

# St Luke's Primary School



# School Handbook



# Welcome!

Welcome to St Luke's School, a parish school for St Saviour. St Luke's is a welcoming, happy and friendly school with clear vision and high expectations for learning.

We encourage open communication based on trust so that within a caring, respectful and supportive environment staff, pupils and parents feel valued, included and safe. Children grow in confidence as they achieve success and develop life skills.

As a school community our aim is to ensure;

- all children *enjoy learning, make progress and achieve*
- *children feel supported in a safe environment and learn to become responsible citizens who make a positive contribution to the community*
- *parents and visitors feel welcome*
- *children acquire the skills, knowledge and understanding they need to lead healthy and fulfilling lives*
- We aim for high standards and 'Shoot for the Moon!'

At St Luke's we constantly aim to 'Shoot for the Moon!' in all that we do, as well as 'Making Learning Irresistible' for the children. Our standards are improving year on year and we aim to make the most of the fabulous learning environments offered by Jersey and our school location.

Relationships are at the heart of all that we do and are seen as a strength of the school. Working in partnership with parents and carers we can achieve the best outcomes for children. Parents have many opportunities to come and share learning with their children and we keep everyone informed of progress, attainment and targets through regular meetings and reports.

We aim to prepare children for the next stage of education as well as for life; as such learning skills are taught to all children. We use ICT naturally and regularly to support learning and we are very well resourced with laptops, iPads and other devices. The school also supports a number of charities through community events and fundraising and we are currently exploring links with a school in the developing world.

Our Parent Teacher's Association (PTA) is a thriving group which raises large amounts of funding for the benefit of St Luke's pupils. They host events such as regular school Discos, BBQs, Bingo and a Fayre. We have recently extended their remit to feed into a Parent Forum and are always looking for new members and helpers.

We operate an 'Open Door' policy here at St Luke's, so do come and talk to us should you have any suggestions or questions. Our school website ([www.stluke.sch.je](http://www.stluke.sch.je)) provides a lot of information about the school do make good use of it. Our Breakfast Club has been set up to support working parents and operates from 7.45am daily.

Our Sports Teams seem to do very well in island tournaments thanks to the excellent coaching they receive. We have had recent successes in Football, Netball, Tag Rugby and Cricket among others. Children have the opportunity to work towards representing the school for sport in a number of disciplines and we encourage the development of sporting as well as artistic and other talents. We traditionally do very well in the Eisteddfod and other competitions, such as growing vegetables and potatoes.

We look forward to working in partnership with you at St Luke's School making the 'school experience' the best it can be for the children in our care.



# Contents

1. Welcome Message
2. Contents Page

## **School Organisation**

3. School Aims
4. Admissions Policy & Preparation
5. School Times
6. Healthy Eating & Safeguarding
7. School Uniform
8. Appearance & Valuables
9. Parental Involvement & Community
10. Medical Information
11. Car Parking & Cycling

## **Curriculum & Learning**

15. Literacy
16. Mathematics & Information Technology
17. Science, Design Technology & French
18. Religious education & PSHE
19. Art & design
20. History & Geography
21. Music
22. Physical Education
23. Clubs & Extended Curriculum
24. Assessment & Reporting
25. Special Educational Needs



## SCHOOL ORGANISATION

# School Aims

At St Luke's School we aim to articulate a clear, shared strategic vision, together with defined roles and responsibilities which encourage all members of the school community to become committed to the improvement of learning and the development of the school as a whole. We are committed to *Making Learning Irresistible* and "Shoot for the Moon!"

### OUR AIMS AND OBJECTIVES

- *all children enjoy learning, make progress and achieve*
- *children feel supported in a safe environment and learn to become responsible citizens who make a positive contribution to the community*
- *parents and visitors feel welcome*
- *children acquire the skills, knowledge and understanding they need to lead healthy and fulfilling lives*
- We aim for high standards and 'Shoot for the Moon!'.

We also have specific School Development Plan targets, which run over the course of a defined period of time.

We encourage a positive ethos and believe that our school team is one where everyone should be valued for their contribution and variety of expertise. We strive to create a welcoming environment, inducting new members of the community into the school, supporting and enabling them to become effective team members. We aim to give our staff quality professional development experiences to extend their knowledge, understanding and skills, building on strengths and talents, thus extending their capacity to create and maintain high standards of achievement in all aspects of school's life.

