AIM HIGH.....FLY HIGH



PARENT HANDBOOK

Produced by Duxford Church of England Community Primary School

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Contents **Page**

Aims and Values	3
Welcome to Duxford Primary School	4
Welcome to Reception	7
Enjoying books at home and at school	10
Assemblies	11
School Clothing and Property	12
Child Welfare	13
Attendance	14
National Curriculum	15
The FODs	17
The Governing Body	17
Extra Curriculum Activities	18
Breakfast and DX After School Club	18
Music Tuition	19
Music Workshop	19
Active Travel	19
Staff	20
Education Jargon Buster	21
Contact Information	22

Aims and Values of Duxford (C of E) Community Primary School

- **Attentive**
- **Imaginative**
- **Motivated**
- **Spiritual**

These four core values underpin our decisions and actions and are incorporated fully into everything we do.

We believe that for all of our children and adults to flourish, we should be:

Attentive to ourselves, to those around us and to our environment. We nurture and respect one another; recognise each other's uniqueness and ensure we value individuals, relationships and our environment.

Imaginative and respondent to a broad and balanced curriculum that offers memorable experiences to inspire the mind. We believe a rich and varied curriculum helps to enthral learners to be creative, independent thinkers; able to solve problems in the rapidly changing society in which we live.

Motivated for academic excellence and a life-long love of learning. By developing a strong Growth Mindset, including resilience and perseverance, we can respond flexibly and question the world and those around us. This allows us to challenge ourselves to be the best that we can be.

Spiritual awareness and growth in an ethos underpinned by Christian values, supports wellbeing. We value this within our school, our families and within our wider community.

WELCOME TO DUXFORD SCHOOL!

There is a huge amount of information to take in when your child starts a new school, particularly if this is your eldest child and their first experience of school. This might be the first time that you have been back to a primary school since leaving your own! You will find that lots of things have changed and we hope this booklet will go some way towards explaining some of these changes. This guide is produced to answer some commonly asked questions that may not have been answered in the school's official documentation, to talk about school routines and give practical guidance.

We are confident that your child will flourish and enjoy their time at Duxford School.

GENERAL LIFE AT DUXFORD SCHOOL

When does school start and finish?

The school day starts at 8.55am. The school gates open at 8.40am and children should go straight to their classroom's external door. Lunchtime is from 12.00noon to 1.00pm. All children have a 15 minute break in the morning and Reception and Key Stage 1 pupils have a 15 minute break during the afternoon. Reception and Key Stage 1 children finish at 3.20pm and Key Stage 2 children finish at 3.25pm. An on-site breakfast club is available from 7.45am and an after-school club is available until 6pm. More details are available through the school office.

What are school dinners like?

School meals are popular and are cooked by our own in-house catering team in the school kitchen. The lunch provided consists of a two-course meal, offering a choice of main courses, vegetables, salads and dessert. The menus are designed to be tempting and healthy and offer choice for vegetarians with some special diets available. Children may choose each day whether to opt for a school meal or bring a healthy packed lunch if they prefer.

How do I pay for school lunches?

School meals are free of charge for children in Reception and Key Stage 1. For Key Stage 2 children the cost of a school meal is £2.40 per day, and must be paid for in advance. Payment is made via ParentPay, a secure, online way of paying for school lunches with a debit/credit card. Alternative arrangements can be made if this is a problem, please speak to the School Office.

What happens at lunchtime?

Menus are published in advance and parents/carers can choose if children have a cooked lunch and on which days—these are then booked in advance via a link sent from the school office. If your child has a packed lunch, please try to make sure they can manage their food themselves and can open any packaging you give them. Please provide cutlery if necessary and do not include fizzy drinks or sweets.

Lunchtimes are staffed by Teaching Assistants who will keep an eye on the children, especially in the early months of Reception, but it does help if children can be as independent as possible. Children are encouraged to eat/try their entire main course before starting their dessert.

If you have particular concerns about your child's eating please contact your child's class teacher.

When children have finished eating, they go outside to play on the playground. They are supervised at all times by Teaching Assistants. Year 6 children have the opportunity to play with the younger children on a rota basis.

What about snacks for break time?

The school takes part in the Government's 'School Fruit and Vegetable Scheme'. Under this scheme all Reception and Key Stage 1 children are provided with a fruit or vegetable snack free of charge for the mid morning break. Key Stage 2 children may bring in a healthy snack in addition to any packed lunch. Ideally this should be a piece of fruit or vegetable. It should not be crisps, chocolate or biscuits.

