



School Prospectus 2022/23

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Landscape Primary School

Threshers - Crediton - Devon - EX17 3JH

Headteacher: Debbie Main

Welcome to Landscape

Dear Parents/Carers

I would like to take this opportunity to welcome you to Landscape Primary School. Whether it is your child's first school, or you are joining us from another school, I hope your time with us will be happy, productive and rewarding. Hopefully this prospectus will tell you everything you need to know about our school. Further information is available on our website, where you will also find copies of our regular Newsletter and OFSTED report (also available from the office).

Our aims at Landscape are very clear. We aim for all learners to **ACHIEVE** and experience success. We strive to ensure that all members of our school community:

- **A**spire – dare to dream. Have high expectations and understand that failure is part of success.
- **C**ollaborate - work with others and engage with an exciting curriculum to achieve the highest outcomes.
- **H**elp – know how to help themselves and others and know how to seek help when needed.
- **I**nspire – are inspired and inspire others by setting an excellent example.
- **E**xcel – are determined to be the best they can be.
- **V**alue – value themselves and others and treat everyone with respect.
- **E**njoy – enjoy learning and thrive in a safe and happy learning environment.



We pride ourselves on being a happy, open and inclusive school where individuals are respected, and collaboration valued. I look forward to working with you in the future and welcoming you into our 'Landscape family.'

Debbie Main
Headteacher

The School Day

8.45am-9:00am	School gates open	<p>Children enter through the main gates between 8:45am and 9:00am. After walking through the playground, KS2 children enter the school via the main back doors and Years 1 and 2 and Reception enter via their classroom door.</p> <p>Children should not be on site before 8.45am, as there is no one outside to supervise them. If you need to drop your children off early, Kidz Star Club are able to provide child-care (please see the Community section of our website).</p>
9:00am	School day starts	All children should be in their classes by 9:00am the latest for morning registration. If you are late, you may find that the door is locked and you will have to go through the main reception entrance.
	Assembly	We get together on a Monday morning for a whole school assembly, on a Wednesday for whole school singing and on a Friday, for a celebration assembly at 2:50pm.
10.30am-10:50am	Morning break	All children have a break for twenty minutes. We try to ensure the children go outside for this in all but the worst weather, so please make sure your child has a warm coat for winter! At break times, children are allowed to have fruit or a healthy snack bar, but not chocolate, crisps or sweets.
12.00/12.15pm	Lunch	Lunch begins at 12:00 for Reception children and 12:15 for all others. Our hall has a servery and school dinner children will get their food from the servery before sitting down for lunch. Children having packed lunches will get their lunch and sit down in the hall. During lunchtime, the children are supervised by our mealtime assistants. After eating, the children play outside.
3.30pm	End of school day	At 3:20pm, the gates open and parents are invited to wait in the playground for their children. Early Years children meet their parents at the Early Years Unit, Key Stage One children are sent to their parents/carers from the back doors of their classrooms and Key Stage Two children are taken to the door by the playground where they are dismissed by their teacher.

School Meals



Our school dinners are provided by Fresha and are excellent. They are all cooked and served on the premises. There is a cafeteria service with a choice of meat, cheese and vegetables all locally sourced and a daily dessert option plus fruit or yoghurt. The menu is available to view on the Landscore website under the Parents/Information section.

The cost of a school meal is £2.40. All lunches must be paid for in advance, either weekly or half termly on a Monday (or the first day of the half term). Dinners can be paid for using www.schoolmoney.co.uk (please request a User ID and passcode from the School Office) If your child is away at any time during the week, the credit will be carried forward to the next week automatically, or returned to you at the end of term.

Year 5 & 6 children have a self-service area in the Hall where they dish up their own meals.

Packed lunches can be brought to school and tables are provided for these children.



We are quite happy for children to bring fruit to eat at break times, but chocolate, sweets and chewing gum are not allowed.



PUPIL PREMIUM and FREE SCHOOL MEALS

FREE SCHOOL MEALS

All children are eligible for universal free school meals from Reception until the end of Year 2. This comes to an end at the start of Year 3. If you meet any of the criteria below your child will be eligible for free school meals for the whole of their time at primary school, unless your circumstances change. **It is important that all children entitled to free school meals apply for this, as it can enable the child to also receive pupil premium funding (see below).**

You must be in receipt of the following:

- Income Support
- Income Based Jobseeker's Allowance
- Employment and Support Allowance (income related)
- Guaranteed element of Pension Credit
- Child Tax Credit without Working Tax Credit and annual income below £16190

Forms are available from the school office if you meet any of the criteria above.

PUPIL PREMIUM

Pupil premium is funding that comes in directly to schools in order to support a particular group of children. All schools receive a grant based on the number of pupils in receipt of free school meals (FSM), children in care and children whose parents are in the services. This funding is designed to narrow the gap between the attainment of pupils in receipt of pupil premium and other pupils in the school. If eligible, funding can be used to support your child in school. **It is important to understand that Pupil Premium funding is not just linked to free school meals (which is an entitlement for everybody in EYFS, Year 1 and Year 2).**

Schools are free to use this money in any way they wish (for example provide staffing, resources, opportunities and reduced trips/residential for your child), but the aims must be clear - to raise standards for this group of children.

It is important that if you are eligible for **any** of the criteria below that you complete an application form – again found in the school office, as soon as you arrive at school.

- Your child is adopted/look after
- A parent serves in the armed forces.
- Your child is in receipt of free school meals (see criteria above).