### School Expectations

At the centre of our expectations is the firm belief that everyone in our community – pupils, teachers, parents/carers & visitors – share a responsibility for the learning, well being, safety & enjoyment of everyone at our school.

#### TO ACHIEVE THIS WE PROMOTE :

- Respect and Consideration
- Tolerance and Co-Operation
- Politeness and Good Manners
- Honesty and Openness
- Calmness and Thoughtfulness
- Responsibility, Independence and Pride
- Self – confidence and Self – esteem
- Pride in Presentation and Punctuality



St Luke's School

## Admission Policy



Children are admitted to the Reception class according to Education Committee Policy:

“All children whose fifth birthday falls between 1st September and 31st August are entitled to commence school on a full-time basis during September of the Autumn Term.”

We have a close liaison with the local nurseries / playgroups and reciprocal visits are made when possible. Children are invited into school for one or two sessions in the term before they start school to meet the teachers and become familiar with the classroom. Each child is given a pre school booklet to complete at home with their parents and bring into school on their first day.

## Preparing Your Child for School

If your child has been attending a nursery school or play group she/he will be well on the way to being ready for school. However, it would be a great help if your child experienced the following before starting school:

- Using the toilet independently and washing their hands afterwards.
- All children should be toilet trained before they start nursery/school, and capable of using the toilet without adult help - this includes wiping themselves.
- Playing and sharing with other children and tidying away afterwards.
- Dressing and undressing themselves, including buttons and zips.
- Singing well known songs and nursery rhymes.
- Drawing and scribbling, cutting out, dressing up and playing with construction toys. Practising counting and matching when helping to lay the table for instance, or sorting buttons into colours and types.
- Talking about outings, television programmes and everyday happenings.
- Looking at books together and talking about the pictures.
- Being encouraged to ask questions and be observant.
- Carrying out simple instructions.
- Learning to be as independent as possible yet respect the instructions given by an adult.



### **Before & After School**

A member of staff is on duty 15 minutes before and after each school session. No pupils should arrive at school before 8:30 am when the gates are unlocked. The school cannot accept responsibility for pupils arriving before 8.30am or remaining on the premises after 3.15 pm unless taking part in a supervised activity.

### **Breakfast Club**

Breakfast Club operates each morning from 7:45am – 8:30am and is £3.00 per session for supervision only and £3.50 per session with breakfast, this usually consists of a choice of drinks, cereals and toast. Children attending should be brought via the side entrance in to the community room, where they will be supervised by a member of staff.

Please note that there are a limited number of places available at Breakfast Club and enquiries should be made in the first instance with the school office.

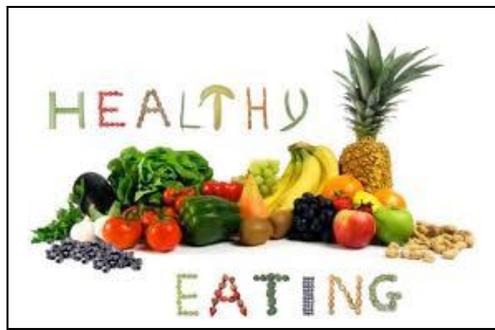
For more information on Breakfast club please speak to the school office.

### **Breaks**

Year 2 and Year 3 have their break at 10.15, Year 4 and Year 5 at 10.30 and Year 6 at 10.45. Early Phase children have a play-based curriculum and as such have free-flow access to indoor and outdoor activities. As such they don't require the traditional "break time".

### **Lunchtime Supervision**

Behaviour at lunchtime is monitored closely and the school expects, and indeed enjoys, high standards of behaviour. The Headteacher reserves the right to exclude pupils during the lunch period if their behaviour poses a threat to the health and safety of others or they fail to maintain the expected standards. In such a case, parents will be asked to make alternative arrangements for the lunch period.



We encourage the **Whole School and Community** to recognise the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school.

We are currently a Healthy Living School and actively encourage all pupils to be active and have a healthy diet at school.

### Snack

#### **Foundation Stage and Year 1**

Foundation Stage and Year 1 provide snack for their children during the morning session. It is usually a choice of drink (milk or water) and a wide variety of foods. Children also have the opportunity to prepare their own snack. Children are encouraged to try new foods but alternatives are provided if they chose not to. A charge is made to parents towards the cost of snack provision.

