




Newnham Croft Primary School




Prospectus 2022-2023

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Newnham Croft Primary School
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Headteacher: Mr Andy Matthews

Dear Parents/Carers and Children,

The staff and I are delighted to welcome you to the school and would like to share with you important information about studying at Newnham Croft. We are a school who very much believe in being at the heart of the community and we strive to deliver an exciting, challenging and creative education that pupils thoroughly enjoy. In this prospectus you will find key information about our aims, curriculum and philosophy, as well as links to more comprehensive information available on our website. Important aspects of school life are also explained, such as how we organise our school, what we expect regarding attendance, behaviour and details about our very active Governing Body and Parent Teacher Association. Please read this prospectus in conjunction with our school website and if anything is not clear please feel free to contact either the school office or myself on the emails provided on the front cover.

We believe that a strong, collaborative partnership between home and school is an essential relationship for the positive environment that will enable your child to thrive. It is at the heart of your child's successful learning and their enjoyment of school. We value parental support in the education of your children in a safe and happy school where individuals are encouraged to develop their potential in every aspect. Parent volunteers are welcome in school, either to share a special interest/skill or to work with children in the classroom. Please contact the office if you would like to help in school.

We are proud of our ethos at Newnham Croft and the diversity of experiences we provide for your children. Being located so close to the centre of Cambridge, we always try to build the rich learning experiences within the city into our curriculum and provide real life experience to enrich lessons. We are also fortunate in having a wide diversity of backgrounds, languages and cultures in our school community, all of which are central to our rich and stimulating school environment. This is reflected in being a British Council International School. Our school has also consistently received the Eco-Schools Green Flag award, demonstrating our commitment to creating a generation of citizens who understand and respect the ecological issues facing the world.

We are fortunate to be able to provide a superb outdoor learning environment which provides the children with some amazing spaces to learn in, from our Forest School area to our tree houses, and from our beautiful Reception outdoor space to our playing fields. This we know provides the children with a truly wonderful setting in which to learn.

Excellent communication is greatly valued in our school. We send all letters by email as the most efficient means and ensure our website is regularly updated. We encourage parents to contact us in person, either by telephone, letter or email if they have concerns, queries or comments and we endeavour to respond to messages as quickly as possible.

We hope that you will enjoy being part of the Newnham Croft school community, and enjoy sharing with us the progress and development of your child towards being the best and most well-rounded individual possible.

On behalf of all the staff.

Yours faithfully

Andy Matthews
Headteacher

The School

Newnham Croft is a primary school funded and supported by Cambridgeshire Local Authority. About 230 children aged 4-11 years attend our school and most live in the community of Newnham. A significant number are children of Cambridge academics, many of whom come from abroad. This cultural diversity contributes to the rich learning environment that we provide in partnership with parents/carers and the wider community.

Newnham itself is an established and friendly community, bordering the River Cam, Paradise Nature Reserve and Lammas Land. The school benefits from this green setting, and together with its own outdoor spaces (which amount to nearly two acres of grounds) allowing learning to take place both indoors and out.

Many Cambridge University Colleges are close by in the ward of Newnham, and the museums and cultural facilities of the city centre are a short walk away. Our links with both the University and the City are a huge asset to the school. Our children have been inspired by guided workshops on school premises by world class scientists; visited heritage sites with experts who can bring to life topic work from Egyptians through to Natural History. We also utilise strong links with other local schools to enable excellent access to swimming opportunities for the children as well as other events.

The school itself was built in the 1980s, and comprises eight classrooms, a computer suite, our school hall, a resources room, a food technology room, music room, a library area, offices, staff room and community room. There are facilities for the disabled and wheelchair accessible entrances. The classrooms themselves are arranged in two wings, one for each Key Stage, connected in the middle by our library. We have beautiful grounds with a large playground with an 'Island' play structure, a caged area for ball games, a large field suitable for an athletics track in the summer and football pitch in the winter, a productive garden, an international garden, a wild garden with a mud kitchen and a wildlife area which has a pond for pond dipping and an area for camp fires. We value our grounds and have plenty of flowers and unusual trees for the children to enjoy. Children use the grounds for play and learning in all weathers!

The atmosphere throughout the school is friendly, warm and collaborative.



Our island play structures



Our vegetable garden

Our Vision

At Newnham Croft the wellbeing, aspiration and development of children is at the core of everything we do.

We believe in a fully inclusive and respectful ethos where diversity is celebrated and everyone is welcomed.

The learning here is creative, active, challenging and enjoyable. We aim to nurture inquisitive thinkers, who will have the self-belief, confidence and positive attitude to succeed in a changing world.

Our pupil's voices and feelings are genuinely valued, reflected on and used to develop the school, and they are cared for in an environment which promotes a 'green' attitude to the world, kindness to everyone and empathy with their peers.

The Aims of Newnham Croft Primary School

Our school aims encompass every member of our school's community*:*

We want all children to:

- Follow the Newnham Code: *Be kind, Be respectful, Be a thinker, Never give up.*
- Accept responsibility for the things they do and try their best at all times.
- Tell a member of staff if they have worries or are unhappy.
- Look after the school environment and take care of their own things and respect those of others.
- Attend school regularly and on time and bring all the equipment and kit they need every day.

We want all parents/carers to:

- Ensure that your child goes to school regularly, on time and properly equipped.
- Support school policies for learning.
- Support school guidelines for behaviour.
- Support your child with opportunities for home learning.
- Whilst recognising the positive benefits of social media, to recognise that it must not be used for anything unlawful, misleading, malicious, or discriminatory about any member of our community.
- Attend meetings and consultations about your child's life at school.
- Make school aware of any concerns or problems that might affect your child's work or behaviour and work in partnership to resolve them.
- Value your child's efforts and progress.
- Treat all school staff with courtesy and respect and avoid any aggression or verbal abuse.

We want the wider community to:

- Value Newnham Croft Primary School as an important part of the local community.
- Be supportive and proud of the school.
- Help the school to broaden its horizons.

We want all staff to:

- Care for each child's safety and well-being following all safeguarding protocols.
- Encourage every child to challenge themselves and develop their creativity.
- To develop each child's resilience and confidence to take risks with their learning.
- Develop each child's self-belief, independence and purpose, valuing their effort and progress.
- Have high expectations for learning and behaviour.
- Provide a balanced curriculum for all, while meeting the individual needs of each child.
- Build good relationships between all members of the school community.
- Keep parents/carers informed about general school matters.
- Make parents/carers aware of any concerns that are affecting the child's learning or behaviour and work in partnership to resolve them.
- Keep parents/carers informed about the child's progress through consultations in the autumn and spring terms and a report at the end of the summer term.
- Be open and welcoming and offer opportunities for parents/ carers to become involved school life.

We want all governors to:

- Know the school and staff.
- Be informed and involved.
- Be challenging and constructive friends.
- Be supportive of professional decisions.
- Promote the work and positive image of the school.
- Be proud of Newnham Croft Primary School.

Personnel

Our fantastic and experienced staff team are deployed on a yearly basis, as best suits the needs of the children. This sometimes changes year-on-year depending also on the required structure of the school. For the most up-to-date information and details of who is working in each year group in the school, please refer to the staffing details on the school website.

The Governing Body

The Governors are responsible for making sure the school provides a good quality education. Members of the Governing Body must include parents, school staff, and representatives of the Local Authority as well as members of the local community. They take a strategic role in shaping the direction of the school's improvement work, and its vision and ethos. They play a number of other key roles, such as securing accountability and compliance with legislation, holding the Headteacher to account for the educational performance of the school and its pupils and overseeing the financial performance of the school and making sure its money is well spent. They also appoint the Headteacher, who is responsible for the day-to-day management of the school.