What should I do if my child is not well enough to come to school?

If your child is too unwell to attend school, please contact the school office before 9am **each day** that they are absent. If you have not contacted the school office and your child is absent, the school office will contact the parent/carer to establish that your child is safe.

What if I want to take my child out of school for a holiday. Is this possible?

The school is very proud of the good record it has for attendance. The Department of Education states that authorised absence will **only** be granted for exceptional circumstances. Forms to apply for absence due to exceptional circumstances can be obtained from the school office. Please see the Attendance Policy on our website.

I don't live in Duxford. Is there school transport available?

Free transport is available to children living in Hinxton, Ickleton and Heathfield. Each child is issued with a pass for the year. Transport application forms via www.cambridgeshire.gov.uk/education/transport Please let us know in advance if there are any changes to your child's routine.

What happens to children who use the school buses?

In the morning children are collected from their designated bus stops. The buses park by the Key Stage 2 entrance so the children are delivered straight into the school grounds. A bus register is kept by the school office and all children are escorted out to the buses in the afternoon. There is also an escort on the Hinxton/Ickleton bus who ensures that seat belts are done up. We publish a code of conduct for school bus travel which can be viewed on the County Council website (see above) or from the school office.

What happens if I am unable to pick up my child from school at the end of the day?

Always contact the school office by phone or email so that we know what alternative arrangements you have made. If we don't hear from you we will hold your child back until we have found out what the situation is (see section on Child Welfare). We will always use a common sense approach whilst taking the safety of the child first and foremost. Our protocol for children not collected from school can be found under the policies tab on our school website.

When can I see the teacher?

You do not have to wait for the formal 'parents evening' to see your child's teacher. The best time to speak to the teachers is usually at the end of the school day. If this is not convenient or you have a particular matter you wish to discuss in private, it may be preferable to make an appointment via the school office.

What if I have a question about school?

Questions specific to your child's class should be raised with the class teacher. Teachers are happy to answer questions and queries at the end of the school day, or if you feel you may need more time, please call the office to arrange a meeting at a suitable time. General questions about school life can be taken to the school office staff who are always happy to help, or you can arrange a meeting with the headteacher.

How do I pass my comments, concerns or complaints to the school?

If you have a concern or a complaint about something please take it to the class teacher. In most cases this will resolve any concerns. However, should you need to discuss the concern further, you can arrange a meeting with a member of the leadership team. The school would always rather know of problems early on so they can work together with parents/carers to resolve them.

Please remember that teachers are human like you, and they too like to be thanked and encouraged. Do let them know if something has gone well. A word of appreciation for some special project or a note of thanks can mean a great deal!

I'd like to come and help in school but how do I to go about it?

Prior to Covid-19 restrictions, parents helped in all sorts of ways. These included: helping with craft activities, listening to children read, joining class trips, making displays of children's work, jointly running a lunchtime club and as a general helper in the classroom. Some people have particular skills or areas of expertise such as gardening, music or computer skills, and were involved in particular projects.

We hope that we will soon be able to welcome parent helpers back into school again.

On the rare occasion a parent is asked to help one to one with a child, a DBS (Disclosure and Barring Service) check would be required.

We request that all parents/carers, who would like to come into school to help, attend a short induction session focusing on child protection.

How is positive behaviour encouraged in school?

Our golden rules are: Ready, Respectful, Safe.

All staff receive training in Cambridgeshire's therapeutic behaviour management programme called "Steps." The term "Steps" is adopted from the Norfolk County Council statement on inclusion: "The process of taking necessary 'Steps' to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

Our therapeutic approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment.

WELCOME TO RECEPTION

The curriculum in our Reception Class follows the newly revised Development Matters (Non-statutory curriculum guidance for the Early Years Foundation Stage) as determined by the Department for Education in September 2021. Within this Framework, the Characteristics of Effective Teaching and Learning for the children in the Early Years are defined as:

Playing and Exploring (children investigate and experience things, and 'have a go')

Active Learning (children concentrate and keep on trying if they encounter difficulties, and enjoy achievements)

Creating & Thinking Critically (children have and develop their own ideas, make links between ideas, and develop strategies for doing things)

We believe that learning in the Early Years is a crucial foundation for all later education and is in itself an essential stage in each child's development. Play is a vital part of the Early Years curriculum and is imperative to children's development. The Early Years curriculum is planned to ensure that all children are valued as an individual and that every child has a great first experience of playing and learning.