#### **Key Stage 1 and 2**

At present children bring in their own snack and water is available. We ask that all children only bring in fruit and/or vegetables for snack time.

### Lunch

We encourage children to eat healthy food, e.g. fruit, cheese, raw vegetables. Lunch may consist of a sandwich or similar, fruit and or yoghurt, small biscuit or cake and a soft drink.

#### **Water**

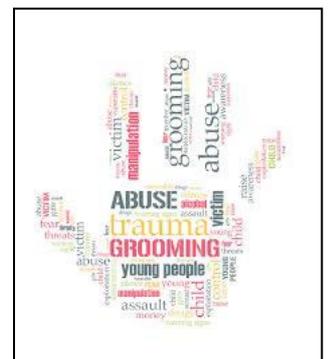
Drinking fountains are available in the playground and all children have access to water in the classrooms.

#### **What can you do to help?**

A good breakfast in the morning before children come to school is an extremely important aspect of healthy nutrition and diet for your children.

### Safeguarding

Every child deserves to be happy and secure in their activities. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. Parents and carers need to feel sure that the people in charge of their children within the school community are trustworthy, responsible and will do everything they can to keep their child safe from harm. St Luke's School fully recognises its responsibility to safeguard and promote the welfare of all its children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.





## School Uniform

There is an expectation that all children wear school uniform.  
All logoed items can be bought from the school office.

<b>Boys' Uniform</b>	
<b>Winter</b>	Mid grey trousers Light Blue polo shirt with school logo Navy blue sweatshirt with school logo Black Shoes (not trainers) Grey or Black socks
<b>Summer</b>	As above with the option of grey shorts.

<b>Girls' Uniform</b>	
<b>Winter</b>	Mid grey pinafore, skirt or uniform trousers Light Blue polo shirt with school logo Navy blue sweatshirt or cardigan with school logo Black or navy shoes with sensible low heels White socks or grey tights
<b>Summer</b>	Navy and white checked dress

<b>P.E. Kit</b>	
<b>Key Stage 1 (Rec to Year 2)</b>	Black shorts Plain white T-shirt Black / white slip on plimsoles School tracksuit
<b>Key Stage 2 (Year 3 to Year 6)</b>	Black shorts Plain white T-shirt Plimsoles or light weight trainers – plain dark or white School tracksuit

On PE days your children will come to school wearing their PE kit.

If your child plays either football or netball for the school or runs in the cross country team they will be issued with a school squad tracksuit.

It is essential that all items of clothing are clearly labelled. **The school cannot accept responsibility for missing items.**



## Appearance

### Uniform

As a school we encourage all our pupils to maintain high standards not only in their work but in their appearance too.

We do expect all pupils to wear the correct uniform (see previous page) and look smart at all times.

### Hair

Any pupil with hair that is longer than shoulder length should have it tied back accordingly. This is for Health and Safety and working reasons.

### Jewellery

No jewellery should be worn to school.

If your child has had their ears pierced, only stud earrings should be worn.

## Valuables & Personal Property

### Valuables

We actively discourage pupils to bring valuable items into school. However, if a pupil does so then we, as a school, cannot accept responsibility for it if it gets broken or lost.

Electronic games are not allowed unless specific permission has been given by a member of staff.

### Mobile Phones

Any mobile phone brought to school must be, and remain, turned off during the school day. Individual pupils are responsible for their own phones and once again the school cannot accept responsibility for it if it gets broken or lost. For safeguarding reasons (but also to reduce distractions) we ask that all mobile phones are handed into the school office at the start of the school day. These can be collected at hometime.

### Lost Property

Please have a look in the lost property held in the hall if your child loses anything as we seem to have a lot of unclaimed items each term.

Please make sure that all items of clothing, etc **are clearly marked** with your child's name.

At the end of each half term, any unnamed items which are unclaimed will either be disposed of, given to charity or given to the second hand uniform shop for resale.



## Parental Involvement

There is a flourishing **Parent Teachers Association (PTA)** of which, as a parent, you automatically become a member. Parents are also encouraged to serve on the committee for a year or two if you are able to volunteer. The Annual General Meeting is held in September each year. The aim of the P.T.A. is to fund raise, provide social activities for the school and support the work of the school in curriculum activities. Members of the P.T.A. also organise and supervise the annual Christmas Parties and support the School Discos for all pupils. We welcome parents to accompany staff and students on outings, help with reading activities, cooking, sewing, painting etc and generally assist the busy teacher. If you are available to help with any of these activities please speak to your child's class teacher.