School Uniform and Clothing

We firmly believe that how a child dresses affects his/her attitude to learning and behaviour. At Landscore we would like our children to take pride in their appearance to give them a sense of belonging. Our school uniform is smart and practical.

The school uniform is as follows:

- Grey or black trousers, shorts, pinafore dress, skirt or short sleeved blue gingham dress (no jeans or jogging bottoms please)
- White or blue shirt or polo shirt – school logo polo shirts available
- Royal blue sweatshirt, fleece or cardigan – with school logo preferred
- Black, grey or white socks or tights
- Black, brown or dark blue school shoes, ankle boots or sandals - secured to the foot (not trainers, fashion shoes, crocs or shoes with a heel)



Please note: Appropriate school dress means that fashion clothing should be avoided, including hair decorations. Nail varnish, make-up and temporary tattoos are not permitted. No jewellery other than wristwatches and plain stud earrings are allowed.

All items of school clothing should be clearly labelled preferably with a sewn/iron on name tape.

Our branded uniform items are sold at Town and Country in Crediton and online at Price and Buckland - they stock sweatshirts, cardigans, polo shirts and baseball caps with our school logo.

Physical Education and Games Kit

Children in years 2-6 should also have a PE kit in school consisting of:

Navy blue/ Black shorts

Navy blue/ Black tracksuit or leggings (for outside PE in the winter)

Team coloured T-shirt (purchased from school)

Plimsolls or trainers

All PE kits must be free from any large logo or brand name.



Due to the shortage of space, a named cloth bag to keep this kit in would be very useful as it can be easily stored or hung on a hook.

Trainers must be worn for outdoor games as they give additional support and protection. However, these must not be the same shoes as worn in class.

Lost Property and Valuables

Lost property is always a problem. One unnamed sweatshirt looks like the next, so it would help everyone greatly if all items of clothing could be clearly named. All unnamed uniform is gathered together at the end of each half term and sold as second hand if not claimed.

To avoid both expense and injury, please help us by limiting jewellery to stud earrings. Any jewellery or expensive toys should be left at home. We can take no responsibility if they are lost or stolen.

Term Dates

Landscape Term Dates 2023-24

Children do not attend school on any of the green shaded days.

	Sep-2023					Oct-2023					Nov-2023				
Monday		4	11	18	25	2	9	16	23	30		6	13	20	27
Tuesday		5	12	19	26	3	10	17	24	31		7	14	21	28
Wednesday		6	13	20	27	4	11	18	25		1	8	15	22	29
Thursday		7	14	21	28	5	12	19	26		2	9	16	23	30
Friday	1	8	15	22	29	6	13	20	27		3	10	17	24	
Saturday	2	9	16	23	30	7	14	21	28		4	11	18	25	
Sunday	3	10	17	24		8	15	22	29		5	12	19	26	
	Dec-2023					Jan-2024					Feb-2024				
Monday		4	11	18	25	1	8	15	22	29		5	12	19	26
Tuesday		5	12	19	26	2	9	16	23	30		6	13	20	27
Wednesday		6	13	20	27	3	10	17	24	31		7	14	21	28
Thursday		7	14	21	28	4	11	18	25		1	8	15	22	29
Friday	1	8	15	22	29	5	12	19	26		2	9	16	23	
Saturday	2	9	16	23	30	6	13	20	27		3	10	17	24	
Sunday	3	10	17	24	31	7	14	21	28		4	11	18	25	
	Mar-2024					Apr-2024					May-2024				
Monday		4	11	18	25	1	8	15	22	29		6	13	20	27
Tuesday		5	12	19	26	2	9	16	23	30		7	14	21	28
Wednesday		6	13	20	27	3	10	17	24		1	8	15	22	29
Thursday		7	14	21	28	4	11	18	25		2	9	16	23	30
Friday	1	8	15	22	29	5	12	19	26		3	10	17	24	31
Saturday	2	9	16	23	30	6	13	20	27		4	11	18	25	
Sunday	3	10	17	24	31	7	14	21	28		5	12	19	26	
	Jun-2024					Jul-2024					Aug-2024				
Monday		3	10	17	24	1	8	15	22	29		5	12	19	26
Tuesday		4	11	18	25	2	9	16	23	30		6	13	20	27
Wednesday		5	12	19	26	3	10	17	24	31		7	14	21	28
Thursday		6	13	20	27	4	11	18	25		1	8	15	22	29
Friday		7	14	21	28	5	12	19	26		2	9	16	23	30
Saturday	1	8	15	22	29	6	13	20	27		3	10	17	24	31
Sunday	2	9	16	23	30	7	14	21	28		4	11	18	25	

Teaching Staff

Mrs Debbie Main Headteacher / Deputy Safeguarding Officer / Assessment Lead
 Mr Patrick Seller Deputy Headteacher / Deputy Safeguarding Officer / English Lead

Early Years & Key Stage 1

Miss Louise Brown Early Years Leader / RE Lead
 Mrs Charlotte Vere Geography Lead
Years 1 & 2
 Mrs Steph Williams PSHE Lead (Job share)
 Mrs Sarah Williams PE Lead (Job share)
 Mrs Gabbi Miller Team 1 Leader / Computing Lead
 Miss Abbey Davey Maths Lead

Key Stage 2

Years 5 & 6

Mr Howard Williams Science Lead
 Miss Katie Hughes Team 3 Leader/ SENDCo (Job share)
 Mr Jonathon Wilcox MFL Lead (Job share)
 Miss Emily Hutchens Art Lead