The framework sets out the three **prime areas** of learning that underpin everything in the early years:

- **Communication and Language:** The development of children's spoken language underpins all seven areas of learning and development. Children's interactions will be developed through quality conversation in a language-rich environment and new vocabulary will be learnt to ensure children's language is built up effectively. Reading and opportunities to use and embed new words in a range of contexts, will be given to provide children the opportunity to thrive. Conversation, story-telling and role play will also enable children to become comfortable in using a rich range of vocabulary.

- **Personal, Social and Emotional Development** is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. We will form and build strong, warm and supportive relationships with the children as well as support their interactions with other children so that they learn how to make good friendships, co-operate and resolve conflicts peaceably. The children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, persist and wait for what they want and direct attention as necessary. PSED will also include healthy eating, and managing personal needs independently.

- **Physical Development** and activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences will be provided to ensure the development of a child's strength, co-ordination and positional awareness. We will support the children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.

The four **specific areas** help children to strengthen and apply the prime areas:

- **Literacy** is crucial for children to develop a life-long love of reading. Reading consists of language comprehension (necessary for both reading and writing) and word reading. Language comprehension is developed by talking with children about the world around them and reading a variety of books (stories and non-fiction) including rhymes, poems and songs. Skilled word reading, taught in reception, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- **Mathematics** is about developing a strong grounding in number, which is essential so that all children develop the necessary building blocks to excel mathematically. We endeavor that by the end of reception, children should be able to count confidently, have developed a deep understanding of numbers to 10 and the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding, children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. Rich opportunities will be provided for children to develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go' and not be afraid to make mistakes.

- **Understanding the World** involves guiding children to make sense of their physical world and their community. This includes offering them a variety of personal experiences which increases their knowledge and sense of the world around them, including visiting parks and outings to meeting important members of society such as police officers. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

- **Expressive Arts and Design** development encompasses children's artistic and cultural awareness and supports their imagination and creativity. We provide regular opportunities for the children to engage with the arts, enabling them to explore and play with a wide range of media and materials. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

All of these areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. That's because children in the Early Years are becoming more powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators.

Active Learning through Play

'Play is the work of the child'

At Duxford we understand the importance of play and the motivational force this has on a child's learning process. Active Learning is the natural way children learn about their environment and develop their own capabilities. It enables them to exercise their imagination and extend their physical abilities, try out new ideas and problem solve. Through active learning children develop social relationships, language, a sense of achievement and increased self-esteem.

Buddies

In order that our Reception children feel secure when they join Duxford Primary School, they are allocated a Year 6 'buddy'. Thus they immediately have a friendly, helpful and sympathetic face showing them where everything and everybody lives and guiding them through the break and lunch periods. Children also become members of a House Group – Lancasters, Spitfires, Hurricanes or Concordes. The children take part in many variedactivities throughout the year in their House Groups.

Outdoor Learning

At Duxford, we strongly believe in the value of outdoor learning, which is now, a key element of our curriculum and learning across the whole school. Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being as well as to inspire the children and to reconnect them with nature.

We timetable outdoor lessons into every year group, which may cover lessons such as science or geography but also art, music, design, history, reading, writing and maths etc.

In addition, in Reception, the children are encouraged to use their outdoor space for outdoor exploration/learning, to be physically active and have supervised 'free flow' access into the Reception garden.

It is vital that each child brings in a pair of wellington boots and has a sensible coat each day as they use the outdoor spaces in all weathers.





ENJOYING BOOKS AT HOME AND AT SCHOOL

Can you explain the scheme for reading books in Reception and Key Stage 1?



In Reception, shortly after starting school, the children will be able to choose a story book to share at home before moving on-to books with no text. This all helps with pre-reading skills which is a vital part of learning to read. After October half term, the children will begin to be taught to read sounds and words and will come home with books to help them develop their segmenting and blending skills. Each child will be listened to read at least once per week by an adult in school.

The books from different reading schemes have been organised into the order we teach phonics in school. This is to ensure that they are fully decodable and aligned to the child's phonic knowledge. There will probably be some degree of overlap but the books get more difficult in terms of the number of words on the page, the complexity of the vocabulary, length of sentences etc.. The teacher will assess when a child can start to choose books from the next level.



How is reading taught in Key Stage 1 and Key Stage 2?

At Key Stage 1 children are listened to read at least once a week by an adult in school. In addition to this, children have daily class guided reading sessions. The class will share a book with their teacher and complete activities and take part in discussions which will build on their comprehensions skills.