## Communication between Home and School

A regular monthly newsletter will be sent out via 'parentmail'. A hardcopy of these letters are available to read at the front entrance. In addition, these newsletters and other information about school life can be accessed from the internet at <http://www.stluke.sch.je> as well as through our school Facebook page which is regularly updated. Early Phase, as well as children in Year 2, will bring home a weekly "update" sheet from their class teacher with latest information on learning and requests, etc.

Staff will also communicate with parents through homework diaries. We welcome constructive comments and staff are happy to arrange appointments to meet with parents.

## Term Dates

Term dates vary slightly from year to year. However the dates are given out well in advance and are available on the link on the front page of the website <http://www.stluke.sch.je>

## Holidays during Term Time

It is Department Policy that children should attend school, each day, throughout the defined school year, unless, of course, they are unwell.

Current guidance states that that **leave will not be granted** unless there are **exceptional circumstances** which may justify authorisation. This is likely to be a one-off occasion which can only be sanctioned once you have spoken to the Headteacher and submitted the necessary request form (available from the School Secretary). This does not include normal school holidays.





### **Medical Assessments**

All pupils receive a medical assessment, including height and weight checks and hearing tests, from the school nurse in their first year at school, together with a vision test by the Orthoptist.

### **Headlice**

We would ask parents to regularly check their child's scalp for headlice. This is a community problem and not just a school one. With regular inspection and combing the problem of headlice does not pose a major problem



### **Medication**

We follow the Education Department's policy of not administering any medication at school except for long term treatments i.e. diabetes, asthma. If your child is taking antibiotics, these can be administered before and after school. If it is absolutely necessary for medicine to be taken during the school day, then please complete the appropriate form which can be found on our website ([stluke.sch.je](http://stluke.sch.je)) or is available from the office. It is important that children do not keep any medicines or over the counter remedies in their bag or tray as they could be harmful to others.

### **Illness**

If your child is feeling unwell before the school day please keep him/her at home. The school requires a telephone call when a child is off school and a note explaining their absences on their return.



If your child has had diarrhoea or vomiting, they should not be brought back to school until at least 48 hours after they last vomited or had diarrhoea.



### **First Aiders**

We have several members of Staff who are trained in First Aid and every effort will be taken to ensure your child is treated appropriately should they become ill or hurt themselves. We keep an up-to-date medical log of all incidents.

If it is felt that further treatment may be necessary, you will be contacted by school.

Any child who bangs their head will automatically have a note to take home informing parents/carers accordingly so that they can be monitored.



# Curriculum and Learning

## Literacy

Literacy is a fundamental area of the Curriculum and is not only taught as a subject in its own right, but is developed and practised throughout all areas of the curriculum. It includes Speaking and Listening, Phonics, Reading, Writing and Spelling.

### Speaking and Listening

The development of speaking and listening skills is at the heart of the teaching and learning of reading and writing. We aim to teach children to communicate effectively. Children need to be able to speak confidently and by doing so their learning is improved. An important way in which we learn is by listening in order to absorb new ideas, and by talking about new experiences and situations. Opportunities are given for all children to join in discussions and to share their opinions and experiences with each other and with their teachers. Activities such as 'circle time' and cross-curricular tasks give ideal opportunities to develop these skills. We recognise drama as a valuable teaching method, which can be used across the curriculum to develop imagination and understanding. We use the "Talk for Writing" approach which follows the philosophy that if a "child can't say it then a child can't write it". Prior to some writing activities children will be given a talk task to enable them to develop the vocabulary and sentence structure required for the written activity. Parents can become involved in this through the "Talk Homework" which is provided from time to time.

### Reading

One of the greatest gifts we can give a child is the ability to read. We believe that reading should be an enjoyable activity and our approach to reading is based on this. At Foundation Stage and Key Stage 1 there is a great emphasis on the teaching of phonics and the 100 most common sight words through a fun and interactive approach. We aim to develop a love of reading at home and school so the children will bring a range of books home on a regular basis with guidance for parents provided by the class teacher. In Foundation Stage and Key Stage 1, shared and guided reading sessions take place frequently to develop the children's decoding and comprehension skills.

