



*Partners in learning*

## LINGFIELD PRIMARY SCHOOL

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## WELCOME TO LINGFIELD PRIMARY SCHOOL

The purpose of this prospectus is to help you know more about life and learning at Lingfield Primary school.

At Lingfield Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently, we not only place fundamental value on the traditional 3Rs, but also on the 3Rs of the 21<sup>st</sup> century:

**resourcefulness** (the ability to organise one's own learning),

**reflectiveness** (the ability to think about and evaluate one's own learning) , and

**resilience** (the ability to try several strategies and skills in order to succeed).

We acknowledge the importance of developing a caring and stimulating environment, where children's high self-esteem enables them to take risks in learning and to learn confidently through their mistakes. We teach children that getting 'stuck' is not a sign of failure, developing strategies for independence. We encourage children to ask questions and for them to learn how to solve challenges and problems.

We make it our business to strive for excellence, empowering children to be happy and responsive. Children are challenged within the delivery of an enriched, creative and linked curriculum. We are an inclusive school that develops independence, responsibility, kindness and good manners through a detailed and extensive personal, social and health education programme.

The best way to understand our school aims and values is to make an appointment and visit the school 'in action'. This would give first hand knowledge and understanding of what we are aiming for and achieving and of the many facilities on offer. Please make an appointment to come and experience the environment in which our children learn, so that we can answer any questions you may have.

We hope that this will be the beginning of a long and successful home school partnership between us. Working closely with parents is an important element of our work for the success of each child.

We look forward to welcoming you to Lingfield Primary School.

**Tell me and I forget, teach me and I learn, involve me and I remember**  
– Ancient Chinese proverb

Ron Gandolfo (Headteacher) &  
Reverend David Allonby OBE (Chair of Governors)



## THE AIMS of OUR SCHOOL

At Lingfield we believe every child has the right to equality of opportunity and access to the whole curriculum. We aim to provide a learning environment for every child which:

- is safe and secure
- is exciting, stimulating, challenging and relevant
- develops the confidence and talents of each individual
- fosters self-esteem, self-awareness and motivated learners
- promotes the qualities of being resourceful, reflective and resilient
- is appropriate and matched to individual needs
- offers a wide range of activities, which includes the requirements of the National Curriculum

Lingfield School is a community primary school funded by Surrey County Council Education Services. The school takes in a maximum of 60 children in each year group with 52 part-time places available in the nursery. The school caters for nursery, infant and junior children (ages 3yrs- 11yrs).

## EQUAL OPPORTUNITIES

We build equality of opportunity into all that we do, with pupils and with staff.

- Developing our school as a place where all are valued and respected
- Providing equality of opportunity in our employment practices
- Providing learning and development opportunities for all our staff to enable us to fulfil our commitment to equality
- Taking any complaints about inequality seriously

## SCHOOL TIMES

*The nursery has two classes, one morning from 9am - 11.45am and one afternoon from 12.45pm - 3.15pm.*

*Foundation Stage (reception) and Key Stage 1 (Years 1 and 2) begin at 9am, but the classes will be open from 8.50am to allow parents to give quick messages to the teacher.*

*Key Stage 2 (Years 3 to 6) begin at 8.50am. All classes finish at 3.15pm*



## EXTENDED CARE

We have a Breakfast club, which starts at 8.00 a.m. and After School care ending at 6.00 p.m. There is a breakfast menu and a tea-time menu. A charge is made for these services. Further details can be found on our website or by asking at the office.

## LUNCH TIMES

Infant lunchtime is from 12.00 - 1.15pm and junior from 12.10pm - 1.15pm.

We like to encourage all our children to have a school dinner. These are cooked on site, in our school kitchen, and from carefully planned nutritionally balanced menus which always include choice. The menus are published in the children's entrance hall. Prices of lunches are published termly in the school's newsletter.

Children may bring a packed lunch instead of having a school lunch.

Parents are asked to ensure that packed lunches are also nutritious and do not contain sweets. If you would like your child to go home to lunch we will ask you to put your permission for this in writing.

## TEACHING TIME

To arrive at teaching time it is necessary to deduct time spent changing for P.E., being registered etc. from the total time spent at school. During the school day infant children are taught for 23hrs 25mins a week, juniors for 25hrs 5mins.



## PARTNERS IN LEARNING

Our mission statement, *Partners in learning*, reflects the importance we place on the many relationships within our school community. We aim to make our school a welcoming place where everyone is valued and cared for as part of our school community. We are often complimented on the 'family feel' at Lingfield.

### WHO is involved in the partnership?

#### CHILDREN

Children are central to the partnership. We encourage mutual respect and support alongside care and consideration for others' physical well-being, feelings and property. We want to enable our children to develop to their full potential and we value the many achievements children make, both in school and outside school. Sports, dancing, drama, clubs, societies, charity work, art, are just some of the things children celebrate with us about their lives outside school. We teach children to value their own abilities and achievements and those of others. They are encouraged to develop self-discipline, organisational skills, confidence and independence. We aim to help them to develop respect and responsibility for themselves, each other, the school and the wider environment.