At Key Stage 2, children also read a whole class text chosen by the class teacher and complete activities around the text daily. Using the text, children are taught unfamiliar vocabulary, comprehension and prediction skills. Additionally, children are given a grid of activities which they choose a task from to complete weekly for reading home learning. If children require additional support with their reading, they read with an adult on a regular basis.



All children are encouraged to have a home reader to read for pleasure. We have a large selection of the books in our Library for the children to pick from and each class has a weekly library slot. We would encourage you as parents/carers to support your child to read, listen to audio books. Remember the more your child reads or listens to stories, the better a writer they will become!

ASSEMBLIES

The children attend a daily act of collective worship and each week these are led by:

- The local rector
- Various members of the local Christian churches
- The headteacher
- Class teachers

There is a weekly 'Celebration' assembly at which special cards are presented,house point results are announced and any achievements of individuals or teams are celebrated. Every child who has had a birthday is invited to share and 'Happy Birthday' is sung.

During the Autumn and Summer terms, each class leads an open assembly where children share their class and project work. Parents/carers and grandparents are invited to attend this special assembly.

Assemblies are underpinned by Christian values and also include stories and reflections from other cultures and religions. Throughout the year there are special celebrations for Harvest Festival, Christmas, Mothers' Day and other festivals. The last assembly of the year is very special. It is led by the Year 6 leavers and celebrates their time at Duxford.

Parents may withdraw their children from collective worship and/or Religious Education lessons. If you choose to do so please send a written request to the Headteacher.

SCHOOL CLOTHING AND PROPERTY

The school feels that it is important that the children look smart and feel part of a team. This all contributes to the ethos of the school and helps set an appropriate tone. For full details see our Uniform Policy on our website.

Uniform

The following items, with the school logo, are available through the school office.

White or Blue Polo Shirt (These can also be purchased from supermarkets or clothes shops without the school logo)

Blue Sweatshirt or Cardigan (We request that all children wear a school sweatshirt or cardigan wit hthe school logo)

Book Bags

Year 6 only - Maroon Sweatshirt or Cardigan

Grey/black trousers, skirts or pinafores can be bought from most retailers. In summer shorts and blue gingham dresses are acceptable (no leggings underneath skirts or dresses please). In the winter (again no leggings) thick tights can be worn under skirts or pinafores. Tights should be either, white, grey, black or navy blue.

Children should wear appropriate black shoes (no trainers please) to school which are safe for class and playtime activities. Name all items of clothing and check regularly to ensure the name is still visible.

In the interests of safety only one pair of small stud earrings may be worn in school. These must be removed by the child before PE activities in order to comply with health and safety regulations. If your child is unable to do so please remove them before school. Long hair should be tied back **at all times, not just for PE** in the interests of safety. No make up, including temporary tattoos, dyed hair or nail varnish is to be worn.

PE and Games Kit

Class teachers will inform parents of the days that PE lessons will take place and children should come to wearing their PE kits. Each child is required to wear:

- plimsolls or trainers,
- shorts , leggings or jogging bottoms (depending on the weather) in **plain navy or black**
- a **plain white, navy or black** t-shirt or polo shirt.
- A school sweatshirt

Lost Property

Please clearly mark all clothing with the name of your child so that it can be returned when lost.

In Key-Stage 1 all items of lost property are kept in the classrooms. In Key-Stage 2, it is collected in a plastic bin at the end of the Key-Stage 2 corridor.

Children's Personal Property

Valuable items such as jewellery and precious toys, including fitbits, electronic games and mobile phones should not be brought to school because school cannot accept responsibility for any damage to or the loss of children's property.

CHILD WELFARE

Child Protection

It may be helpful to parents to know that the Authority requires Headteachers to report any obvious or suspected case of child abuse - which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that Headteachers risk upsetting some parents by reporting a case which, on investigation, proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for Headteachers to carry out this delicate responsibility, would accept that the Headteacher was acting in what were believed to be the child's best interests.

Keeping school informed

We believe that, by working together, we can best support your child's academic and emotional wellbeing. If something happens at home that is new or unusual, this can often affect your child in school and it is useful if parents can let class teachers know. For example, the death of a pet, a family illness, separation or divorce etc. If you would prefer to discuss this confidentially with the Headteacher, please make an appointment via the office.