More information is provided in the "*Phonics Information for Parents Leaflet and how to support your child's reading development*", available from school.

In Key Stage Two, guided and reciprocal reading takes place each week. Children regularly complete comprehension activities based on the text they are reading. A great deal of reading is required by, and developed through, other subjects and daily classroom life.

All classes have a library time, when children can select a book to take home and spend some time browsing and listening to a recorded story. We have fiction and non-fiction library books which children can use to support their work in school.

Children have the opportunity to read a variety of texts such as leaflets, children's newspapers, comics, advertisements, notices, signs and labels. Reading is promoted wherever possible. World Book Day each year is celebrated and we have author visits and fun activities to promote enjoyment through reading.

### Writing

Children write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills, we can encourage children to use writing across a range of curricular activities in which they are involved. We aim to develop within our children an ability to write effectively in various forms according to purpose and audience. All attempts at writing are valued from early mark making in Nursery and Reception as we know that all children have the potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading and talk as preparation for writing is essential to the writing development process. Through shared, guided and independent writing sessions children are taught to use a range of punctuation, connectives, sentence openers and vocabulary in their writing.

Children follow a read write inc. spelling programme and cursive handwriting is taught in both Key Stages.



# Maths



Maths is taught in line with the Jersey Curriculum. However, Early Learning Goals and the National Numeracy Strategy all allow staff to plan, teach and assess maths throughout the school. Essentially, Maths is broken up into the following key areas of learning, namely **number, shape, space, data and measures**, where skills are taught separately and applied to real life contexts.

Mathematics is taught as a discrete core subject but every effort is made to link maths with other areas of the curriculum. In the Foundation Years, these links are more evident because of the nature and structure of the planned day. St Luke's also aims to draw children's attention to the links between maths and other curricular work so children see that maths is not an isolated subject.

In preparing children for the real world, we are aware of the role that mental maths skills and calculators play nowadays and accordingly make every effort to ensure that our pupils are proficient at using these. Where mental maths is concerned, we teach these skills on a daily basis.

It remains our ultimate aim to ensure our children not only have the mathematical skills needed for later life but also to promote confidence, competence, enjoyment, enthusiasm and a fascination about maths itself through practical activity, exploration and discussion.



I.C.T. has an ever increasing part to play in our lives today. It is commonplace in all aspects of our daily lives.

Requirements for I.C.T. in the Curriculum reflect the growing importance for children to be computer literate – I.C.T. is a core subject, sharing the same status as Literacy, Maths and Science and is integrated across and within most subject areas. There are many programs that enable us to introduce children to word processing, data handling, simulations, data logging, spread sheets, control technology at the appropriate levels.

Children use a variety of technology in our school from Reception to Year 6. This currently includes networked Computers, iPads and tablets.

# Science



Science is about children asking questions about their world and finding answers through first hand experience.

Science has been accorded much more importance in the last few years; it currently stands alongside Literacy, Mathematics and I.C.T. as one of the core subjects in the Jersey Curriculum. The following areas of study are set out:

- ★ Science investigation
- ★ Life and living processes
- ★ Earth and environment
- ★ Materials and their behaviour
- ★ Energy and its effects

Within each of these areas there are different levels appropriate to the age of development of the child. Your child will usually experience these areas through the planned programme of learning for his/her age group with an emphasis on practical investigations and observation.

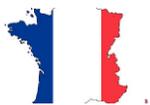
A special aspect of the life and living processes section is sex education. The nature of reproduction is introduced in Key stage 2, usually as part of a biological topic. In Years 5 and 6 the subject is returned to again, helping children prepare for the changes of adolescence. Parents have the option to view all materials before these lessons take place.

## Design Technology

Technology is about designing and making solutions to identified needs. Learning includes use of a wide range of materials including, wood, metal, plastics, textiles and food. Learning often includes the use of structures, mechanisms, control of devices and pneumatics. Health and safety issues must be considered and the use of construction kits to model ideas is encouraged. Science is drawn upon to explain how the model works and to suggest the kinds of modifications that would make it work better.



## French



We use the **Salut Jersey** materials that have been produced by a team of Jersey teachers of French. Language learning is divided into four areas: listening, speaking, reading and writing.