#### PARENTS

A good partnership with parents is vital to the school's success as a learning organization. When parents and school work successfully together, the results have a positive impact on the child's development and learning. This can be seen as two-way communication of information, knowledge and expertise. We ask our parents to ensure that their children attend school regularly and behave well when they are there.

Parents often volunteer to come into school to help out but if this is not possible there are other ways to be part of the partnership: by taking an interest, supporting children with homework, talking about learning, reading at home, and attending events and assemblies.

We hold information meetings for all parents at the beginning of every new school year and there are regular meetings for parents to discuss their child with the class teacher. Records of Achievement (reports) are written at the end of the school year for every child and sent home to parents. Open days are held so you can tour the school whilst it is working.

The Lingfield Primary School Association (LPSA) is another way to help school and get to know other parents. This is a fund raising association with lots of social and community events run on behalf of school. Parents also have representation on the Governing body.

We hope that all parents will enjoy our working relationship and, indeed, parents frequently tell us how much *they* will miss school when their children move on.



## STAFF

All staff contribute to the children's learning and well-being. We are a dedicated team at Lingfield offering many activities beyond the curriculum, (see our website for a current list of extra-curricular activities). The team includes:

- teachers, teaching assistants (TA),
- Special Needs leader, SENCO (special educational needs co-ordinator) and special needs team,
- Phase Group Leaders (Four leaders responsible for Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2),
- senior management (Head, Deputy Head and Assistant Head),
- midday meals supervisors,
- office staff (bursar, school secretary, financial assistant),
- site management (caretaker, cleaners, external contractors),
- librarian and ICT technician,
- cook and kitchen staff,
- peripatetic teachers to deliver special needs programmes and music.

Our commitment to staff and their development is recognised by the initial award and continued renewal of **Investors in People**. We want our staff to be happy and motivated. A current staffing list can be found on our website.

## GOVERNORS

School Governors are like a board of directors and make decisions about how the school is run. Governors have legal duties, powers and responsibilities. They can only act together, they cannot act individually.

*Governors are appointed to help:*

- *decide what is taught*
- *set standards of behaviour*
- *interview and select staff*
- *agree how the school budget is spent*

*School Governors are chosen from:*

- *parents*
- *school staff*
- *local council representatives*
- *community representatives*
- *people with special skills*

Parent governors are elected by parents and are your representatives on the governing body. Some of our governors are also parents of children at the school but are appointed in a different capacity. The governors meet twice a term as a full governing body. These meetings are open to the public to attend. Governors visit school regularly and each class has an attached governor. Specific governors take on the roles of monitoring English, Mathematics and Special needs. The governors attend some in-school educational training days (INSET) alongside school staff. A list of current governors can be found on our website.



## COMMUNITY

We are fortunate to be a school in a village with many community assets. We make use of Jenners field, the nature reserve and the tree trail, the old town, the church, the library and the racecourse, to support and enhance our learning. We have links with the community police, the local churches, local businesses, the fire and ambulance service, scouts, cubs, brownies, youth club and many sporting organisations. Lingfield was awarded 2nd place in the Surrey Village of the Year award 2005 and the judges highlighted 'the favourable impression created by the primary school' as part of the village community.

We also maintain close links with other schools in Tandridge and our secondary feeder schools.



## **WHAT** is taught at Lingfield?

As a primary school, Lingfield covers three different stages of education known as Foundation Stage, Key Stage 1 and Key Stage 2.

### **FOUNDATION STAGE 3-5 YRS**

These are the early years of education, beginning in the nursery and ending at the end of the reception year when the children will be five years old. The curriculum is divided into six areas of learning, although we recognise that, in practice, many of these areas overlap.

#### *Personal, social and emotional development*

Children learn to work together, to share and co-operate. They are helped to develop good self-esteem and confidence. This area is the basis for success in all other areas of the curriculum.

#### *Communication, language and literacy*

Children develop speaking and listening skills in a variety of situations. They begin to read and write and to use information and communication technology (ICT) skills. These are developed through making connections, often through play.

#### *Mathematical development*

Children develop skills in mathematics through active learning. This will include counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Mathematical understanding is developed through stories, songs, games and imaginative play.

#### *Knowledge and understanding of the world*

Children develop those skills that help them make sense of the world. This includes first-hand experiences that encourage exploration, observation, problem-solving, critical thinking, decision making and discussion. This forms the foundation for later work in science, design and technology, history, geography and ICT.

#### *Physical development*

Children develop their skills of coordination, control, manipulation and movement. This involves using a range of equipment both indoors and outside.

#### *Creative development*

Creativity is fundamental to successful learning. Being creative allows children to make connections between areas of learning and so extend understanding. This area includes art, craft, music, dance, role play and imaginative play.