Years 3 & 4

Miss Jenny Maddison Team 2 Leader /History Lead
 Mrs Hayley Turagabeci Music Lead

Sports coach

Mr Lee Evans

Support Staff

Pastoral Lead, Designated Safeguarding Officer and HLTA Mr Dom Stacey

Senior Administrator Mrs Chris Spear

Admin Assistant/Reception Mrs Hayley Dickinson

Premises and Safety Administrator Mrs Judith Harris

<u>Teaching Assistants</u>		<u>Mealtime Assistants</u>
Mrs Tamsin Cumming	Mrs Beth Symonds	Mrs Sarah Tiley
Mrs Sally Townson	Mrs Anna Laird	Mrs Rosalind Keenan
Mrs Dee Saunders	Mr Scott Chudley	Mrs Heather Murfitt
Miss Debbie Sparham	Miss Lisa Jeffery	
Mrs Carol Mears	Mrs Michelle Brooks	
Mrs Sarah Cornwall	Miss Lucy Mitchell	
Mrs Louise James	Mrs Penny Powlesland	
Mrs Rebecca Kibbey		

IT Technician

Mr Richard Gale

Kitchen Manager

Mrs Yvonne Gale

Kitchen Assistant

Miss Debbie Jones

Caretaker

Mr Kurt Adamson

Landscape Governors

The Governing Body of Landscape School is responsible for ensuring that the school is run to promote pupil achievement. Its duties include:

- setting strategic direction, policies and objectives
- deciding the school budget
- reviewing progress against the school's budget and objectives
- appointing, challenging and supporting the Headteacher.

The governing body is made up of:

- three parent governors, elected by parents
- one Local Authority governor, appointed by the LA
- one staff governor, elected by staff
- one headteacher
- five co-opted governors, chosen by the governing body to bring specific skills and experience to the governing body

The Governors are always happy to hear your views, and every meeting of the Full Governing Body includes time to discuss anything raised by parents.

Chair of Governors	Mr Chris Parkes and Mr David Smith
Clerk to the Governors	Judith Harris Email: clerk@landscape-primary.devon.sch.uk
Contact Point	Landscape Primary School, Threshers, Crediton, Devon, EX17 3JH

Names	Type of Governor
Mr David Smith	Co-opted
Mr Chris Parkes	Co- opted
Mrs Hazel Hodge	Co-opted
Mrs Liz Brookes-Hocking	Co-opted
Mr Matthew Tregenza	Co-opted
Mrs Vicki Tearle	Co-opted
Mrs Debbie Main	Headteacher
Mr Simon Cantrill	Parent
Mr Tristan Kershaw	Parent
Mrs Hannah Bruni	Parent
Mr Patrick Seller	Staff Governor
Governor vacancy	Local Authority

Volunteering in School

We are always very grateful for the fantastic help we get from volunteers. These are often parents, sometimes grandparents and occasionally members of the local community with no links to the school. Reading with the children, helping with art, sharing specialist skills and helping out on trips, volunteers ensure that teachers get the support they need to provide the children with exciting and worthwhile activities.



At Landscore our volunteering procedures are designed in order to make sure anyone wishing to help in school receives proper induction, is well supported and is able to use their skills to best effect. This induction process will also allow us to comply with new national guidance on safeguarding children and safer recruitment. Safer recruitment covers the ways schools ensure that those they employ to work with children, including volunteers, are suitable for the role. There is a balance to be struck here, and I hope you will understand why we are putting these new procedures in place: to ensure that your children receive the best education in the safest possible environment.

As I have said, volunteers in school carry out a range of activities, some on a regular basis, and some when the need arises, such as accompanying children on trips. It would be useful therefore if we could add to the record we have of all our current volunteers, both regular and “casual” and gather information about those of you who might like to help in school in any capacity in the future. We have a volunteer application form which is available from the school office or you can download it from our website (parents’ link). In completing and returning the form, we will not only have a clear picture of all those who would like to come and help children in school, but also be able to better support you as a volunteer and ensure that good safety procedures are followed. We will not be able to accept volunteer help from any individual who has not done so.

If you have any questions, please come and see myself or Miss Brown, Landscore’s Volunteer Co-ordinator.

Landscore's Curriculum

Key features of Landscore's curriculum



At Landscore, we believe in making learning fun so we constantly evaluate our curriculum themes to ensure that they are creative and interesting. We teach some subjects discretely and some as part of a topic and we always endeavour to



give the children real-life challenges as part of their theme.

Key features of Landscore's curriculum

When planning our curriculum, we keep the following 'key features' in mind:

- To have **real, purposeful outcomes** and to be of benefit to the pupils, school or wider community
- To enable the **systematic and progressive teaching of knowledge and skills**
- To be **engaging and accessible** to all children
- To start with a '**challenge**' so that pupils will be actively engaged in their learning
- To be **flexible** enough to respond to the schools needs and major events in the wider world

Co-operative Learning

In all of our classrooms, we use a co-operative learning approach. **Cooperative learning** is a successful teaching strategy in which teams of four, with children of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping their peers to learn, thus creating an atmosphere of achievement.

