

JAMES BATEMAN MIDDLE SCHOOL

PROSPECTUS 2020/21

HEADTEACHER: MRS T PRICE



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JAMES BATEMAN MIDDLE SCHOOL

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The Home-School Agreement

All pupils at James Bateman Middle School will:

- be happy and safe;
- be treated equally;
- be enabled to set themselves targets that will draw out their finest achievement;
- be challenged and excited by their learning;
- have their needs; learning, behavioural and physical, fully supported;
- be recognised in ways that are valued by the school community for all of their achievement;
- learn to care for one another, the adults who work with them and the wider community;

How the pupils will achieve this:

As a school we will:

- set and assess appropriate and challenging work to raise your child's levels of achievement in a school which is stimulating and safe;
- make sure home learning tasks are set appropriately and understood by your child to suit their ability; realistic for the time available; assessed;
- set targets for your child and help them to monitor and manage their learning;
- have school rules which your child and you understand;
- keep all parents/carers informed about events and school activities through regular newsletters and the school website;
- look at the student planner each week;
- check on your child's attendance and punctuality;
- tell the pupils and parents whenever we are pleased and discuss with you as soon as possible any concerns including behaviour and punctuality;
- listen to the concerns of you and your child;

- inform you of your child's progress and of their strengths, areas for developments and targets.

As a pupil I will:

- attend school regularly and punctually;
- rise to the challenges set and aim to improve my levels of achievement and rate of progress;
- tell my teacher when I have a success or any concern to share;
- follow the school rules and follow the classroom rules for learning behaviour;
- share responsibility for our community showing respect and consideration for others at all times;
- look after and use my student planner;
- write my home learning in my student planner and complete all my home learning on time and to the best of my ability;
- wear my school uniform appropriately;
- make sure that my parents are aware of events in school.

As a parent/carer I will:

- ensure that my child attends school regularly and on time and inform the school when my child is ill or has an appointment which will keep them away from school;
- ensure that my child is properly equipped for school;
- support and help my child with their education as and when I/we can and tell the school when my child has a success or a concern to share;
- encourage my child to meet the challenges set and to do the best that they can, ask my child about their school work and what they have learnt;
- support the school's rules and classroom rules;
- share the responsibility for the school community;
- make a priority of coming to 'Parents Evenings';
- set aside somewhere for my child to complete their home learning and to check that it has been completed;
- check and sign the student planner each week;
- give and pass on accurate information relating to my child;

Care will be taken with the personal use of Social Networking Sites to ensure that the integrity of the school is maintained and to this end you will ensure that you take account of the expectations of all stakeholders when posting information, message, pictures or video footage these may include:

1. Bringing the school into disrepute
2. Confidentiality
3. Political restrictions

Care should also be taken of the legislative measures that already exist e.g. Invasion of privacy, harassment



A WHOLE SCHOOL POLICY FOR EQUAL OPPORTUNITIES

AIM

All staff are aware of the language and dialect spoken by the children and their families, in order that it is valued and respected. Pupils are allowed to use their home language, but never to use it to exclude others.

RESOURCES

The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origins. In selecting curriculum resources, staff should aim to present positive images that are non racist and non-sexist. At James Bateman Middle School we aim to develop the children's awareness of the increasing diversity of the society in which we live. The children should be equipped to develop their own attitudes towards a pluralistic society. The school's experience is that children of all backgrounds should be part of our community.

STATEMENTS OF PRINCIPLE

1. Discrimination on the basis of colour, culture, origin, nationality, gender and ability is unacceptable in our school.
2. All people in school will contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals.
3. An objective for our school will be to educate, develop and prepare our children, whatever their gender, culture, colour, origin, nationality or ability, for life.
4. An equal opportunities philosophy will be practised by all staff in line with the Staffordshire County Council's Equal Opportunities Policy.

METHODS

Admissions

The school follows the LA/Governing Body Admission Policy, which does not permit gender, race, colour or disability to be used as criteria for admission.