## WHAT is taught at Lingfield?

### KEY STAGE 1 5-7YRS (infants)

When children leave the Foundation Stage after their reception year they enter Key Stage 1. This stage lasts two years (Year 1 & Year 2) and finishes at the end of Year 2 when the children are all seven years old. In May of their final year children are assessed by their teachers in English, Mathematics and Science, using National tests. Results are reported to parents with the child's annual record of achievement.

Children in Key Stage 1 study the National Curriculum and religious education.

### KEY STAGE TWO 7-11YRS (juniors)

Key Stage 2 lasts for four years (Year 3, Year 4, Year 5 & Year 6) and ends when the children transfer to secondary school at the age of eleven. In May of their final year children are assessed by their teachers and by national tests in English, Mathematics and Science. Results are reported to parents with the child's annual record of achievement. Children in Key Stage 2 study the subjects of the **National Curriculum** and religious education.

## THE NATIONAL CURRICULUM

The National Curriculum lays down what should be taught by every school during compulsory schooling from Y1 to Y13 (ages 5yrs - 16yrs).

The following subjects are known as the 'core' subjects and will have more time devoted to them than the others.

- English: this includes speaking and listening and drama. Reading and writing is based on the National Literacy Strategy.
- Mathematics: based on the National Numeracy Strategy.
- Science

The following subjects are known as 'foundation' subjects.

Information and Communications Technology (ICT), Design Technology (DT), History, Geography, Art & Design, Music, Physical Education (P.E.), Personal, Social and Health Education (PSHE) and Citizenship

**The National Literacy and Numeracy Strategies** are non-statutory Government schemes that set out what children should learn in reading and writing, and mathematics each term. This begins in Reception year and continues into the first year of secondary school. We use these schemes as a basis when planning our Contexts for Learning.

The school has policies and schemes of work in all subjects. These are available to parents on request.



## RELIGIOUS EDUCATION

The school conforms to the syllabus agreed by the Surrey standing advisory committee for religious education. The syllabus is mainly Christian in approach but treats all denominations equally. In addition, aspects of Judaism, Islam and Hinduism are studied.

Parents have the right to remove their children from religious education and the act of worship, which must be part of the daily assembly. Please discuss this with the headteacher first if you wish to exercise this right.

## FOREIGN LANGUAGES

The study of foreign languages becomes compulsory at key stage three (the first three years of secondary education). However, we feel that learning a foreign language is important and currently teach French in KS2. We liaise with our main secondary school to ensure that our teaching fits with their syllabus.

## SEX EDUCATION

The governors have a policy for sex education, which is available on request. Children's questions are answered frankly and accurately according to the age of the child. There are more formal lessons in Y6 covering puberty and human reproduction which are introduced as part of their context on "Gene Genie". Parents are given the opportunity to look at all materials used before the lessons take place.



### CONTEXTS for LEARNING: curriculum organisation

At Lingfield we recognise the importance of learning that is both meaningful and memorable. We know that it is essential to make connections between different subjects and to link learning, so that children see a purpose for the learning in each lesson. As a result, we have introduced 'Contexts for Learning' across the whole school. This means that learning is planned so that every subject is linked to an overall theme, the Context. This way of working encourages ownership and develops children's independence; it also means that everything we do has a purpose and so we can celebrate children's work in meaningful ways. It is an exciting and challenging innovation and one that all our children (and teachers) enjoy. Read how this works in practice in the section following on 'What happens on a typical day at Lingfield School'. Our current Contexts for learning can be found on our website.

### EFFECTIVE LEARNING: teaching for learning

Effective learning is our overall term for the ways in which we teach and children learn at Lingfield, through active participation, discussion and hands-on experiences. Effective learning encourages independence, motivation, problem solving, reflection, resilience, resourcefulness, social skills, enjoyment in learning and thus, lifelong learners.

#### Good health is important to an effective brain

- we will provide frequent and easy access to water
- we will promote a healthy diet
- we will encourage children to eat fruit
- we will teach children about healthy living

#### Learning is about making connections

- we will show children the connections between what they are learning now with what they have already learned
- wherever possible, we will relate what we teach to children's own experience

#### Relaxed alertness, not stress, is the best state for learning

- we will work to develop children's self-esteem
- we will promote learning through positive encouragement
- we will develop social interaction, in a friendly and collaborative classroom

#### Children need to see the big picture

- we will start each unit with an overview of what children will be learning and doing
- we will begin each lesson by showing how their work fits into this big picture

#### Each child has a portfolio of intelligences

- we will identify all children as intelligent, finding their areas of strength
- we will provide a broad curriculum so all children will be able to develop their own strengths

#### Teaching will be planned to address children's different learning styles

- we will provide a range of learning and teaching styles for all children
- we will encourage and enable children to demonstrate learning in a variety of ways e.g. drama, role-play, discussion, diagrams, charts, lists, maps, dance, debate, as well as the more traditional forms of recording

What happens on a typical day at Lingfield School? We have written the outlines below, accompanied by photos, to give you a flavour of what the active learning experience is like for Lingfield children.