We encourage enthusiastic members of the community to join us and play a part as a Governor, as doing so is incredibly rewarding. Governors see the impact of their decisions first-hand, and contribute significantly to improving the education for local children. It also acts as a great opportunity to work with people from different professional backgrounds and feel connected with the local community. If you are interested in joining the Governing Body then please feel free to contact the Chair of Governors or the Headteacher.

Governors work closely with the Headteacher, and make themselves available to listen to the views of parents about school policies and school issues. Any operational issues or issues concerning individual children, should either be raised with teachers or with the Headteacher in the first instance.

The main duties of the Governors, in close partnership with the Headteacher, are:

- to develop the strategic direction for the school in partnership with the Headteacher;
- helping to establish the aims and policies of the school;
- to draw up the School Development Plan;
- to draw up an action plan after inspection and monitor its implementation;
- to publish specified information to parents, including the Annual Survey;
- to exercise general direction in the conduct and curriculum of the school;
- to ensure the right provision is made for children with special educational needs;
- to deploy the school's delegated resources according to the school's priorities and needs;
- to appoint, promote and deal with personnel matters generally, in accordance with Local Authority and national conditions of service;
- to determine the use to which school premises may be put, by the local community outside the school days;
- to oversee the condition of school premises.

For the full list of current governors please visit the relevant page of the school website.

Admission to School

Allocating places

Parents are required by law to ensure that their child is educated full-time from the beginning of the term after his/her 5th birthday. Cambridgeshire schools offer places at the beginning of the autumn term for children who will be 5 years old at some point that academic year, that is between 1 September and the following 31 August.

Priority is given to those living in the school's catchment area. A full list of roads in the catchment area is available within the LA publication 'First steps – admission to primary school: a guide for parents'. This booklet can be obtained from the Admissions, CC1206 Castle Court, Castle Hill, Cambridge CB3 0AP. It will also give you additional information about school admission process. Further details are on the County's admissions web page.

If you wish for your child to attend Newnham Croft Primary School you should submit an application form to the school or the Local Authority Admissions Officer. The school does not make the decisions about places, this is done by the LA Admissions Officer (email admissions@cambridgeshire.gov.uk or telephone 0345 0451370).

The admission criteria (in order of priority)

Children who have a statement of special educational needs, who name a school, will be admitted. (NB Children with a statement of special educational needs who do not name a school will be referred to Student Assessment to determine an appropriate place.)

1. Children in care, also known as Looked After Children (LAC).
2. Children living in the catchment area with a sibling at the school at the time of admission.
3. Children living in the catchment area.
4. Children living outside the catchment area who have a sibling at the school at the time of the admission.
5. Children living outside the catchment area who have been unable to gain a place at their catchment area school because of oversubscription.
6. Children living outside the catchment area, but nearest the school measured by a straight line.

In cases of equal merit, priority will go to children living nearest the school as measured by a straight line.

Appeals

If you are unhappy with the decision not to offer your child a place at your preferred school you have the right to appeal to an independent panel against the decision. The letter you receive from the LA about allocation of places will inform you of your right of appeal.

Children from overseas

Admission to school is dependent upon the conditions under which you have been granted leave to enter the United Kingdom. You will need to contact the Admissions Team for further details (0345 0451370).

Temporary moves from the area

If you decide to make a temporary move of more than 4 weeks please seek advice from the Headteacher. Generally places are not kept open after 4 weeks.

Visiting school

You are most welcome to visit the school before applying and we strongly encourage you to do so. This can be done by contacting the school office to make an appointment. During periods of high demand we will organise times to show groups around the school.

Starting School

Children starting in the Reception Year

Starting school is a huge and exciting step in a small child's life, and we want to ensure that it is a smooth and happy transition from home, or nursery, to school.

Preparing for school

Reception places are offered at the beginning of May, and once a place has been confirmed, parents and carers will be invited to a meeting to hear more about how the school works, about the curriculum, and about how we will help your child settle in to school. We will also give you information to read at home, and included in this induction pack will be a booklet about the Early Years Foundation Stage curriculum.

Children will be invited to come into school for a session in July, to spend some time in the classroom and meet their teachers and the other new children. Newnham Croft staff also endeavour to visit all the children at home and in their nursery setting.

Settling in

Over recent years we have established a successful transition programme to help Reception children settle in at the start of the new school year. Some children find starting school very tiring, so for the first three weeks of school our Reception children attend part time, building up gradually to a full school day. Nursery visits take place in the previous term and home visits take place just before the children start school in September. After this introductory period, the children are ready for a full school day. Occasionally this may vary, depending on the needs of the individual child, and we are always happy to discuss this with you.

Reception outdoor spaces











The School Day

The beginning of the day

Children need to be at school in time for the school bell at 8.45am, and it is crucial that children arrive on time, as regular lateness causes distress for the child and results in disruption of teaching and learning.

The gate to the playground will be opened at 8.30am. Children in Years 1, 2, 3, 4, 5 and 6 gather here until the bell rings, when they then line up and go into school with their class teacher.

Reception children will be taken to the gate by the Reception play area, where the teachers and Nursery nurse will greet them and take them into the classroom.

Adults should leave school via the playground, where the gate will remain open until just after the 8.45am bell.

Late arrivals must enter by the office door and sign the late book before going into class. Lateness and attendance/absence are recorded twice daily.

Lunch time

Lunch break starts at 12 noon for Reception and Key Stage 1 and at 12.15pm for Key Stage 2.
Afternoon lessons start at 1.15pm for all children.

The end of the day

All the children finish the school day at 3.15pm. All children in Reception and Key Stage 1 must be accompanied home by an adult.

Please be aware that it is assumed that children in Years 5 and 6 are allowed to go home unaccompanied, but not Years 3 and 4 unless we have been notified in writing by parents.

Parents can collect their children from the playground, and a teacher is on duty at the gate to ensure that children do not leave unaccompanied, unless they have permission to do so. A bell is rung to vacate the playground, after which the gate is locked. Please leave promptly to allow staff to continue with their duties after school.



School Organisation

Reception and Key Stage 1

Newnham Croft is fortunate to be able to provide nine classes during the year to accommodate the seven school years of learning from Reception through Years 1 to 6. The will consist of 2 classes of 17 Reception children, a class of 24 Year 1s, a class of 24 Year 2s and a class of 20 mixed Year 1/2s.

We create a classing structure that best meets the needs and requirements of the varying cohorts in the school. This flexibility of class organisation gives us greater ability to meet the learning needs of cohorts and individual children.

We endeavour to have well balanced classes, and in making the decision about which class will best suit each child, we take into account many factors, including gender balance, Special Educational Needs, children with English as an additional language, friendships, siblings, emotional maturity, previous experience of schooling, and parental views.

These mixed year groups also foster a sense of teamwork and unity between our different year groups, and this collaborative, inclusive spirit between the children continues throughout the school.

Key Stage 2

In Key Stage 2, there are four single year group classes, one for each year group (Years 3, 4, 5 and 6). Each class is taught the curriculum within their year group, but share topic work with another year group in the same phase of the school (Year 1 & 2, Year 3 & 4 and Year 5 & 6). This promotes interaction and collaboration, and older KS2 children will also take part in activities with Rec/KS1 children, giving them a sense of responsibility and the younger children a sense of belonging to a bigger school 'family'.