Medicines in School

We are able to administer prescribed medicines such as antibiotics. Please see the Medicines in School policy on our website. Please complete a Medicine Form, available from the school office, if medicine needs to be administered during school time. Inhalers should be kept in the classroom and if possible stay in school at all times. Parents of a child with asthma or a chronic condition should contact the school to discuss the individual needs of the child. Over the counter medicines can only be administered by school if agreed in advance with the Headteacher

Illness

If your child becomes unwell during the school day they will be cared for by a trained first-aider and parents/carers will be contacted and asked to collect their child. Please ensure that school has at least 2 contact names and telephone numbers.

If a child becomes unwell with vomiting or diarrhoea please allow 48 hours to elapse after the symptoms have ceased before returning them to school.

Accidents in School

In the event of an accident, we will act in the manner of a responsible parent. All our teaching assistants are qualified in first aid and, in the event of an accident, they will provide the child with appropriate treatment. An accident slip will be sent home with your child detailing the injury and any first aid given.

The school will assess if the parent/carer needs to be called and, in the unusual event of a serious injury, whether an ambulance needs to be called. Every effort will be made to contact the child's parents or guardians.

Attendance

If your child is registered at a school he/she must by law attend that school regularly and punctually. Your child should only miss school if he/she is ill or unable to attend for some other unavoidable reason.

If your child is absent and school either does not receive an explanation from you, or considers the explanation unsatisfactory, it will record your child's absence as 'unauthorised'.

A child becomes of compulsory school age when they reach the age of five
Most absences for acceptable reasons will be authorised by your child's school:

- sickness
- unavoidable medical or dental appointments (if possible, arrange these for after school or during school holidays)

days of religious observance

Attendance is monitored regularly and we will contact you if attendance drops below 96%. Any request for absence will not be authorised if your child's attendance is below 85%.

If you know or think that your child is having difficulties attending school, you should contact the school. It is better to do this sooner rather than later, as most problems can be dealt with very quickly.

Holidays

Due to government guidelines, Headteachers may not grant any leave of absence for a family holiday. The expectation of the school and Local Authority is that term time holidays should not be planned or booked as a matter of course as they are unlikely to be authorised and may lead to the issuing of a penalty notice.

Appointments

All dental, doctor and hospital appointments should be made outside of school hours and not in term time. However, if your child has to leave school during lesson time for any reason (e.g. to attend a dental or hospital appointment) please would you put the request in writing and collect your child from the office. We will also require proof of the appointment in the form of an appointment card or text message.

Head lice

Head lice and nits (the eggs of the lice) are a frequently recurring problem in every primary school and the lice are not fussy about which heads they choose to inhabit!

In order to prevent outbreaks of headlice, it is sensible to inspect your child's hair at least once a week and to encourage them to brush or comb it well twice a day. Washing the hair in a shampoo containing tee tree oil is also thought to prevent nits. Long hair must always be tied back.

Advice on how to deal with head lice is available from a pharmacist. However many parents find that the most effective method is to apply a very large amount of conditioner to your child's hair after it has been washed. The conditioner demobilises the lice and nits and should be left on while the hair is 'wet combed' using a special 'nit comb' to remove the nits/lice from the hair. This process needs to be repeated on a nightly basis until the hair appears to be nit free.

Welfare Support Agencies

The welfare of the child is of paramount importance to the school. We have links with local authority staff such as Educational Psychologists, Social Workers and Health Teams, as well as to the voluntary and independent sectors.

Our Inclusion Co-ordinator (In-co) is available to provide information and confidential advice on a range of issues.

THE NATIONAL CURRICULUM

The Foundation Stage is the framework for children's learning in nursery or the Reception class. The learning and development skills that most children should have achieved by the end of their first year at school are called the Early Learning Goals. The Foundation Stage is followed by the National Curriculum.

The National Curriculum:

- Sets out the most important knowledge and skills that every child has a right to learn
- Is a framework given to teachers by government, so that all school children are taught in a consistent way
- Gives standards that measure how well children are doing in each subject

The National Curriculum says when subjects must be taught by describing broad 'Key Stages' which are blocks of years. Reception refers to our youngest children aged 4-5 years, Key Stage 1 (Years 1 and 2) refers to children aged 5-7 years, Key Stage 2 (Years 3, 4, 5 and 6) to pupils aged 7-11 years.

In all subjects, children will have the opportunity to work individually, in pairs or in groups. Within each key stage, the school decides how to organise the teaching as they think best. The teachers create their own plans, term by term and year by year. Within the key stages the children will be working at different levels depending on their ability. The teachers adapt their work so that it is appropriate to the different levels of ability found in each class. Not all children progress at the same rate.