## NURSERY

In Nursery the Context for Learning is 'Sea and Sand'. The children start the day with a memory game: 'I went to the beach and I took.....a ball'. Each child tries to add something to the list whilst remembering what others have said. Quite a challenge for 3-4 year olds!

All the day's activities are linked to the context. Indoors, children are making flags and sunglasses. The water tray has lots of different sea creatures to discover and children may sail their boats that they made the day before. Some children decide to have a boat race with a friend.

At the Beach Shop children are busily buying buckets, spades, ice-cream etc and have to make sure everything is labelled and priced up. It is important to take turns at the paddling pool. It is a lot of fun with pumps and water pistols!

The sand pit is the place to be 'on the beach', where children are building sand castles and filling moats with water. Others are visiting the Camp Site and staying in a tent. All this activity can make you feel very hungry, some children are packing picnics. Others are busy sending a postcard to tell others about their holiday.

The session will end with a story about a day on the beach. Much learning (and fun) has been enjoyed by all.



## RECEPTION

On a typical day in our reception classes the children are 'Walking the Plank'. This Context for Learning is not as scary as it might sound, although just as exciting! Children have listened to stories about pirates, such as 'Pirate Pete', 'The Man whose Mother was a Pirate' and 'Captain Pike looks after the baby' and are encouraged to read a range of stories, poems and non-fiction.

Some children are making galleons using construction sets. Boats have also been made out of various 'junk' materials and are tested for sea-worthiness by trying to float them in our canal system or in the water tray. Others are making coins, which are used to purchase ship's supplies, involving a lot of counting.

Treasure has been hidden and children make and use maps to find it. Some children are sailing the Seven Seas looking for the treasure. In ICT the Roamer, programmable for direction, is set up by the children to go on a treasure hunt.

Meanwhile, lists of supplies needed for the voyage have to be made and Wanted posters for the most fearsome pirates have to be painted and written. Later, children will be dressing up as pirates to enjoy a pirate party. Children enjoy the challenge of this Summer term context, learning whilst having a lot of fun!



## YEAR 1

The Summer Context in year 1 is 'It's Playtime!'

On a typical day some children will start by going on a shape hunt in the playground and along the adventure trail. They will record their findings in a tally chart. Others will make a tally of the class' favourite playground equipment and later we will convert all this data into block graphs using the laptop computer suite.

Next, some children may be involved in writing a story about a magic swing, whilst others will write captions underneath photos they have taken of their friends on our various trips to local playgrounds.

During circle time we be thinking about the question 'What makes a good friend?' giving children the opportunity to talk about good friends and friendship problems, especially during playtimes. This work will be consolidated in our drama session when the children will act out friendship scenarios and work out good ways of being a friend to and co-operating with others.

Later the children will use their knowledge and skills about forces and strong connections, acquired during our previous visits to local playgrounds and investigations into different play equipment, by starting to make their own model playground.

All these activities will be interspersed with songs and action rhymes about friendships and co-operation.



## YEAR 2

In Year 2 our Spring term Context is 'Home and Away'. We have been reading the fictional stories of Katie Morag, who lives on the fictional Isle of Struay. Today, some children will be drawing detailed maps of the imaginary island, which is based on the real island of Coll in Scotland. Others will be producing a brochure giving illustrated information about places to visit. They will be using the internet to get some ideas for this.

In the afternoon, children will be making a vehicle suitable for travelling round the island. They have already spent some time designing their vehicles and deciding what materials they will need and they will use their designs to help them with the construction.

Meanwhile, small groups will take it in turn to carefully read instructions before making 'porridgies', which are a bit like flapjacks and are made using a recipe from one of the stories. We make links to the Mathematics curriculum as a lot of careful weighing will have to take place if the children are to be successful in this activity! They will also observe the changes that occur when different ingredients are heated and cooled, which links to National Curriculum science.

At the end of the day we will all sit in a circle and enjoy eating the results of our Scottish cooking!



## YEAR 3

In Year 3's Summer term Context children are learning about 'The Victorians'. On a typical day children start with a quick 'spelling skills' challenge with a wordsearch containing lots of Victorian inventions and famous people.

Next is the poetry of Victorian poet Edward Lear. Today we are going to write our own limericks. We create a map of linked ideas to help, and have lots of paired discussion, as it can be quite difficult to find rhymes for some place names!

We split into three groups for our next lessons. One group is going to the computer suite with our teaching assistant and they will be using the internet to find out information about famous people in Victorian times and to design their own fact sheet. A second group is working independently suggesting questions to ask about Queen Victoria's Coronation, using copies of Victorian paintings to help them. The third group works directly with the teacher using the Interactive whiteboard to look at a copy of a busy city street scene, drawn in Victorian times. The children use this evidence alongside written texts, to work out their ideas of what it was like for people in the cities then. Some of the ideas will be acted out to allow access to kinaesthetic based learning.

