asking pupils to explain what they are trying to learn and why. Achievement of the Learning Objective informs the next stages of planning.
- ✓ We use examples of pupils' work that have met the success criteria, with explanations of why.
- ✓ Pupils are given clear opportunities to talk about what they have learned, and what they have found difficult, using the Learning Objectives as a focus.
- ✓ Opportunities are provided for pupils to discuss their work, focusing on how to improve.
- ✓ Pupils are asked to explain the steps in their thinking: 'How did you get that answer?'
- ✓ We provide time for pupils to reflect upon their learning.
- ✓ Questions are pitched at a level appropriate to the individual in order to develop deep learning and thinking.
- ✓ Pupils are provided with verbal and written feedback which allows them to recognise their next steps and how to achieve them. Feedback is constructive as well as positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it.
- ✓ Pupils respond to written feedback using purple pens.
- ✓ We recognise that mistakes are an important part of learning and that they present opportunities to take learning further and encourage risk-taking.
- ✓ Our assessments help teachers evaluate curriculum provision and learning experiences for individuals, groups, classes and year groups.

Early Years Foundation Stage

Our Early Years Foundation Stage is based upon four principles:

A unique child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and development

The Early Years environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently. Early childhood is the foundation on which children build the rest of their lives.

At Appleton Wiske, we value the importance that the EYFS plays in laying secure foundations for future learning and development and that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and carers, support staff and the Foundation Stage team work effectively together to support the learning and development of every child.

Prime Areas of Learning

Communication and Language

Children are provided with opportunities to communicate with adults and children, practising and developing their range of vocabulary and communication. They are encouraged to explore, enjoy and learn about words.

Physical Development

Physical development is encouraged through opportunities for children to improve their skills of co-ordination, control, manipulation and movement. Children are supported in developing an understanding of the importance of physical activity and making healthy food choices.

Personal, Social and Emotional Development

Children are provided with experiences and support, helping them to develop a positive sense of themselves and of others. They will be supported in learning to respect each other, to have good social skills and a positive disposition to learn. There is a strong emphasis on sharing fairly, taking turns and expressing emotions clearly and appropriately.

Specific Areas of Learning

Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials in order to inspire and engage their interest.

Mathematics

Children develop their understanding and awareness of mathematics through opportunities to investigate number, measurements, pattern, shape and calculation. The children sing songs and are encouraged to complete practical activities to gain an understanding of counting, number recognition and the mathematical language needed to solve simple problems.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. Children develop their awareness and respect for the cultures and beliefs of other people from around the world. The children will be provided with opportunities to find out about past events in their own lives and are encouraged to be interested in the natural and man-made world around them. Children have opportunities to explore age appropriate technology and complete simple computer programmes.

Expressive Arts and Design

Children's creativity is encouraged by supporting their curiosity, exploration and play. They are given the opportunity to explore and share their thoughts, ideas and feelings, through art, music, movement, dance, imaginative and role play activities and design technology.

English

Phonics

We follow the Letters and Sounds phonics scheme. Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. In Phase 2, letters and their sounds are introduced one at a time. Sets of letters are taught in a specific sequence. The pupils learn to blend and segment in order to begin reading and spelling. By the time they reach Phase 3, pupils will already be able to blend and segment words containing the 19 letters taught in Phase 2. During Phase 3, twenty-five new graphemes are introduced (one at a time). By Phase 4, pupils will be able to represent each of the 42 phonemes with a grapheme. They will blend phonemes to read CCVC and CVCC words and segment these words for spelling. They will also be able to read simple two-syllable words. Pupils will be able to read all the tricky words learnt so far and will be able to spell some of them. During Phase 5, pupils are taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. Pupils will be able to automatically decode a large number of words for reading.