In Primary School we address all four skills. By the end of Year 6 the children should understand simple questions and conversations. They should have the ability to ask and answer questions and engage in simple conversations with a French child or adult. Children should be able to read street signs, menus, timetables and advertisements. They should be able to write down messages or a few sentences on a postcard. Each child is assessed against the Jersey curriculum and the level which your child attains is communicated to the receiving secondary school in order to facilitate transition.

The children learn French in a very active way, talking to their teacher and to each other in groups or pairs. They will also sing songs, act out little plays and learn something of life in France.

Year 6 travel to France for an extended stay in order to experience life in France.



# Religious Education

In RE, children learn about different beliefs, values and ways of life. They explore stories, celebrations, worship and rituals in religion, observing similarities and differences. They suggest meanings for religious symbols and use specialist vocabulary to communicate their knowledge and understanding. They reflect on their own and others' views of religion and what it means to belong to a faith community. They explore Christianity and some of the other principal religions, especially Hinduism, Judaism and Islam.

RE is enriched by visits to places of worship and encountering people from various faiths. We have strong links with St Luke's Church with various representatives visiting classes or taking assemblies. RE gives many opportunities for cross-curricular links with subjects such as Art, ICT, Geography and Literacy.

## **Developing skills in RE**

While knowledge and understanding forms an important part of RE, so too do key skills. RE lessons at St Luke's School encourage all pupils to develop the following skills:-

### **Reflection**

- Exploring feelings, beliefs and values

### **Enquiry and Investigation**

- Finding out about key beliefs, practices and forms of expression

### **Interpretation**

- Considering how and why religions and belief systems express themselves in different ways

### **Communication**

- Expressing ideas, information, thoughts and feelings clearly

### **Analysis and Evaluation**

- Explaining the strengths and weaknesses of a particular argument

## **Collective Worship**

Our Collective Worship assemblies include moral and religious themes and are led by members of staff or visiting speakers. They include beliefs that are 'broadly Christian' yet common to other major world faiths include:- God, justice, love, peace, good, bad, greed, poverty, pollution, morality, tolerance, co-operation, selfishness, war, prejudice.

Values we feel are important to our school community include: respect, trust, fairness, understanding, tolerance, appreciation, responsibility, caring, co-operation, patience, peace, honesty, courage, freedom, quality, friendship, humility, happiness, thoughtfulness. Through themes such as these the spiritual awareness of every individual may be developed. We offer children opportunities to explore and share beliefs, to consider the relevance of ideas, beliefs and values to their own lives and to think about the needs of others and what it means to be part of a community.

# PSHE

Personal, social and health education (PSHE) including citizenship education contributes to the school curriculum by helping to give pupils the knowledge, skills and understanding they need to become informed, active, responsible citizens.

Pupils are encouraged to participate actively in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning and the part they play in society as a whole.

They will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing-up and becoming an informed and responsible member of society. They will also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They will also learn to understand and respect our common humanity, diversity and differences.

# Art & Design



*"Every child is an Artist. The problem is how to remain an artist once he grows up".*  
Pablo Picasso

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures.

At St Luke's School we believe *how* children learn is as important as *what* they learn. Therefore, we want children to fully engage in the learning process not just focus on the resulting end product. When children are engaged in a creative activity, it is the *process* more than the end result which is significant to their learning. Creative activities enable pupils to engage in the creative cycle of "*Researching, Experimenting, Making and Reviewing*".

Throughout their time in primary school the children will have opportunities to learn about the elements of art; Point, Line, Tone, Colour, Shape, Space, Form, Texture, Pattern and the process of art; Painting, Drawing, Collage, Printmaking, Digital Media, 3D Sculpture and Textiles. They will each have their own "Creative Journal" to record their artistic journey.

Parents are encouraged to support with different art projects during the year. The children experience working with local Artists or Art students through links with the Harbour Gallery and the Arts Centre. A range of trips are organised throughout the year using the locality as a rich source of inspiration for art projects. Art days or art weeks are organised on a rolling programme. The children take part in the annual Creative Arts Eisteddfod and local art competitions and exhibitions. Each week we have an after-school Art Club for KS2 children, a Creative Lunch Club for KS1 children and a Gifted and Talented group by invitation.

We aim to give the children a love and understanding of art skills with which they can express themselves through a range of artistic methods.





# History & Geography

In the primary years it is important that learning is based on first hand experiences to promote understanding of ideas that will be developed using a variety of secondary sources.