In the afternoon we begin with a Reading Workshop where group activities are designed to practise different reading and writing skills. Links with the Victorian context are made by using information books, the class computer and Victorian based fiction.

Then we carry on with making sculptures. We have looked at photos and information about Victorian sculptures but also looked at modern sculptures. We have lots of design ideas in our Sketch books. Now it is time to make them! Our chosen sculptures include Queen Victoria but also Wayne Rooney!

We end the day with a chapter of 'Stop thief!', a Victorian crime story.



## YEAR 4

Children in Year 4 are learning about the Romans in their 'Veni, Vidi, Vici' Context.

A typical day begins with a stimulating activity allowing access for children with different styles of learning. There are images on the Interactive whiteboard of Roman army formations complete with a description of them by Roman historian, Tacitus. Children will be able to study through drama and role play and discover why the Roman army was so successful.

Next children will be asked, 'Which type of shield would be most effective in combat?'. Learning often starts with a key question, designed to provoke investigation. In maths, children will be calculating the areas of different designs of Roman shields to start to answer this.

Children will then be working in mixed groups across the Year group to design and make a Roman Standard to represent themselves. This links to Personal Social and Health Education as children celebrate aspects of their own lives and share these with others.

We will complete the learning experience with group work. One group will work with the teacher to draft a letter home from a Roman soldier to his family back in Rome. Another group will be in the computer suite with the Teaching Assistant using the internet and ICT to research and present information about the extent of the Roman Empire at its peak. The third group will work independently using information texts to help design and make a model kit bag that a Roman soldier would carry.



## YEAR 5

Our Year 5 Autumn term Context is 'Water, water everywhere'. A typical day will start with the children checking the planned learning for the day, which is on the board summarised as key questions to be answered. A word or number puzzle based on the context may be completed individually or by working in pairs. After feeding back the answers as a class the children will move on to group work.

In one group children will be working at the computers with the TA, researching animals that live in the sea, producing Powerpoint presentations. The children readily use the internet and clip art to add to their work. Some children also incorporate sound. The second group will be working with the teacher, writing descriptive poems about 'A Storm at Sea', using similes and metaphors. The third group will be working independently, sketching a still life beach scene with pencils, pastels and chalks.

Later that morning, you will find the children working in small groups using mathematical intelligence to devise mixed mathematical problems for others to solve, based around a swimming pool visit.

During the afternoon, children will be exploring the forces acting on their own models of boats. This links design technology, where they have previously looked at different sail and hull designs, with the science of forces. The day will end with a competition to find the fastest boat, wind driven down a water-filled channel.



## YEAR 6

In the Autumn term the Context for Year 6 is 'Pack up your Troubles', and the study is of World War II.

On a typical day children will commence their study of evacuation through drama and role-play, by working out and setting up a scene showing the emotions involved in leaving home and travelling into the unknown. To develop this further, children will experience the sounds of the Blitz and will be writing poetry in free verse. Maths will involve calculating a weekly food bill, taking into account rationing and the food available in the 30s and 40s and how this is different from today.

Children will have the opportunity to work in small groups. One of the groups will work independently at creating a Blitz skyline, using paint and collage. Another group will be guided by the TA whilst they explore the Anne Frank website. The group working with the teacher will use a method of thinking through problems in a structured way, Edward De Bono's Thinking Hats, to tease out the ethics surrounding the key question, 'Would you hide a Jewish refugee?'. They will be put into the situation of having to make this difficult decision for themselves.

The day will culminate with a gathering together of ideas and emotions and a further reading of the Year 6 set text for the term, 'Goodnight Mr Tom', which is about a boy's experiences as an evacuee.



## EDUCATIONAL VISITS

We believe it is important to connect learning with first-hand experience wherever possible. This includes making educational visits which extend this learning. We make good use of the village itself for short field trips. For longer trips you will always receive details of timings, catering arrangements, cost etc in advance.

In Key Stage 2 residential visits are planned each year. At the beginning of Key Stage 2, in Year 3 this is an overnight 'school sleepover' and by Year 6, children spend a school week at a 'residential', away from home..

All our trips are well planned and properly supervised. Our residential trips are authorised by the governors and by the Surrey outdoor activity consultants. We ensure that a risk assessment has been carried out.

## CHARGING POLICY

We charge only the cost of coaches plus entrance/other fees for day trips out of school. Parents cannot be required to pay for activities that take place during the school day, but trips cannot take place without sufficient parental voluntary contributions.

Parents are asked to make contributions towards the following;

- swimming
- instrumental music tuition
- clubs/activities run by instructors who are not on the staff of the school
- day trips
- residential visits
- visits by theatre companies, music groups etc to the school



## HOMWORK

Parental support is vital to children's learning. It is proven that children who establish an early homework habit, particularly those who learn with their parents, are more successful at school. However, it is important to remember the need to balance work and play activities. There must still be time for children to play, follow hobbies and other outside interests.