Research has shown that cooperative learning is the single most effective innovation to address the many challenges in our schools and society by:

- raising attainment
- closing the achievement gap
- improving social skills
- developing communication skills
- increasing motivation / engagement
- developing self-esteem
- improving behaviour

Whole School Planning Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Good to Be Me	Let's Celebrate	People Who Help Us	What a Wonderful World	Spring into Summer	Out and About
Team 1 (Y1/2)	Year A Finding Fossils	Animals Amazing Authors	Global Comparison Australia	The Great Fire of...	Let's Grow	Farming – County Show
	Year B Local Landscapes – Our School	Brilliant Buildings	'Dare to Dream' Transport	Climate Heroes – Reduce, reuse, recycle	Healthy Me	Pirates
Team 2 (Y3/4)	Year A Extreme Earth	Ancient Civilisations - The Romans	Global Comparison France	Amazing Authors Rudyard Kipling	Invaders and Settlers (Anglo Saxons and Normans)	Farming – County Show
	Year B How the Greeks changed the world	Colour and Light	'Dare to Dream'	Climate Heroes	Stone Age (through to Iron Age)	Dartmoor Landscape
Team 3 (Y5/6)	Year A Aztecs	Shakespeare	Global Comparison Amazon Rainforest	Invaders -Vikings	World War Two	Farming – County Show
	Year B Staying Alive	Ancient Civilizations - Egyptians	'Dare to Dream'	Climate Heroes	Rivers -From source to sea	Explorers – Space

Assessment and Reporting to Parents

Assessment

Assessment is what we do to find out what the children know so that we can help them acquire new skills and understanding. We do this in a number of ways, although assessment falls into two main categories: assessment for learning (or formative assessment) and assessment for information (or summative assessment)

Assessment for Learning (Formative)

This is when we assess children's prior knowledge to decide what they need to learn next. This takes place continually, and in a range of forms, as described below. This happens across the school, but will vary according to the age of the children or the activity taking place.

- **Monitoring**
While children are learning, teachers and other adults in school monitor children's work and intervene where necessary to ensure appropriate progress is made.
- **Marking and feedback**
Teachers use the opportunity of marking children's work to check progress against learning targets and suggest next steps for improvement. We use a range of simple codes to simplify the process (as displayed in classrooms), and try to make comments as clear and positive as possible for children. Marking may take the form of verbal feedback to individuals or groups.
- **Self-assessment**
We involve children in the assessment of their own learning by providing a range of opportunities to comment on their progress and understanding.
- **Learning conferences/guided sessions**
This involves talking to individuals or groups about their learning, and mutually agreeing targets for the future. This can take place at any time, but is a feature of guided reading and writing sessions when a teacher will work with a group of children of similar ability on specific writing and reading targets.
- **Observations**
Used extensively (but not exclusively) in the Foundation Stage, this involves teachers or other staff observing children learning, and recording their progress against given criteria.

Assessment for Information (Summative)

This is the most formalised strand of our procedures, primarily because we are required to obtain accurate assessment information about the children at key points throughout their time at Landscore. We also need to be able not only to know how children are attaining/progressing, but also *how* we know, i.e. on the basis of solid evidence. Our summative assessment gives us a sound basis for making judgements about children's attainment and progress, and also a wealth of information for teachers picking up their new classes in September. This information is gathered in a range of ways, including:

- Ongoing writing and reading and maths assessments (sometimes using test materials and sometimes using our own agreed assessment criteria)
- Skills progression sheets, where we make judgements about how children are doing in all other areas of the national curriculum

- The Early Learning Goals for our children in the Early Years Foundation Stage, covering seventeen areas of learning
- Year two statutory assessments in May to inform teacher assessment
- Year six SATs tests: these are the statutory tests carried out in May by all state primary schools in England
- Assessment without levels - A child's attainment against National Curriculum standards is no longer measured by "levels". At Landscore, we assess each child carefully and in detail against learning objectives that are taught in reading, writing and mathematics. In writing, we look at a range of each child's work in detail every half term and mark this against that national curriculum objectives. In mathematics, we do this on an ongoing basis and supplement teachers' judgements with a short written assessment after every unit of work. For reading and Maths each child sits a termly test from which we draw an age standardised score. Children are also assessed in reading on a weekly basis using what we call "running records".

We collate this information to help make a decision about where a child is in relation to the expectation for their age. At its simplest a year five child who is working at the expected level in the first term of the year would be recorded as "Year 5 Low". Half way through the year, this is likely to move to "Year 5 Mid" and finally to "Year 5 High" at the end of the year. Of course, some children will exceed these expectations and some will not quite achieve them. For example, a year five child might end the year as "Year Five Mid", which means they have achieved around half of the objectives for that year

All this information can be tracked by parents on School Pupil Tracker, for which you will receive a secure login and password.

Reporting to Parents

At Landscore we value the parents'/carers' role in their children's education. We communicate about children's attainment and progress in a number of ways. Termly curriculum letters from teachers give parents good information about the content that will be taught, enabling our reporting to focus mainly on learning. This can take place informally, as and when staff or parents have concerns or successes to talk about (you can make an appointment to see your child's teacher at any time). It also takes place formally, as described below.

Open Afternoons

Each term, parents and other relatives are invited to see children at work in class, and to see evidence of the children's learning through displays and work books. There is time here to discuss progress informally with your child and the teacher as well as to share work.

Parents Evenings

In October and March, you are invited to meet with your child's class teacher to discuss their progress and targets. Prior to these meetings, you will be sent a short termly report to inform you of how well your child is doing. It is important that we all work together to ensure your child receives the best possible support.

Written Reports

In July you will receive a full report sharing your child's attainment in all curriculum areas, as well as a general teacher comment. The report also includes comments from the Headteacher and a summary of attendance data for the year.

Before and After School Care



History

Kidz Star Club opened on the 4th July 2011 and received a Good Ofsted inspection in October 2016. It is run by Pippins Pre-School and Nursery, Early Years Educators.