The Croft Plot growing garden

The Curriculum

Our school curriculum

At Newnham Croft our intent is to provide a meaningful education that ignites and stimulates children's minds, challenges them to think critically and promotes a lifelong love of learning. It is designed to help them to discover their talents, passions and curiosity; and prepare them for enjoying fulfilling and successful lives in the wider modern world. We will always focus on the whole-child's development rather than purely their academic achievement, and it's just as important to us that they develop healthy lifestyles, positive attitudes, thoughtful dispositions, global values as well as ways of thinking that will promote their sense of well-being, self-belief, empathy and happiness. The uniqueness of every child is recognised and valued and our curriculum embraces the Newnham community, recognising and celebrating the diverse backgrounds of our children. Our curriculum also enables children to know their rights and responsibilities, in school, in our community and in a global society. We want the children to understand how diverse our world is and to be respectful of everyone, no matter their background or circumstances.

Our curriculum encompasses not only the statutory requirements of the Early Years Foundation Stage and the National Curriculum, but also a rich variety of learning intentions that engage the children in thinking and learning beyond our statutory obligation. We aim to inspire children to keep engaged in further learning beyond the classroom walls and the end of the school day. Our curriculum has the ambition of developing all children's potential and fostering a growth mindset (there are no limits in our minds to what they can achieve). The impact of our curriculum can be seen in the standards reached in attainment and progress by the children, as well as in their attitudes to learning; their curiosity, resilience and risk-taking; their willingness to make mistakes and challenge themselves. The emphasis is on the learning journey rather than the destination and on the core values of our Newnham Code.

Implementation of our curriculum is through half termly and termly topics or through shorter whole school topics. Each topic consists of sequences of learning within the core and foundation subjects which builds on prior learning. Where possible we will utilise opportunities for cross-curricular learning; however some subjects may be taught in discrete blocks if that is more appropriate. Our whole school curriculum is taught through practical and first-hand experience; visitors, educational visits, learning outside the classroom, assemblies, projects, events, extra curriculum opportunities and home learning are all utilised to keep the learning exciting and involve the whole school community.

We regularly review, evaluate and monitor our curriculum to ensure it has maximum impact on the children's learning (standards, personal development and learning for life). Monitoring activities include curriculum assessment, data analysis, children's feedback via the school council and class learning forums, staff feedback, parent/carer feedback through our annual survey, pupil progress meetings, subject leader evaluations and governor monitoring visits.

Please see the subject intent statements for detail about the drive behind each subject and the topic overviews as a guide to the curriculum plan. The curriculum letters, topic details and timetables provide current curriculum information for each year group. If you would like paper copies of any of these please contact the school office at office@newnhamcroft.cambs.sch.uk.

For more details on our curriculum provision visit the Curriculum section of the school website.

The Early Years Foundation Stage

The Foundation Stage (EYFS) describes the phase of education from a child's third birthday (encompassing their time at pre-school) until the end of the Reception year when the child reaches 5 years old. The EYFS learning goals set out what most children are expected to achieve by the end of the Reception year.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Three areas of learning are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas are:

- Communication and language
- Physical development, and
- Personal, social and emotional development

As children develop, the prime areas will help them to develop skills in four specific areas:

- Literacy
- Mathematics
- Understanding the world, and
- Expressive arts and design

These seven areas underpin all future learning and prepare children for learning in Key Stage 1 and are consistent with the National Curriculum.

The National Curriculum

The National Curriculum provides our school with the framework for what should be taught and the expected standards that children should achieve within Key Stage 1 and Key Stage 2. There are 11 National Curriculum subjects and RE (religious education) which are statutory in primary schools and, though not statutory, Personal, Social and Health Education (PSHE) is also taught.

Details about all our core curriculum subjects, and the ways in which we expand our subjects and learning beyond the curriculum, can be found in the sections below.

Our entrance reception area



Teaching and Curriculum Planning

Collaborative teaching and learning

In Reception and KS1 teachers plan together, to ensure consistency across the phase from EYFS to Curriculum, and to ensure smooth running of the mixed year groups. In KS2, Years 3 and 4 share a topic, as do Years 5 and 6, and the teachers work together to plan and bring these topics to life. This team working amongst teachers leads to a rich and stimulating learning environment for the children. The constant flow of communication and collaboration means that teachers come to know children throughout the school, as well as within their own year group, and in all classes individual learning needs are taken into account and teachers differentiate their teaching according to each child's needs.

Curriculum planning

Our curriculum planning is undertaken in three phases. Long-term planning identifying which units of work will be taught in each term to each key stage. Medium-term level planning identifying the sequences in which skills and knowledge will be taught; we follow the National Curriculum for all year groups as well as using other published schemes of work, and schemes of work created in-house. Shorter-term plans are written by teachers, often collaboratively, to identify detailed learning objectives, activities and resourcing needs.

These three phases of planning ensure that our curriculum is:

- **Broad** so that it provides a wide range of knowledge, skills and experiences.
- **Balanced** so that each subject has sufficient time to contribute effectively to learning.
- **Relevant** so that learning can link the children's experiences to applications in the world at large.
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful.
- **Creative** so that imagination, lateral thought and artistic expression may be used to explore all areas of learning as well as developed in their own right.
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned.
- **Challenging** for all children.
- **Accessible** so that there is equality of opportunity and inclusion for all children.

Curriculum monitoring and review

Curriculum planning, organisation and content are regularly reviewed to ensure that the curriculum continues to reflect the needs of the school. This is carried out by the Senior Leadership Team (SLT) as well as specific Subject Leaders.

It is the joint responsibility of the Headteacher and the Governing Body to consider, agree and monitor the implementation of the curriculum. The responsibility to deliver the curriculum lies with the whole school staff, and Subject Leaders provide professional leadership and management for this.

Funded teaching hours are 27.5 hours per week throughout the school.

Curriculum Subjects

English

Our English curriculum teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. We ensure that English is not only taught as a discrete subject but that it is embedded throughout the curriculum. Through using high-quality texts, immersing children in vocabulary-rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children at Newnham Croft will be exposed to a language rich, creative and a continuous English curriculum. This Curriculum will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. Our aim is to develop children's love of reading for pleasure.

Phonics

We will be using Little Wandle to teach phonics this year; this is alongside phonetically correct reading books, banded reading books, used for group reading, and individual books for home and school use. All children in Reception and Key Stage 1 have daily phonics lessons.

Mathematics

Our curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Our curriculum encourages pupils to talk about their mathematical reasoning, which is a key factor in developing mathematical vocabulary and presenting a mathematical justification, argument or proof. In this way pupils learn to make their thinking clear to themselves as well as others, and teachers ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions.

Science

At Newnham Croft, our science curriculum provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. We encourage children to be inquisitive throughout their time at the school and beyond, asking questions and be curious about their surroundings. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Our aim is to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;

- pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

We encourage pupils' familiarity with, and use of, technical terminology, and they are helped to build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. As a theme running throughout the whole curriculum is the notion of 'working scientifically' i.e. the understanding of the nature, processes and methods of science. This is not taught as a separate strand but is embedded within the content of biology, chemistry and physics, using the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions at an age appropriate level. This includes: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources.