At Duxford Primary School, our aim is to deliver quality teaching and learning for all our pupils through the guidance of the National Curriculum. Learning will involve the linking together of a number of subjects within a single topic or theme each term and so will be cross-curricular. Although cross-curricular links are sought across all planned learning, some learning focuses on discrete subjects.

Further information about our curriculum can be found on the school website.

Music

All classes have music lessons; melodic and rhythmic percussion instruments are used at all stages. Children have opportunities to listen and appraise a wide variety of music in order to develop their knowledge and appreciation. In each unit of classroom music, children get the chance to develop their musical knowledge and skill as well as to compose and perform together. Duxford children traditionally enjoy singing. Performances provide a wonderful opportunity for the children to share their skills with parents and members of the local community. Duxford belongs to the Sawston Music Excellence Network Hub and many musical opportunities present themselves throughout the year for the children to enjoy. We have been awarded a Gold Artsmark from the Arts Council in recognition of our many achievements in music and the arts.

Personal, Social & Health Education (PSHE) and Citizenship

Our school philosophy is based on creating an environment in which individuals feel valued and where personal endeavour and responsibility for themselves and others is nurtured. PSHE is fundamental to this. Some PSHE will be carried out by members of staff as incidents and opportunities arise or as a part of other curriculum areas. Other aspects of PSHE are addressed through specific activities or formal lessons. Children are involved in activities that will give them the skills to work constructively in groups and to make and sustain relationships with peers and others, as well as developing an understanding of how to keep themselves safe in a range of contexts.

Physical Education

Physical Education occupies an important position in the primary curriculum. As children develop physically, they need to explore their capabilities and potential. Alongside this, there is an opportunity for children to gain understanding of movement and spatial awareness. In addition, children gain an appreciation of the value of co-operation in team games. Children are involved in sports matches with local schools and can take part in extra-curricular sports activities such as gym, basketball, multi-sports, netball, football and athletics. Some of our activities are coached by Cambridge United.

Religious Education

Religious Education takes its place alongside all the other subject areas of the curriculum in playing a part in the personal, social and moral development of the child. We use the Cambridgeshire Agreed Syllabus throughout the school as a basis for Religious Education provision and the requirements of the 1988 Education Reform Act. The objectives of the syllabus cover four main areas relating to knowledge, experience, skills and attitudes. As children progress through the school they meet with a variety of learning experiences that are suitable for particular ages. While the main emphasis of the programme of study is Christianity, we also teach multi-faith topics.

Relationships and Sex Education

Our Relationships and Sex Education (RSE) policy forms part of our general Health and Relationships Education programme, with an emphasis on the process of growing up. The delivery of the curriculum for the most part will be by regular class teachers during timetabled and structured PSHE lessons. There may be occasional involvement of the school nurse in these sessions. Having said this, it is widely recognised that families themselves will have the most significant role to play in this vital part of a child's education.

Parliament, under section 241 of the Education Reform Act 1993, has established a legal framework for schools to follow. The legislation 5/94, regarding sex education acknowledges that parents have the right to withdraw their children from all or part of sex education lessons that fall outside the statutory requirements of the National Curriculum. A parent/carer wishing to exercise this right should in the first instance make an appointment to see the Headteacher. Any parents/carers still wishing to exercise this right should write at the beginning of each subsequent academic year. For our full policy on RSE, *please see our website.*

The Daily Mile

During April 2018, we installed a 'Daily Mile' track around our school field, linking the playgrounds of Key Stage 1 and Key Stage 2. The track is approximately a quarter of a mile in length. Using the track is a social activity, wherein the children run or jog – at their own pace – in the fresh air with friends. Children can walk to catch their breath, if necessary, but aim to run or jog for 10 - 15 minutes.

The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances. Its aim is to make a positive impact on not only the children's fitness, but also their concentration levels, mood, behaviour and general wellbeing.

There is some disruption to the route of the Daily Mile during 2021-2022 while mobile classrooms are in place.

FRIENDS OF DUXFORD SCHOOL

The FODS provides a vital link between the school, parents and the wider community and raises a significant amount of money to provide extra facilities for the school. Committee meetings are held once every six to eight weeks according to need. Meetings are normally held at the school. New members are always welcome. If you would like to be involved in the Committee look for the list of office holders on the FODS Noticeboard adjacent to the Main Entrance to the school and make contact with the Chair or Secretary.