Our name and logo was designed by the club children, following a competition where the children voted on their winner, designed by Kai Pickard.

About the Club

Kidz Star Club is an inclusive before and after school club registered for children 0-12 years . We facilitate activities to meet the needs of all the children who attend.

The play leaders and play workers are dedicated, motivated, passionate and caring. They ensure that they identify and meet children's individual needs. They are positive role models and provide positive interactions. The club is friendly and fun, and we encourage children to develop life learning skills through discover and exploration in a rich, stimulating and safe environment.

Kidz Star Club has a holistic approach for each individual child, partnership with parents is valued and individual parenting styles are respected.

Aims

Kidz Star Club aims to ensure all children are included, treated and respected as individuals by offering:

- A healthy lifestyle by promoting exercise, nutritional knowledge and good well-being
- A safe, stimulating environment, by providing high quality care and education implementing a rich, play-based curriculum indoors and outdoors.
- Fun, and enjoyment, by giving each child quality time and attention based on their own personal interests and views.
- Opportunity to positively engage with society, the chance to be part of their local community.
- Working in partnership with parents/carers to maximise children's potential to learn and develop.

Objectives

- Children at Kidz Star Club are encouraged to be independent, select resources, make decisions, errors and choices by initiating their own play. We promote kinaesthetic learning through discovery and experience by offering adult-directed, freely chosen or child-initiated activities.
- We focus on developing children's existing skills by building upon their knowledge, incorporating their interests. We give them opportunities to engage in play, sharing, learning and emphasise the importance of working together.
- Reception children have a designated adult known as a key person who forms a special attachment which helps your child to feel safe and secure. This relationship enables a child to boost its own self-esteem and self-reliance.
- Kidz Star Club promotes positive behaviour and uses diversion techniques, actively promoting and implementing anti-discriminatory procedures. We work closely with Landscore and share behaviour management plans.
- The children decide and review their own club rules or rules for games. We respect all children and individual parenting styles.

- We understand parents are children's primary educators and believe sharing information is crucial in supporting children's development. We are flexible and accommodating to parent's wishes and requests. We adapt our settings policies and procedures to reflect the changes of parental needs. Partnership with parents is valued and respected.

Activities

To enable children to achieve and maximise their potential to learn and develop. Kidz Star Club offers a variety of flexible activities chosen on the day by the children who attend.

Activities include: -

- Exploratory boxes of toys which includes a variety of construction materials.
- Access to books to promote children's literacy skills.
- Den making, role-play, routine songs promoting self-esteem, confidence, imagination and vocabulary.
- Physical activities – mostly outside such as football, running races, hit, play area, roundabout, juggling equipment, bat and ball, duck duck goose and parachute games.
- Craft activities using a variety of resources such as textured paper, collage materials, paint glue, sparkly bits, and clay.
- Writing and mark-making opportunities using stationary, or whiteboards.
- Cosy corner and reading area.
- Sensory play – playdough, shaving foam or gloop and slime.
- Annual visit to the Christmas Tree festival.
- A trip every term such as the second hand book shop.
- Visits from guests such as the Donkey Sanctuary.

Special Events

Are arranged periodically depending on children's interest we always hold a summer water gala, and hold a Christmas party by Sherwood entertainers.

Tariff and Opening hours

Initial registration fee of £5.00 to cover administration

Kidz Star Club – Before School

Time:

- 8.00am – 8.55am Price £4.10
Price includes breakfast (cereal, toast, milk, water, fruit juice) if required. Children's' allergies and dietary requirements will be met. Drinking water is available at all times.

Kidz Star Club - After School

Time:

- 3.30pm - 4.45pm Price £4.70 inclusive of a drink, toast and fruit/vegetable batons.
- 3.30pm - 6.00pm Price £9, inclusive of a drink, toast and fruit/vegetable batons and another snack and drink approx. 5pm.
- 4.30pm/4.45pm – 6.00pm Price £4.70 (This is if your child attends another school run club after school first)

Inclusive of a snack and a drink. Children's allergies and dietary preferences will be met and drinking water is available at all times.

You can pay by Bank Transfer to 560049 32602014 or a cheque payable to Pippins Pre-School & Nursery.

£5 non-payment of invoice fee is applied to your next invoice.

Telephone: Kidz Star Club 01363 777608 or Pippins 01363 772474

Email: kidzstarclub@gmail.com or pippinsnurserycrediton@gmail.com

Safeguarding Children

“This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

The safety of the children at Landscore is paramount and is enshrined in our second school aim:

- All members of our school community will thrive in a safe and happy learning environment.

Mr Dominic Stacey is our designated child protection officer and Mr Patrick Seller and Mrs Debbie Main are both deputy safeguarding officers. They are all fully trained in current child protection practices and are responsible for child protection throughout the school. All other staff and volunteers receive annual training on dealing with child protection issues.

Our school environment is regularly monitored to ensure the right balance between managed risk and safety. We have named governors responsible for Health and Safety and termly Health and Safety checks are carried out.

Through our SEALs programme (Social & Emotional Aspects of Learning), we teach the children about safety and how to recognise the “danger-signs” of feeling unsafe. We make sure that all the children know and can talk about the people in school they can turn to if they feel unsafe.