Computing

Through our computing curriculum at Newnham Croft, we aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. We want our pupils to be able to operate in the 21st century workplace and we want them to know the career opportunities that will be open to them if they study computing. We want children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. We want the use of technology to support learning across the entire curriculum and to ensure that our curriculum is accessible to every child. Not only do we want them to be digitally literate and competent end-users of technology but through our computer science lessons, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming, we want them to develop creativity, resilience, problem-solving and critical thinking skills. We want our pupils to have a breadth of experience to develop their understanding of themselves as individuals within their community but also as members of a wider global community and as responsible digital citizens.

History

Our curriculum aims to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It aims to inspire pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We aim to 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.

Our curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses;

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Geography

At Newnham Croft our curriculum is intended to inspire in pupils a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. It aims to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Our curriculum aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Design and Technology

Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Art and Design

At Newham Croft our curriculum is designed to encourage creativity and celebrate individuality. Art and Design here engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design. Children are given as many opportunities as possible to express themselves in Art and Design with links across the curriculum and to build their confidence in drawing, painting, sculpture and printing, as well as other art forms. As well as being supported to express themselves, children discover and explore and as they progress, they are taught to think critically and develop a rigorous understanding of art and design. They develop an understanding of how art and

design contributes to society, both in the past and present and how the artists' studied reflect the range and diversity of cultures and backgrounds represented at Newnham Croft.

Music

Our music curriculum intends to engage and inspire pupils to develop a love of music, to inspire them to use music as an outlet for their feelings and to foster their talent as musicians. It aims to increase children's self-confidence, creativity and sense of achievement. As pupils progress through the school, they develop a critical engagement with music, allowing them to compose and notate in a progressive way, and to listen and respond with discrimination to the best music composed. The children's experience of music will be through a variety of forums, from taught lessons, cross-curricular use of music to inspire, awareness of a wide range of genres through assemblies and in delivering school performances. It will ensure that all pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. They will also understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Parents can purchase specific music tuition for children from Cambridgeshire Music. These lessons are delivered during the school day by specialist music peripatetic teachers, external to our school. Parents should contact the school office for more information.

Physical Education

AT Newnham Croft physical education curriculum is designed to encourage all children to develop a healthy and active lifestyle in and out of school. We offer opportunities to be competitive with themselves and others in a range of different activities and sports and encourage them to excel and beat 'personal bests'. With experiencing many different sports and physical activities in school we hope that every child finds a passion of physical activity that they can continue and develop beyond life at Newnham Croft.

Aims:

- to lead healthy active lifestyles;
- to have confidence to excel in a broad range of physical activities;
- are physically active for sustained periods of time;
- to learn 'spirt of the games' values: team work, respect, determination, self-belief, passion and honesty through sport;
- engage in competitive sports and activities.

Modern Foreign Languages

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Our curriculum enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the original language. Our language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries. Children will learn to understand and respond to spoken and written language from a variety of authentic sources; speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say; write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; and discover and develop an appreciation of a range of writing in the language studied.

Religious Education

At Newnham Croft, we believe that it is important for all our pupils to learn from and about world religions, so that they can better understand the world around them. Our Religious Education fosters children's understanding of the way that religious beliefs shape people's life and behaviour. We also aim to develop their ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. It plays an important role, along with all other curriculum areas, particularly PSHCE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our curriculum promotes respect and open-mindedness towards those with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

Religious Education is a statutory requirement, but not contained within the National Curriculum. Our school follows the Cambridgeshire agreed syllabus. Parents have the right to withdraw their children from Religious Education. Such requests need to be submitted to the Headteacher in writing.

Sex and relationships education

All primary schools are required to maintain a policy on sex education, and at our school Relationships and Sex Education (RSE) is introduced through topic work. Each year group addresses the topic of growing up, and there are opportunities for children to learn about relationships, friendships and family, and how we value one another. Year 5 and Year 6 learn about puberty and Year 6 discusses reproduction in more detail. Parents are consulted about this in advance, and are welcome to view the materials we use.

Parents have the right to withdraw their children from parts of sex education. Such requests need to be submitted to the Headteacher in writing.

Personal, Social and Health and Citizenship Education (PHSCE)

Our PSHE curriculum involves a balance of academic learning and personal, social, health and well-being education and helps to give children the knowledge, skills and understanding they need to lead healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially and are given the tools to help them with the emotional, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

A multicultural school with an international dimension to the curriculum

At Newnham Croft we are proud of our multi-cultural, warm and friendly character. Children come to us from all over the world, from a variety of different cultures and speaking many different languages, and we celebrate the benefits this brings to our entire school. As part of this we always have an International Evening (shown below) early each year, so that children and families can celebrate their cultural heritage and welcome out international community. The children have the opportunity to produce individual projects about their country of origin. This focus 'All about Me' is part of Personal, Social, Health, Citizenship education (PSHCE) with the emphasis on self identify. Parents are welcome to become involved, share food from their culture, and come into class to share aspects of their culture.

Teachers enhance the curriculum by building international opportunities into their planning, where possible we use the knowledge and expertise of our international families by involving them in appropriate curriculum activities, welcoming the learning opportunities this brings for the children.



Work from our International Evening

Enhancement of the Curriculum

We aim to provide the broadest possible range of academic, social, cultural, and physical experiences for the pupils of our school, and aspire to ensure an equitable provision of positive cultural activities for all our children.

Our curriculum reflects and celebrates our cultural wealth. Working closely with parents, other schools and Cambridge University, and with sports and culture providers in our local community, we enhance provision of our core curriculum with a great variety of activities that inspire our children and extend their enjoyment and achievement.

Our children have had the chance to work with artists, poets, animators, sculptors, dancers, actors and scientists; to visit places of interest ranging from the museums, theatres, concert halls and the Botanic Gardens close by, to sites much further afield.

We foster sporting connections with other schools, and offer our pupils challenges, such as adventurous residential camps. Visits from external providers also deliver workshops on a wide range of subjects.

Drama

We believe that staging a performance builds confidence and inspires children in many ways, and ensure that even our youngest children benefit from this by taking part in an annual Reception/Key Stage 1 Christmas production. In KS2, our children enjoy the opportunity to take part in more ambitious productions, which have cross-curricular value beyond the performance itself. Year 5 and 6 write and perform their own plays, stimulating creative writing. Whether participating in role-play in the classroom, or a whole class performance for parents, drama promotes self confidence, team work and creative thinking.

Environment

At Newnham Croft we are active in our responsibility towards the environment and are members of the Eco Schools programme. The children have formed an Eco Committee, made up of representatives from Year 3 to Year 6, and meet on a regular basis to develop our school's environmental action plan. The whole school has an input into the Eco work, and some of the areas we have worked on this year include looking at how much waste we produce and how we can reuse waste materials, considering the environmental impact of the ways we travel to school, helping to reduce litter in our community and continuing to reduce the amount of energy we use in school. We have consistently achieved the Green Flag award, which is great recognition of all the school does towards helping the environment. We build Eco awareness into our learning across the curriculum and have made strong links with the community. We hold an annual Eco Picnic to celebrate our school grounds and have been accepted onto the National Garden Scheme, opening our school gardens to all.



Mural painted by the children to celebrate our ecological commitment.

The School Gardening Club

The school gardening club is a well established popular club that has grown and developed in concept over a number of years. The gardening club provides resources that complement work done in the classroom. It also provides an environment where children can take part in a rich variety of gardening activities, develop a love of nature and a hobby that they can enjoy for a lifetime.