Reading - EYFS

Pupils have opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led and child-initiated activities. Pupils receive a daily, discrete 15-minute phonics session through Letters and Sounds (see above). Pupils are given regular opportunities to practise blending and segmenting the 100 high frequency words by sight. Resources, such as the 'Tricky Word Tree', 'Professor Percival' and 'Reading Eggs' are used regularly and pseudo words are introduced when appropriate for pupils to practise their decoding skills. Pupils are introduced to books with words on entry to EYFS. We use books from Oxford Reading Tree specifically to support our phonics teaching. As the pupils become more experienced readers, they are exposed to a wider range of books depending on their needs and interests. Reading books are colour-banded with pupils working their way through the colour system (pink, red, yellow etc.). Children develop at different rates and therefore the teaching staff will assess whether a child is ready to move on to the next colour. Pupils read one to one at least 3 times per week to a member of staff or volunteer and pertinent comments are recorded in reading records. Parents/carers are encouraged to listen to their children read as often as possible. Whole class texts, ranging from mini-books to larger texts, are used to enrich the pupils' learning and the class teacher reads to the pupils at the end of each school day.

English

Reading - Key Stage 1

Pupils in Year 1 receive a daily, discrete 15-minute phonics session through Letters and Sounds (see above). Real and pseudo words are used in order to provide pupils with opportunities to practise their decoding skills. Phonics sessions are differentiated according to ability and stage of development. At the end of Year 1, pupils are assessed using the phonics screening check. Low Prior Attaining Year 2 pupils receive a daily, discrete 15-minute phonics session. Middle and High Prior Attaining Year 2 pupils receive three 15-minute daily phonics sessions and two independent spelling sessions per week. Year 2 pupils take part in a weekly guided reading session. Resources such as 'Professor Percival' and 'Reading Eggs' are used to practise spelling and decoding skills. At the end of Year 2, any pupils who did not pass the Year 1 phonics screening check are reassessed. In Key Stage 1, pupils continue to read independent colour-banded books (yellow, blue, green, orange, turquoise, purple etc.) and teaching staff assess whether a child is ready to move on to the next colour. Pupils read one to one at least 2/3 times per week to a member of staff or volunteer and pertinent comments are recorded in reading records. Parents/carers are encouraged to listen to their children read as often as possible. A wide range of whole class texts are used to enrich the pupils' learning and the class teacher reads to the pupils at the end of each school day.

Reading - Key Stage 2

Pupils in Key Stage 2 are targeted for additional phonics and spelling support depending on their stage of development. All pupils take part in daily Comprehension Bug reading sessions; a wide range of texts are used throughout the year which provide opportunities to experience a variety of genres. Workbooks are used to record work and evidence progress. Pupils work in mixed groups, activities are rotated throughout the week and there are opportunities for independent, collaborative and supported work. On days 1 and 2, pupils work independently on a vocabulary task (key words and spellings) and a comprehension task (reading a text and answering questions). On day 3, pupils are supported by an adult (marking and feedback). Feedback and next steps are provided verbally and pupils respond instantly through editing and improving their work. On days 4 and 5, pupils work independently on application tasks (linked to the text). Regardless of ability, pupils are provided with texts appropriate for their year group; this allows them to experience a rich variety of texts whilst developing their comprehension skills. Any pupils who cannot access the text independently will be supported by an adult.

English

Spoken Language

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach the children to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Our pupils develop the skills of participating effectively in group discussions in several ways:

- ✓ Activities which are planned to encourage active participation by all children, irrespective of ability
- ✓ Encouraging talk-time in the classroom and encouraging reading and discussions about texts
- ✓ Opportunities for talk partners, circle time, role play, drama and school performances
- ✓ Contributions during assemblies and school events within the community
- ✓ Discussions during School Council meetings
- ✓ Guided and group reading activities
- ✓ Opportunities to express thoughts and feelings during whole class discussions

Vocabulary Development

The development of vocabulary is key to learning and progress across the whole curriculum since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts effectively. Our pupils develop their vocabulary in the following ways:

- ✓ Spelling lists/key words to learn and apply to their writing
- ✓ Display of key words linked to topics and subjects
- ✓ Encouraging and expecting the use of correct vocabulary orally and in written tasks.
- ✓ In-depth word based lessons looking at specific patterns
- ✓ Promoting the use of dictionaries, thesauruses and similar resources
- ✓ Using a range of texts to explore vocabulary choices and the effect they have on the reader
- ✓ Targeted one-to-one or group support, where appropriate

English

Writing

Writing at Appleton Wiske is a creative subject which encourages children to write for relevant and meaningful purposes. Where possible, cross-curricular links are made which enhance the learning experience and inspire creativity. We provide opportunities for our pupils to develop the stamina and skills to: write at length; use accurate spelling, punctuation and grammar; write in a range of ways and purposes; write to support their understanding and consolidation of what they have heard or read.