At Landscore, our volunteering procedures ensure anyone wishing to help in school receives proper induction, is well supported and is able to use their skills to best effect. This induction process will also allow us to comply with new national guidance on safeguarding children and safer recruitment. Safer recruitment covers the ways schools ensure that those they employ to work with children, including volunteers, are suitable for the role. Volunteers in schools carry out a range of activities, some on a regular basis, and some when the need arises, such as accompanying children on trips. All volunteers complete a brief induction, which begins with the completion of our Volunteer Application Form which is available from the office or website. If you would like to help out at Landscore at any time, please complete and return this form to the office. We will not be able to accept volunteer help from any individual who has not done so.

Special Education Needs and Disability (SEND)

At Landscore Primary School we aim to support individual needs to enable children to reach their full potential. We aim to work in an inclusive way to support equality of opportunity. All teachers recognise the importance of identifying and providing for children with SEND, while understanding that partnerships with parents and carers play an essential role in supporting their child's education. We aim to make sure that wherever possible we meet the needs of all children. We value the importance of the child within this process and aim to involve them as actively as possible e.g. knowing and setting their own targets and where relevant, being involved in decisions about their educational provision. Children with SEND are involved in all aspects of school life. We aim to ensure this happens effectively. The school will have regards to the Special Educational Needs Code of Practice when carrying out its duties towards all children with SEND and ensure that parents and carers are informed by the school that SEND provision is being made for their child. The process is reviewed regularly to ensure that it is fully meeting the needs of the child.

Provision for children with disabilities

We are also well equipped to support children with physical disabilities. Our site has flat access and there is a lift to the upper floor. A new physiotherapy room and accessible toilet was recently completed to replace the existing toilet and shower area. We have teaching and support staff trained in handling and have developed significant expertise in communication and learning for children with cerebral palsy.

BEHAVIOUR, ANTI-BULLYING and PHYSICAL INTERVENTION POLICY

BEHAVIOUR

At Landscore Primary School, we believe everyone must have high expectations, set good standards and apply rules firmly, fairly and consistently. Good behaviour is essential to the smooth running of our school and to the development of good learning behaviours. Everyone in our school community has positive contributions to make. Good behaviour must be worked at - it doesn't simply happen.

Aims

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone, where achievements at all levels are valued.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make the boundaries of acceptable behaviour clear and to ensure safety.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To tackle bullying, including cyber bullying, by encouraging an environment where individuality is celebrated and individuals can develop without fear.

Our Beliefs

As a school, we want children to feel safe and happy so they can learn. This happens best when children:

- Treat each other with respect by being polite, kind and helpful
- Listen to all adults who work in our school and do as they ask
- Respect our school aims and embrace our learning values
- Keep the school tidy and look after everything in it
- Behave sensibly and move calmly in and around the school
- Listen to what others have to say without interrupting
- Value everyone's individuality
- Play safely in a way that does not hurt or upset anyone

Parents as Partners

The importance of involving parents in this aspect of our school's life cannot be underestimated. Parents have a very important part to play in supporting their children by:

- praising them and encouraging them at home
- encouraging independence and self-discipline
- fostering good relationships with the school
- supporting the school in the implementation of this policy
- being aware of the school's rules and expectations

Rewards and Recognition

1. Praise and recognition - using the theory around growth mindset, we verbally encourage the children as much in the effort they have made and the journey they have gone through with their learning rather than just praising the outcome. When we do praise children, we tell specifically them why and what it is for.
2. 'Going for Gold' - Children may be awarded **Green Cards** when adults feel they have put in a great deal of effort and achieved in an area of their own personal development. If a child receives 5 green cards within a week, they will earn a **Gold Card** and a gold certificate will be sent home on Friday.
3. Sending postcards home – linked to our learning values and behaviours
4. Certificates on Friday for effort, excellence or kindness.
5. Whole class reward which builds up over time for individual or class effort, excellence and kindness – this could be represented by marbles in a jar or moving an arrow up a number line – the class teacher can decide. A child may receive a “marble” for trying hard, sharing well or even putting extra effort in at home. The class might earn points for listening well, looking after equipment, supporting others, transitioning well etc.

Sanctions

1. **Reminder** - any inappropriate behaviour will be met with a request to stop and a brief explanation of why that request was made.
2. **Yellow Card** – A child will be given a yellow card when they have previously received a reminder about their behaviour. The yellow card is put in the child's card slot within the 'Going for Gold' system. A child can receive multiple yellow cards and if they receive 3 within a day they will then receive a Red Card.
3. **Red Card** – If a child receives a third yellow card within one school day this will lead to a red card being put into the child's slot within the 'Going for Gold' system. Children may also receive an immediate red card for very serious incidents of negative behaviour. If a child receives a red card they will be required to complete a 'Reflection Sheet' with a member of staff, typically in part of either their breaktime or lunchtime. They will then need to take this reflection sheet to a member of the SLT (Senior Leadership Team) to discuss the incident and insure aspects of restorative justice have taken place in relation to the incident. Parents will be informed at the end of the school day if their child has received a red card either in person or through a phone call home.
4. **Frequent Red Cards** – parents are contacted and invited into school to talk through possible reasons why there may be issues with behaviour and what support and strategies can be used to prevent further incidents of negative behaviour.
5. **Report Book** – these are used with highly specific (precise) achievable targets, e.g. *“For Jack to put his hand up to speak during whole class sessions”*, that the child and teacher can focus on for about two to three weeks or until poor behaviour is rectified. This is to break a negative cycle. After each session, the teacher gives the child a score out of three related to the specific target and will use the 'Going for Gold' system to support with rewards.