Our beautiful school gardens

Forest School

Forest School embraces the challenges and opportunities of the outdoors. Forest School offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. Nasty weather and stingy nettles are all part of it. Nettles, dealt with carefully (in gloves), can be used to make useful string for typing up bundles of twigs as firelighters. Nasty weather is an opportunity to work together to build a den and see what makes the most water proof canopy.

Children learn all the skills they learn in the classroom but in an exhilarating way in which they must also manage risk. They will cut twigs with secateurs, use saws to cut branches, climb trees, make dens with fallen branches and make seesaws out of logs.

Not only do all the obvious nature studies take place, but also, for example, a dark hollow can become a monster's den - and inspiration for a story can be told back in the classroom; and if they want to pull a big branch out of a hedge, children learn to collaborate and cooperate. Older children might explore, for example, how to enhance a woodland visit for the visually impaired.



A selection of Forest School spaces for pond dipping, den building and for a class gathering around a fire pit

Sports

Our school teams take part in a range of festivals and tournaments, both within the school and with other schools in the County. These teams include tag rugby, Kwik Cricket, hockey, cross country, football, multi-skills, tennis and gymnastics, and foster a real sense of teamwork and achievement for the children. Newnham Croft teaches the School Games Values. There are six values which form the 'Spirit of the Games': Passion, Self-belief, Respect, Honesty, Teamwork, Determination. Competition creates the ideal context in which to explore personal values and conduct, as through it children can learn how to handle victory and defeat, how to believe in their abilities and achieve their personal best, and how to respect their opponents and work with their team-mates to achieve success.

During lunchtime, children have the opportunity to take part in a variety of clubs including dance, basketball, skipping, tag rugby, cross country, football, rounders and cricket (depending on the time of year).

We hold an annual Sports Day to which parents are invited; children take part in their houses and the winning house is awarded the cup.

School clubs

We offer many after-school extra-curricular clubs and activities, ranging from Coding Club to Latin, recorders, gardening, French, Mandarin, choir, chess, football, archery, Lego, debating, gymnastics, pottery, netball, dance, tennis, cookery, DT and many more. These clubs will vary during the year and largely run for 10 to 12 weeks in a term. We are always looking for ways to deliver new and exciting clubs to introduce new opportunities for pupils to extend their learning beyond the National Curriculum.

We also offer a before school drop-off reading club. This allows parents the option of dropping their child at any time after 8am to read in a supervised area until joining their class. There is a small daily charge for this service. Please note, this is not a breakfast club and children will not be served food.

The broad range of cultural activities we offer at Newnham Croft is integral in ensuring a high level of inclusion, commitment to racial equality and a mature response to cultural diversity from our pupils.



Our school playing field

Individual Development

In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. Every child is different, and we are committed to meeting the individual needs of each and every one.

Pupils with English as an Additional Language (EAL)

Many of our children speak more than one language, and we recognise that bilingualism is an asset to the development of language, learning and thinking skills. We aim to ensure a smooth and welcoming arrival for the children with English as an Additional Language (EAL) and a quick integration into the English primary school system. Above all we want the children to feel safe, happy and confident to enable them to get the most out of their education.

We help the children to learn English by establishing from the start where the language gaps are. Our lessons are very visual to help children with EAL to build up their vocabulary, and we try wherever possible to group the children with good models of spoken English. All teachers and teaching assistants have had training to support children with EAL, and we have a specialist teaching assistant who oversees our provision and works with groups or individual children as appropriate.

In addition to working with the children we understand the importance of working with the whole family to ensure that those families who may find the English language difficult are not hindered in being able to liaise with the school, and are supported in ways to help support their children.

Special Educational Needs and Disabilities (SEND)

At Newnham Croft Primary School we include all children and use all available resources to meet their educational needs. Some children experience difficulties with aspects of their learning at a particular stage in their development. Through careful assessment we aim to identify and support pupils with special educational needs as early as possible.

Effective communication between school and parents is essential. Parents who have specific concerns about their children should first discuss these with class teachers, and new parents to school are asked to inform teachers if their child has previously been identified as having special educational needs.

Our SEND Policy is based upon the requirements of the Code of Practice (2014) and includes the rights and duties introduced by the SEN and Disability Act 2010. The Code of Practice gives advice to schools on their statutory duties in identifying, assessing and making provision for children's special educational needs.

Teachers plan and assess work that is appropriate and relevant to the individual needs of children. Those who are identified as having SEND may be entered in the school's SEND register as 'school support' and we always inform and involve parents in this process. A pupil passport is drawn up for each child on the SEND register, and targets are agreed with children and parents. The County's pupil support team advises our staff and may be involved in support teaching within school for those children who are on school support.

As with all children, those with special educational needs are encouraged to become increasingly independent and fully involved within the school.

Residential Visits

We have a strong belief that residential trips provide children with a vast wealth of character building experiences, and opportunities to develop a range of personal traits, such as: self-confidence, teamwork, resilience, fortitude, problem solving, independence etc. We have a progressive series of trips across KS2, each of which is distinctive in style and offers a different experience and a progressively distant location. Year 4 go to the Grafham Water Centre near Huntingdon for a two days of water based activities; Year 5 go slightly further afield to Thorpe Woodlands, in Thetford Forest for three days of adventurous activities; finally

our Year 6s go the Hilltop on the North Norfolk coast near Sheringham for 3 days of adventurous activities of a different nature and some chance to explore and investigate a coastal location.

All our residential trips will be at a cost to parents. We always offer a structured payment plan to help spread the cost of these and inform parents well in advance.

Assemblies

Assemblies form an important part of a child's personal discovery and at Newnham we provide opportunities and experiences that will shape their moral, ethical, social, cultural and spiritual awareness and development. Some of our assemblies are delivered by local religious groups, however they are not aimed at either indoctrination or evangelism. They provide a perspective on moral issues and raise ideas for children to think about whilst making their own personal decisions about spiritual matters. We try to include perspectives and input from all of the major work religions, but we do have a regular Christian involvement. Where external religious groups conduct assemblies, school staff are always present and always sum up the assembly and draw out the final thoughts. Other assemblies focus in a non-religious way on moral and ethical matters and allow the children to explore these ideas and feelings in a supported way. It is a statutory obligation for schools to have a daily act of collective worship broadly Christian in character.

Often we might have assemblies which relate to important current events, historically and culturally significant days in the calendar and to provide opportunity for collective singing.

Parents retain the right to ask that their children to not attend certain assemblies if they so wish. Such requests should be made in writing to the Headteacher.

Developing a Growth Mindset and Learning without Limits

At Newnham Croft we encourage children to take responsibility for their learning. We encourage them to take risks, to not be afraid of making mistakes and to persevere when faced with a challenge. We try to praise the process rather than the end result. By allowing children to choose their challenge level we find that our children are self-motivated, engaged, active, inventive and imaginative; they mix with different children and work together in different and unexpected ways.

Teachers at Newnham Croft Primary School do not think about children and learning in terms of fixed-ability. Instead, each member of staff works alongside every child in their care, supporting them as they strive to strengthen and enhance their learning capacity. We do offer extension groups and support groups and encourage the children, as appropriate, to volunteer for the groups.

This does not mean that children's attainments are, or should be, the same for everybody. But differences in attainment are not seen as inevitable, and teachers and children work together to identify and lift barriers to learning. They are committed to the educational principle of unpredictability. They want to be surprised by the children and so organise teaching and learning so that the door is kept open for all children to exceed their expectations.

Monitoring Children's Progress

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress reported and monitored. This is done in partnership with the children, and assessment is incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements.