There are two aspects of writing development: **transcription** (spelling and handwriting) and **composition**.

We recognise that both of these elements are essential to success and we support the acquisition of both sets of skills through various methods:

- ✓ We teach grammar, punctuation and spelling as discrete lessons and within other lessons as appropriate
- ✓ We correct errors in pupils' written work
- ✓ We revisit key learning and build upon it in all areas, from phonics through to grammar, punctuation and spelling
- ✓ We use high quality texts
- ✓ We use teacher modelling and collaborative writing to demonstrate good practice
- ✓ We provide writing frames to support pupils when appropriate
- ✓ We provide time for planning, editing and revising
- ✓ We mark extended pieces of work in-depth and set appropriate targets with the pupil
- ✓ We use checklists for pupils to self-assess or peer-assess, when appropriate, so they can evaluate effectively
- ✓ We teach joined handwriting from Year 1 and expect pupils to use joined handwriting in their written work
- ✓ Structured support is provided for pupils with learning and physical difficulties.

Writing is celebrated throughout the school and can be seen on classroom and whole school displays. The 'Writing Wall' displays a piece of written work from each year group and this is celebrated during a weekly assembly with parents and members of the school community.

Mathematics

We believe mathematics teaches children how to make sense of the world around them through developing their ability to calculate, communicate, reason and solve problems. It enables children to understand and appreciate relationships and patterns in numbers, shapes and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics. We use a variety of teaching and learning styles. Our principal aim is to develop children's knowledge, skills, understanding and mastery in mathematics. Wherever possible, we encourage the children to use and apply their learning in everyday situations. Problem Solving in mathematics is integrated into planning and teaching and where possible, cross-curricular links are made. In all classes there are children of differing mathematical abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work and in other lessons by organising the children to work in pairs on open-ended problems.

Early Years Foundation Stage

In the Early Years, we are becoming mathematicians. Children develop their mathematical skills in areas of learning through opportunities which are both child initiated and adult supported. Maths is underpinned by the Characteristics of Effective Learning: playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking), which is how children learn within the EYFS. The children are assessed towards the Early Learning Goal for Mathematics - Numbers, Shape, Space and Measures. Adult-led activities take account of the children's interests and learning styles, maximising the use of areas of provision within the environment, both indoors and out. The learning leads on to children developing and practising skills in their own way and provides further learning possibilities. We embed mathematical opportunities within daily routines to make them real and purposeful.

To support the whole school sequencing of the maths curriculum, we use the Archimedes Maths Hub/North Yorkshire LA's mixed age planning guidance to support teaching and learning in EYFS maths. Topics are introduced in 4 areas:

- 1 Big ideas – where new topics are introduced e.g. Understanding what money is and what it is used for and the value of coins.
- 2 Key maths vocabulary – recap previous learned vocabulary and introduce the pupils to new key mathematical vocabulary linked to that topic e.g. money, coins, pence, pounds, price, cost, sell, buy, spend, pay and change.

School Curriculum - Mathematics

3 Securing key skills and embedding understanding e.g. using and experiencing REAL coins and notes in a role play situation to pay, add, subtract and give change.

4 Activities, stories and songs e.g. 20 Currant Buns song, The Great Pet Sale story

Following on from the introduction and gauging of children's interests, the topic continues in the learning areas, indoors and out, through adult-initiated tasks and 'Enabling Environments' (child-initiated, adult-supported). For example, making labels for a shop and matching the correct coins to the label, buying tickets for a bus ride, setting up a toy shop role play area, paying and giving change. We use specific 'hands on' maths equipment as well as a rich variety of 'real life' resources linked to problem solving in the EYFS. We link maths vocabulary to 'Convince me maths' (see KS1 and KS2 below). Children will be asked to 'think, explain and solve' problems using specific maths vocabulary linked to the unit they are being taught.

Maths in the Early Years Curriculum is split into two areas: 'Numbers' and 'Shapes, Space and Measures', where children work towards achieving the Early Learning Goals (ELGs) for each of these areas.