All children will be encouraged to read /share books. DfES Guidelines for Homework expect that every child will read, or be read to, for 10-20 minutes every day. Parents have an important role to play by encouraging reading at home and supporting our Home-School reading partnership. Younger children will choose a book to take home each day. This will be recorded in their home reading book. Older children will still be expected to read to themselves every day and will be given specific reading tasks from time to time.

We also give other homework. Typical homework activities are:

<i>skills</i>	e.g. tables, spellings, number bonds
<i>researching</i>	e.g. finding out information (to use in a Context at school)
<i>reading</i>	for information, for pleasure, for practice
<i>presenting</i>	working out ways to show learning e.g. through dance, drama, pictures, giving a talk etc
	e.g. .drawing and labelling, selecting materials
<i>designing</i>	e.g. constructing, building
<i>making</i>	e.g. mind-mapping, listing, making notes, drawing
<i>thinking</i>	

The following table shows what you can expect in this school. The **DfES Guidelines** for the amount of time spent on homework tasks are shown in the left-hand column but we set homework to suit the learning and purpose rather than slavishly follow guidelines.

Foundation	Reading and support for reading e.g. letter sounds No other regular activities. However, from time to time, the children might be asked to learn by heart (e.g. learn a rhyme, learn the words on your word wall) or research (e.g. find an object to put on the "green table", find out what you looked like when you were a baby).
Y1 1 hour a week	Beginning as above but moving to some set literacy and numeracy tasks (e.g. learning spellings, learning number bonds) as the year progresses, to be in place by the summer term. Might also include research into other subjects (e.g. ask Granny what it was like at school in her day).
Y2 1 hour a week	Homework set every week. This will often be connected to the Context for Learning. Will include regular literacy and numeracy tasks.
Y3& Y4 1½ hours per week	As Y2 but with tasks which require more time, planning and thought. A regular review of reading is included.
Y5 & Y6 30 minutes a day	Regular weekly schedule of wide-ranging tasks.



## CLUBS

There are many extra-curricular school clubs run outside of school hours. These are run either by school staff, who give up their time voluntarily, or by instructors from outside school, when a charge is made. Clubs are very popular and often have to be restricted to certain age groups or an agreed number. An up-to-date list can be found on our website, and more information for children is on the *CLUBS* notice board in school.

There are various voluntary organisations in the area which the school actively supports and would encourage children to belong to such as Beavers, Rainbows, Brownies, Cubs and various sports clubs.

## DISCIPLINE

Good behaviour is important. Everyone at Lingfield School is expected to speak and act in a respectful manner and to work to the best of their ability. Children are encouraged to be aware of their responsibilities within the society of the school, to be kind and considerate to others and to respect personal and communal property. Assemblies are used to emphasise our expectations and children are taught a carefully planned programme of PSHE lessons which include behaviour for learning.

For inappropriate behaviour in or out of the classroom, teachers may keep children in at playtime or lunchtime under supervision. In addition, particularly for consistently unacceptable behaviour within the classroom, children may be removed to another class for a short period of time. We also use a 'Think Sheet' which is given to the child to take home and reflect on their behaviour. This is returned signed by parents to show they are aware of what has occurred. For persistent offences, the headteacher will be involved.

Parents kept informed from an early stage to enable them to support our discipline procedures. Parents are able to read our Behaviour Policy on request and a copy of our Code of Conduct is sent home to all parents to share with their children.

## BULLYING

Bullying is an issue which this school takes seriously. These are some signs of bullying:

- It tends to take place over a long period of time, rather than just a day or two.
- It can make the child withdrawn and clingy.
- It can involve your child being verbally abused, physically hurt or having his or her possessions destroyed or stolen.
- With accompanying threats, it can make the child too afraid to tell anyone.

We **always** investigate allegations of bullying and take appropriate action.

If you believe your child is being bullied, contact the class teacher or Phase Group Leader in the first instance. If concerns persist, contact the headteacher without delay.



## **BUDDY SYSTEM**

At Lingfield we have a very successful buddy system in operation. Each year group in the school has a buddy year group. The purpose of the buddy system is:

- to reflect the school mission statement that we are "Partners in Learning"
- to allow and to encourage interaction between children of different years
- to provide children with the opportunity to learn in a mixed-age environment
- to enable children to take responsibility for their learning and the learning of others
- to promote positive role modelling
- to enable children to develop leadership and mentoring skills
- to share and celebrate learning

The buddy system operates on an informal basis, with class teachers planning mixed year group activities when it is appropriate. It is rewarding to see how children of different ages enjoy each other's company and, to quote a parent, 'how the biggest boys are sometimes the very best buddies to the littlest children'.

Visitors to Lingfield Primary School are often surprised and comment on the 'Family feel' to our school, despite there being a large number of children and staff. The buddy system helps to develop this idea of family and community. learning together.