## History

The content of the Jersey Curriculum for History varies from the National Curriculum because teachers in Jersey have agreed to cover several periods of History in depth rather than the vast programme required on the mainland at present. The content is different in some respects from the mainland; however, the ideas and skills being developed will be the same. Historical questions such as, *When did this event happen? What caused this event?*

*How was life different from today? How was it the same?* are asked by children as young as six or seven.

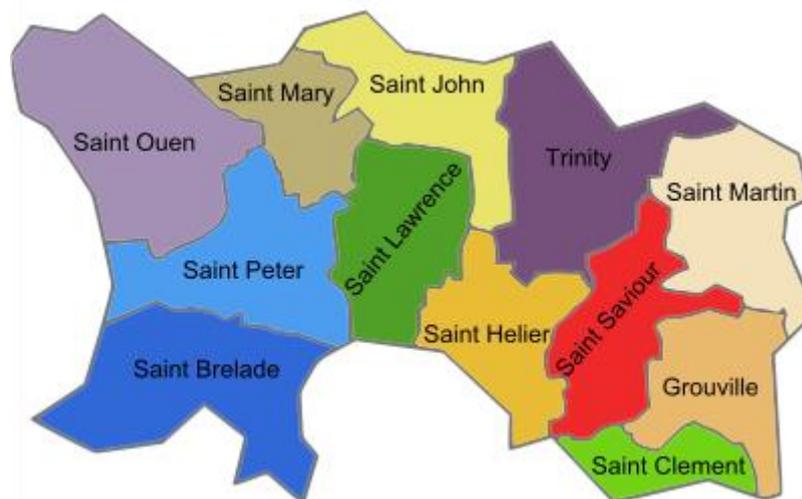
Children find answers to their questions by using forms of evidence they can manage. For very young children this may take the form of a parent or grandparent coming into school to talk to the children about what a day at school was like when they were young, or photographs may be used to compare a building in the past with the actual building today. Older children may use evidence from maps or from a variety of written sources to build the notions of change, cause and effect.

## Geography

Geography is often associated with historical studies because key questions such as, *Why was this castle built on this site?* involve consideration about place as well as time. Geography is also closely associated with science, for example environmental work and weather studies draw upon both subjects.

## Visits

Visits are an essential part of the Geography and History curriculum. We are very fortunate in Jersey to have such a tremendous range on offer – historical sites such as the Museums, Mont Orgueil, Hamptonne, farms, beaches, shopping and industrial areas.





# Music

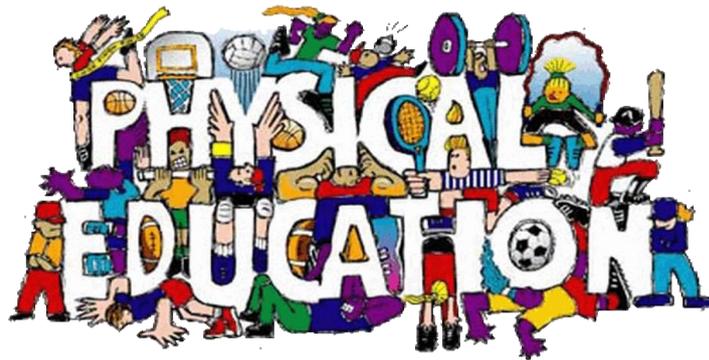
At St Luke's we value the individuality of all our children and we recognise the importance of music as a vehicle for personal expression and reflection. Musical experiences can positively contribute towards children's emotional, social, cultural, aesthetic, physical and intellectual development.

We believe music helps to develop a sense of belonging for all our children within small groups, across key stages and across the whole school. The shared experience of creating and performing music helps to nurture bonds between children and develop their sense of community and belonging.

All children will have the opportunity to play a range of tuned and non-tuned percussion and sing a variety of songs within their class music sessions and whole school singing sessions.

Children requesting tuition on specific instruments are offered lessons by the peripatetic music staff.





Each class is allocated 2 hours per week for Physical Education. This is supplemented by a range of after school sports clubs.

Children are encouraged to work at their own level, in a safe but challenging environment. The Physical Education programme of knowledge, skills and understanding is taught through six main areas:

- Gymnastics
- Dance
- Games
- Outdoor and adventurous activities (OAA)
- Athletics
- Swimming
- 

**Gymnastics** – In gymnastics, children work towards making and performing fluent sequences for the floor and the apparatus.