Early Learning Goals for 'Numbers'

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Early Learning Goals for 'Shapes, Space and Measures'

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Children will be assessed as 'emerging', 'expected' or 'exceeding' for each Early Learning Goal at the end of the Foundation Stage.

Mathematics

Key Stage 1 and Key Stage 2

Throughout KS1 and KS2 we teach '**Convince Me Maths**' (CMM) which involves extending children's mathematical understanding through reasoning, using a structured programme which provides appropriate differentiation and challenge to all. Our long term plans are adapted from the Archimedes Maths hub/North Yorkshire Local Authority's mixed age planning guidance. We have based our maths curriculum on these long term plans because the sequencing of topics has been written to help ensure that any pre-requisite knowledge needed for a unit can be taught in the preceding units. We have chosen to adapt the 'long block' approach as this best meets the needs of our learners in mixed age classes across the school. Overviews for each topic allow teachers to see the content for each year group, providing continuity and understanding of progression (preceding and following year groups) in the topics. We cover all aspects of mathematics as outlined in the National Curriculum:

Year 1	Number and Place Value; Calculations; Fractions; Measurement; Geometry
Year 2	Number and Place Value; Calculations; Fractions; Measurement; Geometry; Statistics
Year 3	Number and Place Value; Calculations; Fractions; Measurement; Geometry; Statistics
Year 4	Number and Place Value; Calculations; Fractions and Decimals; Measurement; Geometry; Statistics
Year 5	Number and PV; Calculations; Fractions, Decimals and Percentages; Measurement; Geometry; Statistics
Year 6	Number and PV; Calculations; Fractions, Decimals and Percentages; Ratio and Proportion; Algebra; Measurement; Geometry; Statistics

Through Convince Me Maths, we teach each unit in the same sequence across the school:

Step 1 - Vocabulary

This lesson is to recap learned vocabulary and introduce the children to new key mathematical vocabulary linked to the topic. This is essential to allow the children to access the whole of the topic.

Step 2 - Show (concrete, pictorial and abstract)

Once the children have a good understanding of the vocabulary, they are encouraged to explore the topic, using concrete resources that they can handle e.g. counters, cubes etc. They are then encouraged to develop this further into a pictorial representation, where they use diagrams to show their understanding visually. Following on from this, the abstract teaches the children the appropriate mathematical symbols and representations for the specific area of learning e.g. + addition, - subtraction.

Step 3 – Do (fluency)

This is the teacher-led input where the children learn new skills in order to later apply what they have learned. It is important that children succeed in the fluency stage before they move on.

Step 4 – Think

Once children have a sound knowledge of the mathematical skills, they move on to apply their understanding. This stage is designed to encourage the children to reason – explaining how they found their answer and how they know it is correct. Every Think task begins with ‘Convince me that...’. This reminds the children that they must explain their thought processes.

Step 5 – Explain

After the Think stage has been successfully completed and understood, the children can move on to the Explain stage. Explain is designed to allow the children to demonstrate their understanding of the skills being taught, applying their learning and using appropriate mathematical vocabulary.

Step 6 – Solve

The final stage, which is the mastery stage, is Solve. This is where the children are given more difficult investigations to explore the skills further. They apply all of the previously used skills to gain a deeper level of understanding. Solve tasks begin with, ‘Is it always, sometimes or never true that...’

Convince Me Maths encourages and expects children to become more independent and responsible for their own learning. In KS1, Convince Me Maths is more teacher-led as the children are being introduced to the school’s approach to mathematics. In Lower KS2, children are more independent, with some teacher-led sessions. In Upper KS2, the fluency sessions are teacher-led; beyond that, the children work independently and receive regular feedback before moving onto the next step. In KS2, identified children may require additional adult support.

Concrete resources are always readily available to the children to be used at any time, during any of the steps. The children are free to choose which methods and resources work best to develop their understanding. ‘Maths No Problem’ teaching resources are used to expose all pupils to a range of fluency, mastery and problem-solving questions. At the end of each unit, pupils in Years 2 to 6 self-assess their learning based on how well they feel they have achieved against the criteria. The teacher then assesses each pupil’s progress using the same criteria. Each year group has the same structure of units. Therefore, before each unit is taught, previous learning will be reviewed and revisited.