At our school, ongoing monitoring and assessment throughout the year allows us to regularly evaluate the effectiveness of the strategies we have put in place to support the learning of every child.

Early Years Foundation Stage Assessments

All our pupils get assessed during the school year against the Early Learning Goals and their End-of Year attainment against these is communicated to you in the school report and more widely, as part of our statutory assessment results.

Statutory Assessments

All state primary pupils in England sit National Curriculum Tests at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6). This is part of the National Curriculum and aids us in monitoring progress.
National Curriculum Tests take place in Year 2 (at the end of infants) throughout May. Each child is teacher-assessed in reading, writing (including spelling and handwriting), mathematics (including number, shape, space and measurement) and science. The National Curriculum test results are used by teachers as evidence for their assessment.

Year 6 children take tests in Grammar, Punctuation and Spelling; Reading and Mathematics on set dates in mid-May. Test results are then submitted to the school's local authority and to parents by the end of the summer term, alongside a Teacher Assessment judgement for Writing. Assessments are reported to parents at the end of the year alongside their End-of-Year reports.

In Year 1 pupils also take the Phonics check and in Year 4 pupils also sit the Multiplication checker. Both of these assessments are reported to parents and shared as part of our statutory assessment results.

If you would like to view our National Curriculum test results they are detailed in the tables provided on our website for statutory assessment results.

Pupils entering school in Reception will also complete the Reception Baseline Assessment. This is a series of individual assessments which take place during the first month the children are in school.

Home School Partnership

One of the most effective ways to support and monitor a child's learning is through the development of a strong and consistent partnership between home and school. With shared expectations of standards between home and school and a common ethos of caring and valuing children's efforts and achievements, parents and teachers can work together to achieve the best for the children.

Good communication about your child's progress is vital. Open afternoons are held each term and provide an opportunity for children to share their learning with their parents/carers. Parent Consultations are held twice a year, in the Autumn and Spring terms, giving parents a formal opportunity to meet with the class teacher to discuss their child's progress in detail. Informal meetings at other times are always welcomed, and can be arranged direct with the class teacher. Detailed written reports are sent home in July each year.

Home learning

The Governors and staff of the school believe that one of the most effective ways to support a child's learning is through the development of a strong and consistent partnership between home and school.

At Newnham Croft we believe that formal homework tasks other than those mentioned below have limited impact on a child's progress. We believe that our children put 100% of their energy into the school day and generally make the most of the learning opportunities that we provide. After school it is useful if children can enjoy reading with their parents/carers and spend some time practising basic skills such as spelling, number bonds and times tables. We have set out below some guidelines for parents to follow to encourage home learning and our school website has a home learning page with links to resources. The guidelines contain a number of ideas for involving children in reading, maths and other learning activities. Parents and carers may also like to make use of resources available on the Internet. However rather than spending time on longer pieces of homework, we believe it is much more useful for our children to pursue special interests, enjoy our local environment and city and relax with friends or their families. The exception to this is Year 5 and 6 children who benefit from more formal home learning tasks in preparation for the homework they will be expected to complete at secondary school.

The importance of home learning

We believe that home learning is important because:

- it supports children's progress;
- it provides opportunities for research and developing interests which may lead to life long learning;
- it encourages children to be responsible and learn independently from their peer group yet be supported in their activities by their family;
- it provides valuable practice of skills learned in the classroom;
- it encourages organisational skills;
- it prepares children for secondary school;
- it can be a shared and pleasurable activity developing a lifelong attitude towards learning.

How parents and carers can support their child's home learning

Parents/carers can help their children by:

- Maximising leaning opportunities as they arise during normal daily activities at home such as shopping and cooking with their child.
- Making the most of their local environment e.g. parks and museums in Cambridge as well as special events for children outside of school.

- Helping their child organise his or her time to best advantage so that things are not all left to the last minute or even forgotten.
- If appropriate, checking that home learning details are filled in clearly and regularly in the home learning books.
- Making sure there are suitable working conditions at home.
- Taking a positive and active interest in their child's learning at home.
- Helping the children to develop a Growth Mindset.
- By providing explanations and encouragement but making sure that the home learning is all their child's work.
- Letting us know if there are any problems with home learning that cannot be resolved at home. We do not want this to be the cause of conflict at home. If this is the case parents should contact the class teacher in the first instance who will be glad to help.



The school Library and Computer suite

School Matters

The welfare and wellbeing of our pupils is at the heart of all our school policies.

Full details of all school policies, including our complaints procedure, can be accessed via our school website and are available on request from our school office. Many of these policies are outlined below, with key information about life at school.

Children's Welfare

Safeguarding

Under the Education Act 2002 (section 175/157), schools must "make arrangements to safeguard and promote the welfare of children". We will endeavour to provide a safe and welcoming environment where children are respected and valued.

The school will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

The law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. Records of welfare concerns may be kept about children. School staff will seek, in general, to discuss any concerns with them including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/carers.

In accordance with local Information Sharing protocols, we will ensure that information is shared securely and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the member of staff in the school with responsibility for child protection (known as the Designated Person for Child Protection) was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Under Section 3 (5) of the Children Act 1989, schools or any person who has care of a child "may….do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare". This means that on rare occasions, a school may need to "hold" a child in school whilst Social Care and the police investigate any concerns further.

The school's Child Protection Policy and other safeguarding documents are available on the school website in the Safeguarding section.

Designated Senior Member of Staff for Safeguarding Children: Mr A Matthews (Headteacher)

Deputy DSMS: Mr E Ferguson (Deputy Head)

Governors with Safeguarding responsibility: Mr Simon Hill

Prevent lead: Mr A Matthews (Headteacher)

Pastoral Care

The school has a pastoral care team who meet each half term to consider the pastoral needs of children in the school and who might need additional support or intervention. The aim of this team is to ensure that needs are caught and addressed early and that actions are taken to improve the lives of these pupils.

School Council

The School Council is an ideal opportunity for children to be more involved in the way the school is run. The School Council benefits the whole school, children and teachers, because it provides opportunities for children to communicate their feelings as well as influence decisions that are made. All children and staff are school councillors. Being members of the school council develops skills such as confidence, communication and negotiation. It is the responsibility of each councillor to ensure that they express both their own view and listen to the views of all the other children and adults during the meetings.

Behaviour

Our Behaviour Policy is based on an underlying belief that the interests of the children are best served when they are able to learn within a stimulating yet safe, secure and well-ordered environment. At Newnham Croft Primary School we encourage, promote and reward good behaviour, which in turn nurtures the development of good citizenship, through mutual respect and positive relationships. We aim to foster a positive atmosphere in our school, stressing the need for understanding, thoughtfulness, and mutual respect for all, in a community in which all members have equal value and importance.

We expect everyone in our school community to follow the Newnham Code:

Be kind
Be respectful
Be a thinker
Never give up.

We believe that parents and carers have a crucial role to play in supporting their child's learning, by encouraging them to develop positive attitudes and behaviour. The Newnham Croft 'Home-School Agreement' outlines the ways in which parents and guardians, their children and school can all work together to create the best possible environment for the personal, social and emotional well-being of all pupils.

Our policy on bullying works in conjunction with our Behaviour Policy. We aim to create an environment where all children can learn without anxiety and produce a consistent response to any bullying that may occur.

Equality and cohesion

We welcome our legal obligations with regard to equality and cohesion and are guided by seven principles.

- All learners and potential learners are of equal value: whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin or national status, whichever their gender.
- We recognise and respect diversity: Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to disability, ethnicity and gender.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- Staff recruitment, retention and development: Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We consult widely.
- Society as a whole should benefit.