**Dance** - Children have the opportunities to create and perform dances using a range of movement patterns, including those from different times, places and cultures.

**Games** – Games sessions teach the basic skills and tactics that children need and they are introduced to the principles involved in such games as football, netball, cricket, hockey and tag rugby.

**Outdoor and adventurous activities (OAA)** – This area allows children to work with others to meet challenges and involves orienteering and using problem- solving skills.

**Athletics** – Athletics focus on the development of skills and technique needed for running, jumping and throwing events.

**Swimming** - Lessons currently take place in the upper end of Key Stage 2, for non-swimmers, and include water base survival skills. Children work towards been able to swim unaided.

The school also has a long history of fielding school teams in various sports such as football, netball, tag rugby, cricket and athletics. The emphasis is on developing a team spirit and enjoyment of the game itself although success is good too and should be celebrated!



# Assessment & Reporting

## Assessment

Over the course of the year, teachers use ongoing assessment techniques to track each pupil's individual progress in English, Maths and Science. The ongoing assessments are regularly inputted into a central database which closely aligns their progress against expected outcomes for their age. Teachers will set up individual or small group interventions to address any issues or concerns, as and when they arise. They also have termly meeting with the Headteacher to discuss individual pupils' progress where any concerns or queries about progress will be explored.

## Targets

Each child will have specific, individual targets to work on in both English and Maths. These targets are discussed and agreed on with the teacher. The targets will change on a regular basis.

## Reports

Three written reviews will be composed over the school year, one in each term.

In the Autumn and Spring terms, the reports will contain teacher feedback reflecting each term's focus, a statement from your child and your own comments.

The Spring report will also state whether your child is currently on track, below or above what are the expected outcomes for a child of their age by the end of the school year.

After each Autumn and Spring review meeting the written review will be given to you to complete and return to school.

Parents will be given a separate feedback sheet with the final review document.





# Special Educational Needs

At St Luke's School we understand that all children are individuals and we provide for a wide variety of children with additional needs across the key stages. For most children, their needs are able to be met by the class teacher in the classroom environment without any additional support. Some children may need additional support which we can provide for in a number of different ways including individual learning plans, extra teaching assistant time, intervention programmes or support out of class from our dedicated additional needs support team. A small number of children may have needs which require support from external professionals such as Speech and Language Therapists or Educational Psychologists. At St Luke's School we aim to identify and support any children with special education needs as soon as possible, starting in our Early Years Foundation Stage (Reception).

## **What are special educational needs?**

Special educational needs or SEN as you might sometimes hear it being referred to can be a number of different things. A child may need additional support with their writing or reading, they may need support to manage their behaviour or they may have social communication difficulties.

## **Types of special educational needs can include:**

- ★ Dyslexia (difficulties with reading, writing, spelling, oral language processing, telling the time and concept of time and short term working memory)
- ★ Dyspraxia (difficulty with motor skills and organisation)
- ★ Dyscalculia (difficulties with number work)
- ★ Autism or Aspergers Syndrome
- ★ Speech and language difficulties
- ★ Behavioural needs
- ★ ADD / ADHD (attention deficit (hyperactivity) disorder)
- ★ Sensory needs
- ★ Gifted and talented children

## **How are special educational needs identified?**

Often the child's class teacher may notice a child is having difficulties with their learning or behaviour, it may be noticed by a different professional such as a health visitor or a parent may share a concern with the school. If it seems that your child may have a special educational need they will be assessed by the SENCO (special educational needs coordinator) and then support will be put into place from there. It may be that other assessments are organised from external agencies such as Educational Psychologists.

## **How do we support children with special educational needs?**

St Luke's School provides a broad and balanced curriculum for all children. Within the classroom, class teachers set suitable learning challenges and respond to children's diverse learning needs through the resources they use, the different teaching styles they adapt and the planning they put in place to help children to learn and develop. If children require additional support to help them overcome their barrier to learning, they will be set individual learning plans which are personal to the needs of the child and detail targets and provision to be put in place. In addition to this the school provides a range of intervention programmes designed to support specific learning needs. Where needed, we work with parents to refer children to any additional support they may need, such as a Speech and Language Therapist.

**A positive school/parent partnership is crucial in order to support a child with special educational needs and we work closely with all our parents to support their child in achieving their full potential.**