Science

Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen the way they do. It teaches methods of enquiry and investigation to inspire creative thought. Our children learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national and global level. We develop pupils' curiosity, enjoyment, skills and a growing understanding of scientific knowledge through an approach in which they raise questions and investigate the world in which we live. We provide our children with knowledge and understanding through experience of five different types of scientific enquiry:

Observing over time

Pattern seeking

Identifying, classifying and grouping

Comparative and fair testing

Research using secondary sources

Teaching staff adopt a variety of teaching styles to match the learning needs of every child. Work will be set for individuals, groups and the whole class as appropriate to the task. Some topics are best learned through investigative practical work while others demand a more direct teaching approach. Teachers will be committed to linking the children's learning in science to other areas of the curriculum, such as non-fiction reading/writing skills and mathematical skills such as weighing and measuring. Children will record their findings in a variety of ways using charts, tables and graphs; where possible they will use their computing skills to enhance their learning. Staff will promote the use of higher order questioning skills, scientific vocabulary and develop the children's understanding of how to sequence an investigation.

EYFS

Science makes a significant contribution to the Early Learning Goals of developing a child's knowledge and understanding of the world. Children are encouraged to develop crucial skills, knowledge and understanding that will help them make sense of the world around them. First-hand experiences and opportunities are provided which encourage observation, investigation, exploration, prediction, problem solving, critical thinking, decision making and discussion skills, forming the foundation for later scientific skills. The Early Years Foundation Stage environment is organised in a way that stimulates and challenges the children's curiosities.

School Curriculum - Science

Science

Key Stage 1 and Key Stage 2

Our children have access to a broad science curriculum following the guidelines in the National Curriculum. Opportunities are provided which emphasise the importance of the five types of scientific enquiry. Differentiated activities meet the needs and abilities of pupils and build upon previous experiences. Pupils will often be organised into small groups and encouraged to work collaboratively for science work. The group size will be determined by the age, task and ability of the pupils. Our children present their findings in different ways such as charts, graphs and tables. Appropriate age-related scientific vocabulary is used by the children to express their understanding of key concepts.

In Key Stage 1, the children continue to gain first-hand experiences and they are encouraged to think more critically about their experiments and investigations in order to show a deeper understanding of key concepts. The children learn how to make predictions, carry out experiments and discuss what they have found out and learned.

In Key Stage 2, children are given further opportunities to demonstrate their scientific understanding through the five types of scientific enquiry. Through investigative work, the children make predictions, plan fair tests, carry out experiments, analyse results and reflect on what they have learned. The children are encouraged to suggest improvements and consider future investigations.

School Curriculum - Foundation Subjects

Art and Design

Pupils learn art skills in pure art lessons and by combining the teaching of art skills with learning in other subjects. A range of media is used throughout EYFS, Key Stage 1 and Key Stage 2, such as paint, papier-mâché, clay, printing products and fabrics. Our studies in Art encompass an awareness of art and artists, the skills of sketching, observational drawing and colour mixing and working with 3D form. Where possible we link art and design with other curriculum areas in order to give the children's work real meaning and relevance.

School Curriculum - Foundation Subjects

Computing

Pupils are taught to use a range of software and hardware through discrete computing lessons and cross-curricular learning. Pupils are taught how to keep safe online and when using rapidly developing technologies such as tablets. Pupils use hardware such as laptops and iPads to learn how to manipulate software, programme devices and find information efficiently and safely. They create presentations using graphics and sound and edit their work to create final products. We provide opportunities for pupils to apply their computing skills confidently and effectively.

Design and Technology

Pupils are provided with opportunities to design, make and evaluate a variety of products, including those linked with food and nutrition. Pupils work with a variety of media to develop their skills in the use of appropriate materials and tools. Where possible we link projects with topic themes and other curriculum areas such as mathematics, science, computing and art.

Geography

Our geography curriculum aims to inspire a curiosity and fascination about the world and its people. Pupils develop their locational knowledge, place knowledge and an understanding of human and physical geography, and they develop a range of geographical skills including fieldwork. Pupils learn about environmental issues, the effects of climate on people's lives and animal habitats, and they broaden their understanding of diversity within Britain and the wider world. Learning is clearly sequenced so that pupils revisit and recall previously learned knowledge in order to understand how key physical and human geographical features of the world are interdependent and change over time. The geography curriculum is delivered through discrete lessons focusing on specific skills and knowledge appropriate to each phase of learning. Where appropriate, learning is thematic so that links may be made between geography and other curriculum areas.