If you cannot afford the time to be on the Committee but would like to help, there are many other ways to make a contribution. Prior to Covid-19 restrictions, the FODS raised money by asking for donations to park in school and selling food to people who wished to watch the Air Days at the Imperial War Museum from outside the airfield. Volunteers ran the car park, the BBQ and the café and baked cakes and biscuits to sell. We hope that this will resume soon.

Advance notice is given in "Airwaves", the weekly school newsletter. Help in running the annual Summer Fete is always appreciated as is family involvement in the Christmas Fayre in December.

Check both "Airwaves" and the FODS noticeboard for upcoming events and make the effort to become involved. It is a great way to help the school, your children and to meet other parents. You will be almost guaranteed to find fun and friendship along the way.

THE GOVERNING BODY

The governing body consists of twelve governors, representing parents, staff, the local community, the Church of England and the Local Education Authority. The school governors help to provide a strategic view for the school in forming policy and in delivering high standards for every pupil in a caring environment.

Details of the current governing body can be found in the foyer. The parent governors are always happy to talk to other parents who may have concerns or comments.

EXTRA CURRICULAR ACTIVITIES DURING THE SCHOOL YEAR

Clubs and Sport

Duxford School offers a great choice of lunchtime and after school clubs for your child to enjoy at different times throughout the year. Some of them are offered to particular year groups. We hope that these will resume once Covid-19 restrictions are lifted.

Eco Club	Choir	Homework Club	Gymnastics
Multi sports	Chess	Orchestra	

The outdoor Multi-Sports Court is well used. Local sports initiatives, teachers, the school's coaches and parent volunteers have enabled children to enjoy basketball, football, netball, tennis, cross-country, athletics and gymnastics as clubs and after-school activities.

See our website for up to date information on school clubs.

In addition to the weekly scheduled activities, below are listed some examples of other key events that happen during the school year.

January	School Disco
February	Parent/teacher consultations
March	World Book Day, Years 3,4,5 performance
April	Cross Country Championships
May	Year 5 Residential trip
June	School Fete, ,Year 6 Residential Trip, Sports Day
July	Open Evening, Leavers' performance, Leavers' assembly,
September	Harvest Festival, Meet the Teacher Information Evening
October	Parent/teacher consultations
December	Christmas Fayre, Christmas Dinner, Nativity Play, service in church

THE DX CLUB - BREAKFAST AND AFTERSCHOOL CLUB

Duxford Primary School has a hugely successful before and after school club called The DX Club. The DX Club is a managed by a voluntary committee of parents of children who attend Duxford Primary School. The DX Club is registered charity and is also registered with Ofsted and in their last inspection received an overall Outstanding rating.
Working parents can take advantage of a safe environment where children can be dropped off and have breakfast before-school. The Breakfast Club is open from 7.45am. You may also arrange after-school care for your child until 6pm.

HOLIDAY CLUB

The DX Club frequently provides a Holiday Club. The Holiday Club is open daily between 8am and 6pm during most school holidays and also professional days. The Holiday Club is also registered with Ofsted and in their last inspection received an Outstanding rating.

For further details about fees, how to register and book sessions:

https://thedxclub.magicbooking.co.uk/Account/Login
or email: thedxclub@hotmail.co.uk

Instrument Tuition

The school works in collaboration with Cambridgeshire County Council to provide music tuition on site to students through Cambridgeshire Music.

Tuition is available (depending on demand) for:

Recorder, Flute, Clarinet, Oboe, Trumpet, Cornet, Trombone, French Horn, Baritone, Tuba ,Violin, Viola, Cello, Double Bass ,Percussion, Drum Kit, Piano, Keyboard ,Guitar, Bass Guitar
More information can be found at:

www.cambridgeshiremusic.org



Music Workshop

Duxford Primary School is fortunate to have close links with Duxford Saturday Workshop (a music and drama workshop offering many different musical opportunities). This is a fantastic group which is open to all adults and children from the age of five years. Should you wish to find out more detail, the workshop has a very informative website at:

www.duxfordsaturdayworkshop.org.uk

Annual registration for the workshop occurs on a Saturday in September. The process for joining is to go along to the workshop to discuss your musical or dramatic area of interest. You will be asked to fill out a registration form which can be found on the website.

The Workshop is fortunate to have a good stock of musical instruments for members to borrow for a small fee. Whilst membership is open throughout the year, those joining after the September registration day may be limited in choice.