If the child is finding it a challenge to manage their behaviour at lunchtimes, then the **Lunchtime Club** will also be considered. This will mean spending 20 minutes eating their lunch with a member of staff (maybe with a good role model with them), 20 minutes involved in activities with other children in a supervised session and then they will have 20 minutes of their own time outside.

6. **Continuing Negative Behaviour** - if the report book is not working, the headteacher will be notified. The headteacher will then contact parents inviting them to a formal meeting to discuss their child's behaviour and the possibility of writing an Individual Behaviour Plan (IBP). This meeting will be with the headteacher, class teacher, parents and, if appropriate, the pupil. It might be appropriate at this stage to agree rewards/sanctions to be applied at home. Arrangements for this will be between the class teacher and parents. The child should already be on report but must now send the report to a member of the SLT at the end of each day.
7. **Internal Exclusion** – A child may have to spend sometime working in an area of the school that is not their usual classroom. This is to help them understand the seriousness of their behaviour and minimise the impact it is having on other children.
8. **Fixed Term Exclusion Considered-** If the further reward/sanctions and/or IBP are ineffective, then **fixed term exclusion and/or referral to the Educational Psychologist will be considered.**
9. **Fixed Term Exclusion** - If there is no improvement in behaviour, then a **fixed term exclusion will be made.** This is a serious step and one that will only be made if every effort has been made to support the child in changing their behaviour.
10. **Permanent Exclusion** - If on return from a fixed term exclusion, there is no significant improvement and the behaviour continues to disrupt other pupils' learning or compromises safety, **then an application for a managed move or permanent exclusion will be made.**

Lunchtime Staffing

MTAs will have the same expectations of the children's behaviour and manners at lunchtime as teachers would in class.

If at lunchtimes MTAs spot effort, excellence and kindness, they can award with a **green token**. This will mean a child adds a green card to their slot.

If an MTA has to give a second reminder or warning the child will need to stand outside the music room wall for 5 or 10 minutes 'time out'. If they refuse to, then the child's teacher will be called, and further consequences will be put in place i.e. yellow or red card

Exclusions

Very occasionally it may be necessary to exclude a child, on a fixed term exclusion. The school must follow the guidelines set down by Devon Local Authority (<https://new.devon.gov.uk/educationandfamilies/school-information/education-inclusion-service>). Within one day the headteacher must inform parents by letter that their child has been excluded, the type of exclusion and the reason for it.

Only when a very serious matter occurs will a recommendation be made to the Governing Body for the student's permanent exclusion.

Physical Intervention

School staff have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others
- damaging property
- to maintain good order and discipline in the classroom

When restraint is used by staff, this is recorded in writing and the parents of the pupil will be informed. Force is never used as a form of punishment.

Landscore's full Physical Intervention Policy can be found on our website

ANTI-BULLYING

At Landscore we believe it is the right of every child and member of the school community to feel safe. Everyone should be able to come to school and not be bullied. Bullying will not be tolerated and will always be addressed at Landscore. All members of the school community have a responsibility to contribute, in whatever way they can, to the protection and maintenance of a safe and happy environment.

We teach children to take responsibility for their own actions, to respect one another and to look after each other. We believe that all children are equal and we will not tolerate bullying of any kind. Bullying can be defined in these categories:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Prevention

Our whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

If bullying does occur, then the following steps may be taken when dealing with incidents

The School

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

- a clear account of the incident will be recorded on CPOMS
- the Headteacher will interview all concerned and will record the incident
- teachers will be kept informed
- parents will be kept informed
- sanctions will be used as appropriate and in consultation will all parties concerned.
- A log will be kept by the school of all incidents including a summary, actions taken and resolution. This may be shared with the parent/carer

- All parents involved will be informed of the incident.
- School will regularly review bullying incidents and possible patterns of behaviour will be explored.

Pupils

Pupils who **have been bullied** will be supported by:

- offering an immediate opportunity to discuss the experience with their teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who **have bullied** will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken:

- official warnings to cease offending
- missing break and lunchtimes
- exclusion from certain areas of school premises
- the child, who is the perpetrator, may be moved to an alternate class.
- internal exclusion (refer to internal exclusion guidance)
- fixed fixed-term exclusion
- permanent exclusion

We will work to change the bully's behaviour and improve the situation. This will mean staff, parents and children working together to put things right. Sanctions used for bullying are intended to hold pupils who bully to account for their behaviour, ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put things right. The bully will also be supported by our pastoral team to reflect on their behaviour and find ways to change it. Only when this approach doesn't work will we consider other options.

Recording and Reporting

All incidents of bullying are recorded on CPOMS and all situations are fully monitored and followed up regularly by the headteacher and deputy head. Often, incidents happen during lunchtimes and our meal time assistants communicate all issues to class teachers.

Monitor and Review

The headteacher and deputy head will monitor all bullying incidents to see what can be learnt and whether changes need to be made to our policy. The headteacher will report incidents to the governing body.



Sex and Relationships Education

The Governing body has decided that sex and relationships education should form part of the school curriculum. We follow the school's agreed policy, which is delivered through the Personal, Social and Health Education Programme.

Parents have the right to withdraw their child their child from Sex and Relationships Education.

If you feel you would prefer your child not to be part of this lesson, please contact the Head Teacher to discuss this further.

Data Protection

Schools, Local Education Authorities (LEAs), the Department for Education and Skills (DfES), the government department which deals with education, the Qualifications and Curriculum Authority (QCA), Ofsted and the Learning and Skills Council (LSC) all process information on pupils in order to run the education system, and in doing so have to comply with the Data Protection Act 1998. This means, among other things that the data held about pupils must only be used for specific purposes allowed by law. I am therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to LEAs, the DfES and to agencies, such as QCA, Ofsted and LSC that are prescribed by law.