History

We aim to provide our pupils with a good understanding of Britain's past and that of the wider world. We encourage our pupils to ask perceptive questions and consider a range of evidence, including different perspectives and points of view. We help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. In Key Stage 1, pupils compare their own lives to those of their family and consider similarities and differences. They place key events in chronological order and begin to consider the different ways in which the past is presented. In Key Stage 2, pupils use timelines to chart chronology and explore reasons for events and changes. They compare the past with the present day and consider how different views of the past are formed. We aim to bring history to life through cross-curricular learning, themed events and educational visits.

School Curriculum - Foundation Subjects

Languages

The main language taught in school is French. In Key Stage 2, we follow the North Yorkshire scheme of work and pupils are taught discrete lessons. Pupils are taught a range of skills, such as: listening and responding; learning through songs and rhymes; engaging in conversations; developing vocabulary and grammar. Children in Key stage 1 experience French in a more informal style through songs and everyday activities.

Music

Pupils take part in discrete music lessons every week and are taught skills such as: playing and performing in solo and ensemble contexts; listening with attention and detail; improvising and composing music for a range of purposes; playing tuned and untuned instruments. The pupils sing songs from different cultures in whole school assemblies and they enjoy taking part in whole school performances such as the Harvest Festival and Christmas Production. Several pupils learn musical instruments at school and they are proud to perform in celebration assemblies.

Physical Education

We are very proud of our sporting achievements, which stem from good quality PE provision. Every pupil receives two hours of PE within the curriculum each week and the whole school takes part in a daily ten-minute exercise. In PE lessons, pupils are taught a wide range of skills, including: running, jumping, throwing and catching; balance, control, flexibility, agility and co-ordination. Pupils are taught all aspects of PE, such as competitive team games, gymnastics, dance, swimming, athletics and outdoor/adventurous activities. Pupils learn to apply basic principles and rules when taking part in sporting activities. We invite people in to school to work with our pupils, such as sports coaches and a local athlete who has competed in the Invictus Games. There is an after school sports club every Thursday from 3:15pm to 4:15pm where the pupils can take part in activities such as tag rugby, football, tennis and multi-skills (activities vary throughout the year). We are an active member of the Northallerton School Sports Partnership and take part in lots of sporting events. As a result of our sporting provision, we have achieved the School Games Gold Award.

Religious Education

The school follows the North Yorkshire Agreed Syllabus for Religious Education which focuses on teachings from and teaching about a range of world faiths. RE is taught weekly as a discrete subject and is also linked to other curriculum subjects when appropriate. Children take part in a collective Act of Worship each day which is broadly Christian based. Members of local church communities visit regularly to lead our worship.

School Curriculum - Foundation Subjects

Personal, Social, Health Education and Citizenship

PSHE & C helps to give pupils the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. As well as lessons in PSHE & C, pupils are encouraged to take part in a wide range of activities and experiences contributing to the full life of the school.

Relationships and Sex Education is taught to all year groups as appropriate to their stages of learning. Younger children learn about 'growing up' as part of their science curriculum. Staff are always available to answer individual questions and provide support.

Forest School and Wildlife Area

At our school all children have the opportunity to benefit from Forest School activities. On our school site and in the local environments we offer regular opportunities to achieve and develop confidence and self esteem through hands-on learning. Forest School provides challenging and enjoyable experiences across all areas of learning and development.



Collective Acts of Worship

In accordance with the Education Reform Act 1988 and the North Yorkshire Agreed Syllabus, children take part in a collective Act of Worship each day which is broadly Christian based. It also encourages children to be reflective and develop a spiritual awareness. Parents/carers may exercise their right to withdraw their child/children from these activities in respect of their own religious beliefs. Members of local church communities visit regularly to lead our worship.

Assessment

Assessment

An Early Years Foundation Stage Profile is collated throughout the child's first year in school. This is based upon ongoing observational assessments. In Year 1, children's phonic skills are assessed during the summer term. In Year 4, children are assessed in the Multiplication Tables Check. In Year 2 and Year 6, children are required to carry out Standard Assessment Tasks in mathematics and English.