Data protection

Newnham Croft Primary School is committed to data protection and data privacy and we are compliant with the General Data Protection Regulations (GDPR).

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information
- Relevant medical information
- Special Education Needs information
- Exclusions/behavioural information
- Personal information about a pupil's parents and/or other relatives (such as name, contact details, relationship to child)

Why we collect and use this pupil data:

- To support pupil learning
- To monitor and report on pupil progress
- To provide appropriate pastoral care
- To assess the quality of our services
- To comply with the law regarding data sharing
- To share data for statutory inspections and audit purposes

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold pupil data for varying lengths of time depending on what the information is.

Who we share pupil information with:

- Schools that the pupil's attend after leaving us
- Our local authority authority (Cambridgeshire County Council) https://www.cambridgeshire.gov.uk/data-protection-and-foi/information-and-data-sharing/
- The Department for Education (DfE)
- Agencies we commission to deliver services on our behalf

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so. We share pupils' data with the Department for Education (DfE) and Local Authority (LA) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Please see our school website for further details and Privacy Notices.

Charging policy

Newnham Croft Primary School is funded by the LA and has a responsibility to provide the National Curriculum free of charge to all children. However, there may be some occasions during the school year when parents will be asked to contribute to cover the cost of activities not generally affordable within the normal school budget. Such activities may include the cost of swimming lessons, class visits to a place of local interest or for visiting professionals such as theatre groups or workshop leaders. Financial contributions cannot be enforced, but if the school is unable to secure funding in this way activities may be limited or cancelled, so we are grateful for the support of parents in this matter.

If a parent wishes to discuss any difficulties with financial contributions then they should contact the Headteacher in confidence.

Health

It is crucial that the school is informed about any medical condition that your child has.

Medicines in school

In line with the Local Authority Health and Safety policy, relating to the administration of medicines in school, parents are encouraged, in consultation with the child's doctor, to adjust the timing of the dosage of medicine to avoid having to administer the treatment during the school day.

Where there is no feasible alternative to the administration of medicine in school the parent must discuss the matter with the Headteacher or Deputy Headteacher. School staff are not obliged to administer medicines, but the Headteacher usually agrees that a child can be given antibiotics at school if the child is well enough to come to school and is simply finishing a course of medication. Parents must fill out an appropriate form after the matter has been discussed with the Headteacher. Antibiotics must be clearly marked with the chemist's printed label.

Inhalers can be kept in school in classrooms, after discussion with the school about a child's particular needs.

Head lice

Head lice are very common. Should your child be infested, please treat the whole family as recommended by the chemist, and inform the class teacher so that other parents can be informed that an outbreak has occurred. No names are mentioned. The school always tries to pass on information about infestation to parents. It is the responsibility of parents to remain vigilant and regularly check their children's hair and to take action when any member of the family is infested.

Sickness and diarrhoea

Children must be kept at home for at least 48 hours after the last attack occurred. Please do not bring children back to school before that time because it puts children and adults at risk from infection.



Daily Life at School

Attendance

We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. If for any reason your child is absent, it is vital that you inform the school office on the first morning of absence. Messages can be left in person from 8.30 am or by telephone.

The Department for Education requires schools to record reasons for absence, and all absences must be explained. If an absence is left unexplained it will be recorded as unauthorised and will appear as such on the child's end of year report. Repeated unauthorised absences may result in a referral to an Education Welfare Officer and a Penalty Notice or legal proceedings may be incurred by parents or/and carers (please see the Attendance Policy for more details).

Authorised absences are generally those due to illness, medical appointments or religious festivals. If a parent wishes to take a child out of school for other reasons, then permission has to be sought from the Headteacher using the appropriate form which is available from the school office.

It is expected that families make holiday plans for when school is closed. Schools are no longer allowed to authorise any holiday time during term-time.

Requests for leave of absence, other than holidays, must be discussed with the Headteacher. It may be possible for leave to be granted in exceptional circumstances, but please note that school places are not normally kept open for longer than four weeks absence.

School meals

We are proud of the meals we deliver in school, which are both tasty and nutritious. We promote healthy eating within the school and healthy choices are always available. Our school kitchen provides freshly prepared, balanced cooked meals every day. Where viable, we will try to support local businesses when sourcing food. Vegetarian options are always available and vegan choices can be arranged upon request. Other dietary requirements can also be accommodated on request and in consultation with the kitchen. The menu is reviewed and revised every few weeks to reflect the changing climate, topics and to limit waste. We offer a flexitarian menu in an attempt to expose children to a wide range of flavours, herbs and spices and develop their palates. Weekly menus are posted on the school kitchen window, facing the playground and are attached to newsletters for the forthcoming three week period.

Alternatively, children can bring a healthy packed lunch in a named box. If children do not bring their own drink, water and milk is provided. Please send food that your child can deal with independently, and note that fizzy drinks, crisps and sweets are not allowed.

School lunches should be paid for in advance and preferable at the beginning of each term or half term. Free school meals are available for children in certain circumstances, and we would encourage you to apply for these if you are entitled to them. Application forms are available from the School Office who will treat every case with complete confidentiality.

Mid morning snacks

All children in Reception, Year 1 and Year 2 are provided with fruit each day through a government-funded scheme. Therefore, these children should not bring a snack to school. Children in Years 3, 4, 5 and 6 should bring a healthy snack, such as fruit and vegetables each day - crisps, sweets, including chocolate, are not permitted. Children should take these to classrooms at the beginning of the day and they should not be kept in lunch boxes. Children should bring in a bottle of water and there are two water fountains located in main playground.

School dress code

At Newnham Croft there is no formal uniform, but we do have a dress code which all children are expected to follow. It is school policy that all children wear appropriate clothing to enable them to participate fully in all school activities, including learning outside. We promote the wearing of 'active wear' that the children can keep on all day and keep on for PE sessions too. The benefit of this clothing is that the children will not waste time getting changed for PE and thus benefit from increased time being active during the day. It also limits the chances of clothing being lost during the school day.

Our school dress code is based on:

- good health and safety practice;
- being practical;
- being smart and promoting a positive image of the school;
- being suitable for a school environment, including being suitably modest.

Here are some key clothing guidelines:

- As good health and safety practice, no jewellery (including earrings) should be worn; only watches and small objects of religious significance are permitted. Long hair should be tied back whenever possible. Trainers or soft flexible shoes suitable for physical activity should be worn; not flip flops, crocks or sandals.
- In summer, tops with short or long sleeves (not straps) should be worn to protect shoulders from the sun. We recommend children bring sun hats with neck protection during the summer months. Sun Cream should be applied at home and if needed during the day then parents are requested to provide cream which children can apply themselves. It must not be shared with others, in case of allergies.
- In winter, as soon as cooler weather sets in all children should come to school in warm, waterproof outside coat which is removed whilst in school and worn during playtimes. Children are expected to go outside in all weathers, so this clothing is important.

Some children also choose to wear clothing which bears the school logo. The PTA offers a school fleece, sweatshirt, polo shirt and PE kit, as well as book and PE bags. Order forms are available from the School office.

PE kit

As previously stated, we encourage the wearing of 'active wear' throughout the day. If your child does wish to change into PE kit then children should wear shorts, a plain T-shirt, and plimsolls or trainers for outside. In colder weather children may wear tracksuits. All kit should be kept in a named slim-line PE bag on cloakroom pegs. Long hair must be tied back with soft bands, not bobbles or large clips. Fastenings and clothes that are difficult for young children to manage and remove independently should be avoided.