## **SCHOOL COUNCIL**

We have an elected school council made up of Year 6 pupils. They meet regularly and raise money for charities and school projects. A recent project has been where the School Council identified a need for a water fountain on the playground. The School Council raised a considerable amount of money throughout the year so that this project could go ahead. They organise and run events such as school discos, cake sales, and talent contests.

They support younger children and make suggestions where things could be changed or improved. Occasionally, representatives from other classes are given the opportunity to feedback ideas and suggestions to the main School Council.

## **SPECIAL EDUCATIONAL NEEDS**

The school welcomes children with special educational needs subject to our ability to provide the facilities and educational experiences they need. We have a dedicated team of staff who are responsible for the learning for children with special educational needs. The team includes a governor, the SENCO (Special Educational Needs Co-ordinator), senior teacher, higher level teaching assistant and nominated teaching assistants. The SENCO is available to talk things over with parents and carers. Pop in or please make an appointment for a longer interview.

The Governors' policy for Children with Special Needs is available upon request. This gives full details of school procedures. There is full disabled access to the ground floor and restricted access via a stairlift to the first floor. We have an accessibility plan that details future policies for increasing access to the school by pupils with disabilities.



## **FINDING OUT ABOUT YOUR CHILD**

If you would like information about your child's progress, or anything else to do with their education and welfare, then please come into school and talk to us. Usually a discussion with the class teacher will give you the information you need. This is especially so for any concerns you may have when we can work out the best action to take between us. Similarly, if we have any concerns, we will do the same.

## **SPEAKING TO THE HEADTEACHER**

The headteacher is always pleased to see parents. For quick visits it is perfectly all right to "pop in". The rule is that if his door is open (and it usually is) he can be interrupted. If the door is closed, or if you want a longer interview, please contact the school secretary for an appointment.

## **SPEAKING TO THE DEPUTY or ASSISTANT HEADTEACHER**

The deputy head or assistant head can be consulted about urgent matters if the headteacher is unavailable.

## **SPEAKING TO TEACHERS**

In Foundation and Key Stage 1 there is time to give a quick message to teachers or teaching assistants in the ten minutes before class starts. In Juniors, or if you wish to see a teacher for a longer time, please arrange a specific time before or after school with them, or contact the office for an appointment. In this way the teacher can see you at a mutually convenient time and you will be free from interruption.

## **SPEAKING TO GOVERNORS**

If you wish to speak to a governor please leave your name and number at the school office and you will be contacted.

## **COMPLAINTS**

If anything is bothering you at all, as above, please make an appointment to see the headteacher. Things can usually be settled amicably in this way. If not, you have the right to appeal to the governing body. To do this please write confidentially to the Chair of Governors at the school. If you wish to make a complaint against the governing body or Surrey Education Services there is a leaflet entitled "Complaints Procedures" which you can inspect at the school office. Copies of this leaflet can be obtained from Surrey Education Services, South East Area Office, 123 Blackborough Road, Reigate, RH7 7DA and more information can be got from Surrey County Council's website:



## UNIFORM

Pupils are expected to wear **school uniform**. We sell items in our school shop; see newsletters and noticeboard for details of opening times. You can also buy many of the items at major retailers.

- white shirt, blouse or polo shirt
- navy blue sweatshirt, cardigan or jumper
- grey trousers, grey skirt or culottes for girls
- grey trousers or shorts for boys
- blue checked or striped summer dresses
- safe, sensible black shoes or **all black** trainers (not other trainers or shoes with heels)

Please note: no jeans, no jewellery, no tattoos, no braids, no nail polish.

Although we have no dress code for coats, we would like to point out that light coloured coats or those with reflective bands or strips are safer in the winter when it is dark by hometime.

All children will need to bring a coat to school for outside work and play.

## PE

Children will require a change of clothing, consisting of a white T-shirt and navy shorts. All children will require a change of soft-soled shoes (plimsolls or trainers) for outdoor games.

Surrey County Council's current advice about verrucas is that they will not be transmitted by contact on smooth flooring, such as the Hall or Gym. It is, therefore, safe to work indoors in bare feet.

**Please ensure that all clothing is clearly marked with your child's name.  
Every term we have full boxes of unmarked and unclaimed 'lost property'.  
Please help us reduce this.**



## VALUABLES

**Lost property** : if an item is **named** we do our best to return it. Other items will be placed in a labelled box near the coatpegs. Lost property will be put out regularly for children and/or parents to claim.

**Money** for school dinners, outings, school photos etc should be sent in a marked envelope.

**Jewellery** : Surrey County Council rule that children should not be wearing any jewellery, with the possible exception of ear studs, which the child must be able to remove for P.E., unaided, for safety reasons.

**Watches** may be worn if plain and inexpensive. No responsibility for them will be taken by school; it is the child's responsibility to look after their property.

## GOVERNORS' ADMISSIONS POLICY

As a community school the governors have adopted Surrey County Council's admission policy as stated below.