Assessment tasks and tests are given to children in Years 1 to 6 throughout the year. These tests, alongside ongoing teacher assessments, are used to track progress. They are also used to set targets for individuals and year groups. Records of attainment are kept on each child in school from Reception to Year 6. This allows teachers to monitor how much progress has been made and to meet the needs of individual children.

Special Educational Needs and Disabilities

The aim of the school is to ensure all children have equal opportunities to reach their potential regardless of their starting point by ensuring Quality First Teaching as a Universal Entitlement. Lessons are differentiated to ensure children are working at a level appropriate for them as individuals. Should a child be experiencing difficulties with learning or other aspects of school life, the class teacher will discuss them with parents.

Children who have Special Educational Needs or Disabilities are identified either on entry to the school or as early as possible during their education. Children on the SEND Register will have an Individual Provision Map which identifies their specific needs and outlines extra support which will be provided. For most children, any learning needs or issues will be dealt with by their teacher within class with a slightly differentiated curriculum to ensure good progress is made. For some children, a special programme may be drawn up to assist them with their specific difficulties and extra help or an intervention may aid them in making better progress. Parents will be involved in this process.

The school maintains strong links with Support Services such as Learning Support, Behavioural Support, Educational Psychologists, Speech Therapists, Visual and Hearing Impairment Services, Occupational Therapists and Physiotherapists. From time to time specialist advice is requested from these agencies with the consent of parents in order to support children fully within school. Children with Special Educational Needs or Disabilities follow the same balanced curriculum as other children. Great care is taken to ensure that their self-esteem is not damaged by the nature of their need and that they are confident in their ability.

Please see the school website for more information on SEND. Alternatively, make an appointment with the Head Teacher (Neil Clark) or SEND Co-ordinator (Karen Hainsworth).

Promoting British Values

British Values are defined as Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Different Beliefs. We promote these values through our own school values, curriculum and enrichment activities. We are very proud of the inclusive nature of our school and this reflects our TEAM ethos.

British Values are shared during a range of activities such as assemblies, circle time, with small groups of children and in whole class lessons.

There are opportunities for children to develop these values throughout school life, for example through the School Council.

Healthy School

We aim to promote all aspects of healthy living within school. Our pupils are encouraged to make the right choices towards leading a healthy lifestyle. Milk and fruit are available in school. Milk is free to all children under 5 after which parents can pay for milk. To apply for free school milk you need to apply online. Free fruit is provided by the government for all Foundation Stage, Year 1 and Year 2 children. The 'Friends of Appleton Wiske School' provide fruit for every child in Key Stage 2 on a daily basis. Research shows that drinking water during the day is beneficial to learning. Parents/Carers should provide their child with a water bottle, or purchase one from the school, which can be filled from the water cooler daily.



The 'Appleton Mile' and 'Wake Up Shake Up'

We start every day with ten minutes of exercise in order to prepare us for a day of learning. We alternate between the 'Appleton Mile' (6 laps of the school field or 12 laps of the playground) and 'Wake Up Shake Up' (high energy fitness led by our Year 5/6 pupils).

School Meals

School meals are prepared on the premises and represent a well-balanced diet, underpinned by the County Council's Healthy Eating Policy. Our meals are produced from fresh meat and poultry sourced from the region; fruit and vegetables are sourced regionally where possible using local suppliers; products are free from additives associated with health problems in young children; fats are free from hydrogenated oils.

The school operates a cashless system facilitated by the 'ParentPay' website, which allows parents to pay online for school meals. The system is secure and convenient. Lunchtime supervision is provided by our team of teaching assistants with support from other members of staff when necessary. School meals are free to all children in Reception and Key Stage 1, and they are encouraged to take up this entitlement.

Some children in Key Stage 2 may be entitled to free school meals depending on their family circumstances. Please see the school website for more information or make an appointment with the Head Teacher.



Child Protection and Safeguarding

It is important that every child feels safe and valued in school. External doors can only be opened from the outside by security code or magnetic swipe card. Visitors enter by the main entrance where they are asked to identify themselves before being allowed access to the building. They then sign a visitor book and wear a badge in school.