Active Travel



At Duxford CofE Community Primary School, we are developing an Active Travel Plan, of which the purpose is to encourage as many pupils and adults as possible to walk, scoot or cycle to school as often as possible. To help us keep track of how active we are we use the county accreditation Modeshift Stars. Our Eco Group are working hard to encourage everyone to walk, cycle, scoot or use the school bus to come to school. Every year many classes have Bikeability training to give children the skills and confidence they need to cycle safely. This starts with balance bikes in Reception up to cycling on the road in Year 6.



We plan to offer children training in using their scooter safely during 2021 – 2022. We also plan to have additional cycle storage available from 2022 – 2023 as well as scooter storage.

Being active helps us to stay healthy and also helps the environment. Please do all you can to enable your child to travel to school in a healthy way.

A copy of our Travel Plan will be available soon.

STAFF

Mrs Suzanne Blackburne-Maze	Headteacher, Designated Safeguarding Lead, Senior Leadership Team
Mrs Laura Johnston	Job share Deputy Headteacher, Senior Leadership Team, Key ,English Lead, Class teacher
Miss Sarah Medley	Job share Deputy Headteacher, Deputy Designated Safeguarding Lead, Senior Leadership Team, Maths Lead, Class teacher
Mrs Lee Frere	Key Stage 1 & Reception Lead, Class teacher
Mr Tim Walker	Key Stage 2 Lead, Class teacher
Mrs Carly Shannon	Class teacher, Staff governor
Miss Jessica Ansell	Class teacher
Mr Sam Butler	Class teacher
Miss Emma Hobbs	Class teacher
Mrs Allison Kaye	PPA cover teacher, part-time
Mrs Heather Paterson	Inclusion Co-Ordinator (In-co), Deputy Designated Safeguarding Lead, part-time Wednesdays & Thursdays
Mrs Andrea Barnard	TA, HLTA, governor
Mrs Emily Dowman Brown	TA part-time
Mrs Victoria Baker-Grigg	TA
Mrs Karen Collins	TA
Mrs Sonali Bole	TA
Mrs Sandra Clarke	TA
Mrs Karen Ranasinghe	TA, HLTA
Miss Katie Neal	TA part-time
Ms Siew Gyan Khoo	TA part-time
Ms Joanne Vincent	TA
Miss Erin Blesic	TA (Maternity leave 2021/22)
Mrs Tracy Tanner	TA
Mrs Sarah Cahill	Business Manager, Senior Leadership Team, part-time
Mrs Vicky Rigby	Reception Office Administrator
Mrs Victoria Roper	Finance Administrator, part-time
Mr Lionel Beard	Site Officer, ICT technician
Miss Tina Mogg	School Caterer
Miss Joanne Bishop	School catering assistant
Mrs Diane Dellar	School catering assistant, Cleaner
Miss Vanessa Cann	Cleaner
Mrs Diane Poulter	Cleaner

EDUCATION JARGON BUSTER

School life brings many abbreviations and educational jargon. We have tried to cover everything you may hear, but new words and acronyms appear all the time, so please ask if you hear something new!

Computing	Computing (formerly known as ICT) is the teaching and learning of computer skills and software.
Early Learning Goals	These set out the learning and development skills most children should have achieved by the end of their first year at school.
Early Years Foundation Stage	Often shortened to EYFS, this is the set of standards for the learning, development and care of children from birth to the end of their first year at school.
Guided Reading	A small group of children with similar learning needs developing their skills by reading and discussing a book together with a teacher or teaching assistant.
INSET or closure days.	In-Service Education and Training. Inset days are set aside to allow teachers time to update their skills and knowledge in order to raise pupil achievement. There are five days a year which are usually held at the start of term or either side of a half term. They are decided locally by each school and published annually and are sometimes referred to as Baker days, or PTD)
LA	The Local Authority is the body responsible for providing education for pupils of school age in its area.
National Curriculum	The basic framework setting out what children aged 5 to 16 in state schools should learn.
OFSTED	Office for Standards in Education. The body which inspects state-funded schools. OFSTED inspectors produce education reports to help improve standards.
PPA Time	Teachers' planning, preparation and assessment time.
PSHE	Personal, social and health education
SATs	Standard Assessment Tests. These are the national tests that children take at the end of Key Stage 1 (Year 2) and at the end of Key Stage 2 (Year 6).
SEND	Special Educational Needs and Disabilities. Learning difficulties for which a child needs additional support.

For Further Information contact:



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