The Local Education Authority uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

The Qualifications and Curriculum Authority uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to DfES in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

Ofsted uses information about the progress and performance of pupils to help inspectors evaluate the work of schools, to assist schools in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Inspection reports do not identify individual pupils.

The Learning and Skills Council uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way those

individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

The Department for Education and Skills (DfES) uses information about pupils for research and statistical purposes, to inform, influence and improve education policy and to monitor the performance of the education service as a whole. The DfES will feed back to LEAs and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school. The DfES will also provide Ofsted with pupil level data for use in school inspection. Where relevant, pupil information may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans.

Pupil information may be matched with other data sources that the Department holds in order to model and monitor pupils' educational progression; and to provide comprehensive information back to LEAs and learning institutions to support their day to day business. The DfES may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

Pupil data may also be shared with other Government Departments and Agencies (including the Office for National Statistics) for statistical or research purposes only. In all these cases the matching will require that individualised data is used in the processing operation, but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any results. This data sharing will be approved and controlled by the Department's Chief Statistician.

The DfES may also disclose individual pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the school
- the LEA's Information Compliance Officer at Coaver Offices, County Hall, Topsham Road, Exeter Devon EX2 4QX;
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE;
- LSC's Data Protection Officer at Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT;
- the DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the information requested.

Separately from the Data Protection Act, regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's educational record at the school, although a summative version of this is given to you as an end of year report. If you wish to exercise this right you should write to the school.

School Admission Arrangements

Landscore governors adhere to Devon County Council's schools admissions policy which can be found at www.devon.gov.uk/index/learningschools/schools/admissions

Admission Criteria

DCC sets priority for school admissions and if admission applications exceed school places, children will be admitted in the following order:

1. Children who are in public care (looked after children)
2. Children living in the school's designated area (see map below), with a sibling attending the school at the time of admission.
3. Other children living in the school's designated area.
4. Children living outside the school's designated area but with a sibling attending the school at the time of admission.
5. Other children living outside the school's designated area.

A child who has a statement of special education needs and disabilities (SEND) where the school is named on the statement will take precedence.

Statutory School Age

Your child must be in school the term following his/her fifth birthday, unless you decide to home-educate. In this case you must contact DCC's school admissions team who will advise you.

Deferred Admission

Deferred admission is where, when you have been offered a place, you can decide to delay your child's actual start date until they reach statutory school age, within the same academic year. Children born between 1st September and 28th/29th February can defer until the start of the spring term (January). Children born between 1st March and 31st August do not have an automatic right to defer admission. You still need to apply as normal by the stated deadline and, after a place is offered, you must inform the Headteacher that you wish to defer. Your child's place will be kept open for them to join at the later date.

Delayed Admission

This is where you wish your child to start an academic year later than normal but still entering at the foundation (reception) stage. Such an arrangement must be supported by medical/educational evidence. A place cannot be guaranteed a year in advance. Please contact the admissions team for further information. It is advisable that you submit an application on time in any event whilst your request for delayed admission is considered.

Parents of children starting at foundation (EYFS) stage

You need to complete the online admissions form at www.devon.gov.uk/index/learningschools/schools/admissions/admissionsonline or the paper version in the admissions booklet The First Step. The local authority will endeavour to allocate you your first choice school.

Parents of children starting at other times in the school year

If you are changing schools or are new to the area, you need to visit Landscore to see if this is the school for you and your child. If we have places in your child's year group and you are living in our designated area, then your child will be able to come to our school. However, your application will need to be made to DCC's schools admissions team and **NOT** through school.

Facilities and arrangements for the admission of children with disabilities

The school has complete wheelchair access including a lift to the KS2 corridor and a fully equipped accessible toilet and physiotherapy room. The school is committed to equality of access and is very well placed in terms of resources and staff expertise to admit children with disabilities.

School Admissions Team contact details

Address: The Admissions Team
 Room L102
 County Hall
 Topsham Road
 Exeter EX2 4QD

Website: www.devon.gov.uk/admissions
Email: admissions@devon.gov.uk

Telephone 0345 155 1019

Frequently asked questions

How do I know which is my designated school?

Most schools serve a specific geographical area, sometimes called the designated or catchment area. In most cases children who live within a school's designated area will have a higher priority for admission. You can check which school is your designated school by visiting www.devon.gov.uk/schoolareamaps, Landscore's designated area is shown on the next page.

What if I don't make an application?

If you do not complete an application form we will not know which your preferred schools are. It is important that you follow the process set out in these web pages to make sure that your child is allocated a school place well in advance of their start date.

What if my application is late?

If your application is late it may affect your chance of getting a place at the school you prefer for your child. Please make sure that your application is returned to your most preferred primary school or direct to the Admissions Team by January. We do not reserve places for late applicants or people who move into Devon. If your application is late and there is a very good reason, for example, if you are a single parent and you have been in hospital, you will need to tell the Admissions Team. You will not be able to access the online facility after the closing date. We will need to see some evidence to confirm the reason your application is late - for example, in the case of hospitalisation, a letter from a doctor. We will then consider your application and advise you where we are able to offer a place for your child.

What if I change my mind?

If you change your mind about the school you prefer for your child and it is before January you will need to amend your application online. If it is after January please put your request in writing with your reasons for change and send it to The Admissions Team (address as before).

Lanscote Primary School Designated Area