We are committed to ensuring the welfare and safety of all children in school. We follow the North Yorkshire Safeguarding Children Board's Child Protection Procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection Procedures).

The Designated Safeguarding Lead is Neil Clark. The Deputy Designated Safeguarding Lead is Paula Gudger.

Behaviour

Praise and encouragement are used to reward appropriate behaviour. When there is a breakdown in discipline the child is made to understand that it is his/her behaviour that is unacceptable and not the child personally. An immediate checking of the unacceptable behaviour may be all that is necessary. Should unacceptable behaviour persist, the parents/carers will be invited to discuss the issue with the Head Teacher and Class Teacher.

Bullying can take many forms. It is the responsibility of the whole school community to tackle bullying by ensuring the development of a caring and supportive ethos. We have a duty to take measures to prevent all forms of bullying.

We:

- ✓ take all bullying problems seriously
- ✓ investigate all incidents thoroughly
- ✓ keep a written record of any incidents, investigations and outcomes
- ✓ ensure that action is taken to prevent further incidents.



Pupil Voice

We have a very active Pupil Voice at Appleton Wiske Community Primary School. The school Council meets on a regular basis to discuss issues brought to the meeting by both staff and pupils. The meetings allow the pupils to have a say in the management and organisation of the school. Each Year Group has two representatives on the School Council, selected by their peers through a democratic process. Year 5 and 6 pupils can also apply to be a Playtime Friend, E-Safety Officer, Road Safety Officer or a member of the Green Team.

Extra curricular activities

Before and After School Club

We offer wraparound care from 8:00am until 6:00pm. Our Breakfast Club runs from 8:00am until 8:35am. Children are provided with breakfast, such as toast, cereal and a drink. Our After School Club starts at 3:15pm and children have the option of staying until 4:15pm, 5:00pm or 6:00pm (5:00pm on a Friday). Snacks and drinks are provided. A variety of activities are on offer after school, such as cooking, arts/crafts, computers and sport. Please see the school website for current prices of our Before and After School Club.

Sport

The Small Schools' Cluster group organises matches and competitions in a variety of sports throughout the year and we participate in these events. They offer the opportunity to compete against a local cluster of schools and the children enjoy the opportunity to meet children from other small schools.



Educational Visits and Residential Courses

A valuable part of our curriculum includes taking children out of the school grounds to study other environments. This may range from a visit within walking distance, a day visit further afield or an extended residential stay. Most educational visits are linked to the children's school work, enhancing their learning through real-life experiences.

A residential course is organised each year for the Year 5 and 6 children. School staff accompany the children and share responsibility with the centre leaders for organising the outdoor programme, which includes walking, geographical studies, orienteering, map work, shelter building and canoeing.



Parent Consultations and Annual Reports

Parent Consultations

Our twice yearly consultations allow parents/carers to see their child's work and discuss progress with teachers. Parents/carers who have concerns about their child can make an appointment to speak to the Teacher or Head Teacher at a mutually convenient time throughout the year.

Annual Reports

Parents/carers receive a detailed written report about their child's progress in the summer term. Parents of children in Years 2 and 6 are informed of end of key stage results in English and mathematics. Parents of children in Year 1 are informed of the results of phonic testing. Parents of children in Year 4 are informed of the results of the Multiplication Tables Check.

Governing Body and Friends of the School

Governing Body

The Governing Body has a range of duties and powers and a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. Responsibilities include: setting targets for pupil achievement; managing the school's finances; ensuring pupils have access to a broad and balanced curriculum; reviewing staff performance and pay.

Friends of Appleton Wiske School

The school has a very active Friends Group which holds regular fundraising events and social events for parents and children. These include the Barn Dance, Easter Bunny Drive, May Fair and Summer Fair. Everyone is welcome to join the group which meets regularly to plan events. Funds raised help to provide additional resources and opportunities for the children such as playtime toys, the trim trail and educational visits.



We are looking forward to meeting you!

This prospectus provides useful information about our school. For further details and to view our policies, please visit our school website. We are a friendly and approachable school so if you have any queries, please do not hesitate to get in touch. We are always happy to show people around. If you would like to come and visit, please contact the school office.

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Putting children and families first