Swimming

We utilise our links with The Leys school for our provision of swimming, and each KS2 class swims every year. Year 2 pupils attend the pool at Parkside for sessions too. Girls should wear one-piece swimming costumes and boys should wear swimming trunks or shorts. Long hair must be tied back.

Lost property

A lost property box is situated in the conservatory cloakroom next to the library where any lost clothing is kept. Each half term, after due warning and all clothing being offered to parents to claim, the box is cleared and the clothes given to charities. Please name all clothes and shoes and regularly check that that your child has brought all their clothes home.

Travel to school by bicycle

Many of our children cycle to school. While this is to be encouraged for older children who live some distance from school, we do urge parents to be diligent in making their children aware of the dangers of the roads around our school. We do not recommend that children under 10 years old cycle to school unaccompanied.

The county Bikeability scheme is run for children in Year 5.

It is expected that all children wear a cycle helmet. Bicycles must be locked up in our cycle stands next to the school. The school cannot be held responsible for loss or damage of cycles brought to school.

Road safety

For the safety of all please remember to park safely and legally. Pedestrians are put at risk by inconsiderate and dangerous parking. There is an understanding that parents should not drive down Chedworth Street to deliver or collect children; space can usually be found in streets further away from the school. Please consider whether you really need to drive to school at all.

Music provision at school

In school we are fortunate enough to have a dedicated Music teacher who works across the school providing high quality music sessions for the children. Pupils also have the opportunity to access a wide range of peripatetic music provision within the school building and we provide excellent support for this through releasing children from sessions to attend music tuition and by providing our superb Music Room.



The school's Music Room

Security

The school takes the matter of the safety of children and general security very seriously. The school doors and gates are locked once the school has commenced. Latecomers and all visitors to school are asked to report to the main entrance. The school gate is only unlocked from 8.30 am until 8.50 am and 3.10 pm until 3.25 pm. It is vital that you report to the school office when visiting school.

Please also help us to maintain security after school hours as well. When collecting children from after school activities adults are asked to wait outside the main entrance until children come to the door to be collected.

Change of address

Parents must let the school know immediately of any change of address, emergency telephone contact numbers or email addresses.

Parents, Friends and the Community

There are many ways in which parents and friends contribute to the school, whether generously sparing time and sharing knowledge as volunteers working with the children, or in supporting the fund-raising ventures which are so valuable in providing the school with resources for the children which we could not otherwise afford.

Parents and friends of the school

We are fortunate in having enthusiastic parents and members of the community who enjoy being involved in the work and life of Newnham Croft Primary School. Some parents are able to volunteer to help in classrooms, share their particular skills, organise clubs and help with school visits. If you would like to help in any way, please let us know.

All regular volunteers have to go through a security check. The office will advise you about the procedure and documents you need to provide.

We are also delighted to be supported by the University Stimulus project who supply us valuable volunteers to work with children.

Parent Teacher Association (PTA)

We have a lively and hard-working PTA, who raise considerable funds each year and make an enormous difference by enabling us to purchase resources that enhance our school and which would not be affordable within our usual budget. Recent PTA funding has contributed to the new 'island' playground area, new dictionaries and atlases for the whole school, a Design Technology workbench and tools (enabling in-school sessions as well as a new after school club), refurbishment of the school music room, a new projector for the school hall, additional whole school Forest Schools sessions, and enrichment resources requested by classroom teachers (such as kitchen role play equipment in R/1, extra reading scheme books for Years 1 and 2, and construction resources in Reception). Resources such as the 20 mini iPads available for pupil use were also funded by the PTA, furthering ICT learning at school.

PTA events are also a great way for families to socialise and get to know each other; coming together as a school community, sharing experiences and providing support. The biggest annual events are bonfire night and the winter and summer fairs, which bring both the school and local community together. Other events include quiz, curry and film nights for adults, and discos, film nights and a weekly 'treat stall' for children. For the second year in a row, the PTA and school gardening volunteers took part in the National Gardens Scheme open gardens day, inviting members of the public to come and see our fabulous volunteer-maintained gardens and sample some PTA cream teas.

Everyone with a child at the school is automatically a member of the PTA and in addition, there is an executive body which leads the PTA and is elected annually at the PTA AGM. The PTA holds formal meetings to discuss fundraising plans, funding requests from school and other business, as well as informal social gatherings locally which are a chance for parents to chat and get to know each other outside of the school run. All parents are warmly invited to come to both the meetings and the socials, and to take active role in their school community.

You can find out more at the PTA website, www.newnhamcroftpta.btck.co.uk.

Eco group projects and fundraising

Our vision is for Newnham Croft to be recognised as a leader in planning, implementing and monitoring Eco-sensitive strategies that save resources, conserve the environment and enhance learning. The whole school community plays a part in this, with enthusiasm, commitment and fundraising for our environmental campaigns. One of these campaigns resulted in the installation of just under 4Kw capacity of photovoltaic solar panels on our school roof to generate clean, free electricity for the school. The Solar School project is also a great learning resource. We have a display monitor installed in school so that children can see how much energy is being generated by the panels week by week, and can see how the sun's energy is being turned into electricity, hopefully inspiring them to help deal with future energy issues when they are older.

Newnham Educational Trust

The Newnham Education Trust (NET) is a charitable trust which exists to benefit the education of children at our primary school. From time to time we are fortunate to receive donations from friends of the school, and the Trust allows us to maximise the benefit of these donations by recovering tax under the Gift Aid Scheme for Charities. Currently, for each £1 gifted to NET by a 22% rate tax payer, NET is able to reclaim an additional 28p from the Inland Revenue at no cost to the donor.

NET welcomes any donations, whether made under the Gift Aid Scheme or not. If you wish to donate to NET, and would like to know more about how your donation could be used for the benefit of the children, please feel free to discuss this with the Headteacher.

If you have any general queries regarding NET, you can contact the Secretary by email at liziday@btinternet.com, or by phone on 01223 369110.

On site links with the local community

We are fortunate in having a community room as part of the school. This is a large, pleasant room, with its own toilets, a small kitchen area, and a sheltered paved garden. It is available for hire for classes, meetings, parties and so on, and is used on a regular basis by several groups.

Each morning the **Newnham Nursery** is held in the community room. This is run independently of the school, but we foster close interaction with the nursery, as many of the children who attend the nursery go on to join Reception at our school. Details are available at www.newnhamnursery.co.uk.

Each afternoon an **After School Club** is held straight after school closes in the community room. This is run independently of the school, and details are available at www.thenewcroftclub.co.uk.

Local **Scouts, Guides and Brownies** are based in the Scout and Guide Centre situated in the school grounds.

If you would like to use the school hall or community room facilities for an event or require a venue for your organisation or group, please contact the school office on 01223 508737.



Leaving Primary School - the Transition to Secondary

In the Autumn Term of Year 6, families are issued with a letter from Cambridgeshire County Council outlining provision for secondary education in the area. Applications for secondary school are completed online and the deadline for admissions is included on the form.

Newnham Croft is a feeder school for Parkside Community College, and we foster close links with Parkside in order to aid the transition from Primary to Secondary.

Whilst many of our pupils go on to Parkside, others may go to Netherhall, Chesterton, Comberton, Trumpington or to one of the Independent Schools in the area or elsewhere.

We wish all our leavers well on the next stage of their adventure in education.