'The Education Committee has approved the following admissions criteria to be used to allocate places where a Local Authority Community school is oversubscribed (in priority order):

1. Looked After Children
2. Exceptional Circumstances
3. Siblings
4. \*Nearest school
5. Any other applicant

\*The nearest school is defined as the school closest to the home address admitting pupils of the appropriate age range, as measured along roads and made up footpaths using the Admissions and Transport Team's Geographical Information System. The method for these purposes does not take into account the mode of transport used. The distance is measured from the address point of the pupil's house as set by Ordnance Survey to the nearest gate available for pupils to use.

*Parents should note that if they apply for free transport different criteria apply and the distance from home to school may be measured using a different route.*

Distance from Home to School, measured as above, will apply within each category as a means of prioritising places.'

Surrey County Council will change to an **equal preference system** for all its Community and Voluntary Controlled schools for the September 2007-8 admissions round. Current information can be found on the Surrey CC website:

<http://www.surreycc.gov.uk/> Follow the link on 'learning', then 'schools', then 'School Admissions'.



## VISITS

Prospective parents wishing to visit the school may do so at any time. Please contact the school secretary for an appointment. In addition, the school holds open days periodically. These are advertised to the local community and anyone is welcome to visit.

## AGE OF ADMISSION

The school has a nursery, which takes in children during the year they are four. Nursery places are part-time, morning or afternoon. Unfortunately, there are only fifty-two nursery places and so they are usually over subscribed (see admission policy below). Because of this popularity, parents who would like their children to have a nursery place should register them with the school secretary during the three months after their second birthday. Please note that whilst every effort will be made to provide a place for local children, registration does not guarantee a place.

Children move from the nursery, or come into school, in September of the school year that they are five. School years run from September to August.

There is a cut-off date for applications for admissions to Surrey schools, which is advertised, countywide in the press, libraries, schools and on-line. Once this date has been reached (usually in October) the Governors' Admissions Policy applies if the school is over-subscribed.

## NO SMOKING

Please note that the whole campus is a **non-smoking area**.

## NO DOGS

Please note that **no dogs** are allowed onto the campus.

## THIS DOCUMENT

The contents of this document meet the current requirements laid down by the Department for Education and Employment. The information it contains was correct at the time of printing, but it may not be assumed that there will be no change affecting the arrangements described in this document before the start of, or during, this or any subsequent school year.



## SOME COMMENTS FROM OUR CHILDREN

- ☺ I like nursery because there are so many things to do.
- ☺ I like nursery because I've got so many friends and I go to their parties.(Nursery)
  
- ☺ I love to look at the special books.
- ☺ Lunchtime is fun. I can run around on the field.
- ☺ Dance is wicked! (Reception pupils)
  
- ☺ All our friends are here and the school looks good with all the work up.
- ☺ I love After School Care Club because I do fun activities with my friends.
- ☺ I like it because we make lots of models in D.T. (Year 1 pupils)
  
- ☺ At Lingfield there are the BEST TEACHERS IN THE WORLD.
- ☺ The lunch is very yummy. There are lovely books to read and we wear very smart clothes.
- ☺ Now I know my times tables and I owe it all to Lingfield Primary.
- ☺ I like Lingfield Primary because the teachers sort out problems very fairly.
- ☺ There is a lovely big field, a football pitch, a playground with an adventure trail and a gazebo. On the field there is a wooden stadium where you can act. (Year 2 pupils)
  
- ☺ We have a twin school in Zambia, which we donated computers to, and the teachers visited us. We find out how lucky we are compared to poorer countries.
- ☺ We get to go on trips like Preston Manor and Drusilla's Zoo for your Context.
- ☺ Things that you've never done before, that you think you won't like, you try them and you start to like them.
- ☺ There are clubs for different talents and you learn fun things. (Year 3 pupils)
  
- ☺ When you go on a residential trip you get to do lots of things like a three-mile walk, visit Bird World, and go to Burpham farm. Now I know I can take care of myself.
- ☺ When I went to Henley Fort I felt really different, like I knew I could do stuff.
- ☺ The interactive whiteboards make learning more fun. (Year 4 pupils)
  
- ☺ I think it is good because we have a bus. People who don't live in the area can still come.
- ☺ At LPS all the teachers are kind and lovely and help you if you get stuck with your work.
- ☺ I like Lingfield because we mix with different ages and we meet different people.
- I like Lingfield Primary because everyone gets on and if you have special needs they help you, a lot of people help you, children too. (Year 5 pupils)
  
- ☺ I didn't really like learning before, but now I understand how important it is and I want to do well so I get a good career but have fun and make more friends along the way.
- ☺ I am really enjoying school so far. Five weeks have gone so quickly. I'm loving ICT ; my favourite thing I did was the learning poster. I love drama and I liked acting out being the evacuees. I think I'm getting more confident in my maths and I hope to do well in my maths assessment
- ☺ Every day, when I come to school, I have a funny feeling that we are all going to do a great thing. (Year 6 pupils)