Registration

Children's names should be accurately recorded and correctly pronounced. Children should be encouraged to accept and respect names from other cultures.

Discrimination

All forms of discrimination within the school should be treated seriously. Incidents should be logged whenever they take place in the school. It should be explained to the offender why the behaviour is unacceptable.

Curriculum

All pupils have access to the school's curriculum. Staff are well aware that their own expectations affect the achievements, behaviour and status of each pupil. The curriculum at James Bateman is balanced, objective and sensitive.

Language

Children are presented with accurate information about similarities and differences between cultural groups.



School Governors

The Governors of the school have overall responsibility for the effective management of the school. The governing body is made up of members, who serve for a period of 4 years.

They are as follows:



Ms Rebecca Bryant	Chair of Governors, LA
Mrs Caroline Taylor	Vice Chair
Mrs Tracy Price	Headteacher
Mr Lee Pace	Deputy Headteacher – Associate
Mrs Kate Baggaley	Assistant Headteacher – Associate
Mrs Annette Finch	Assistant Headteacher - Associate
Mrs Cheryl Picken	School Business Manager – Associate
Mr Antony Walton	Assistant Headteacher-Associate
Miss Fay Cox	Staff Governor
Mrs Cyndi Cliffe	Parent Governor
Rev Darren Fraser	Co-opted Governor
Mrs Sharon Maguire	Parent Governor
Mrs Jackie Shelley	Staff Governor
Mrs Julie Simcock	Community Governor

Throughout the year the Governors hold a series of meetings and deal with a wide variety of matters relating to the school.

Members of Staff and their roles

Name	Position
Mrs T Price	Headteacher
Mr L Pace	Deputy Headteacher
Mrs K Baggaley	Assistant Headteacher
Mrs A Finch	Assistant Headteacher/Inclusion Leader
Mr A Walton	Assistant Headteacher
Mrs C Picken	School Business Manager
Mr T Ahearn	KS2 Teacher
Mrs S Brennan	Head of MFL
Mr R Carpenter	Food Technology Teacher
Mr S Champ	Head of History/Geography
Mrs L Cooke	Head of Maths
Miss F Cox	Head of RE/KS2 Teacher/Y6 Progress Leader
Miss A Davies	Science Teacher
Mrs C Davis	MFL Teacher
Mrs A Finch	SENCO/Head of Music/KS2 Teacher
Mrs K Fletcher	KS3 Teacher
Mrs S Fletcher	Head of PSHE/KS2 Teacher
Mrs H Hawthorne	English Teacher
Mrs L Hibbert	Head of I.C.T.
Mr N Jones	Head of Science
Miss C Managh	KS2 Teacher/Y5 Progress Leader
Mrs Claire Montifroy	Head of P.E.
Miss R O'Donovan	KS2 Teacher
Mrs L Perkin	English Teacher/Assistant KS3 Progress Leader
Miss L Pointon	Head of English/KS2 Teacher
Miss B Roche	KS2 Teacher
Miss S Roobaert	KS2 Teacher
Mrs J Sale	Head of Art, D&T and FT
Mr A Walton	Progress Leader KS3/PE Teacher
Mr R Birtles	Teaching Assistant/The BASE
Mr D Bowers	Cover Supervisor/The BASE
Mr J Canham	Teaching Assistant
Mrs C Davis	Teaching Assistant/Cover Supervisor
Mrs C Gorniak	Teaching Assistant
Mrs S Jones	Senior Teaching Assistant/Cover Supervisor
Mrs C Lowndes	Teaching Assistant/Cover Supervisor
Mrs J Mountford	Teaching Assistant
Mrs J Nixon	Teaching Assistant
Mr J Richardson	Teaching Assistant
Mrs H Sims	Teaching Assistant
Miss R Smith	Teaching Assistant/Lunchtime Supervisor
Miss G Tideswell	Teaching Assistant/Lunchtime Supervisor
Mrs J White	Teaching Assistant
Miss A Williams	Teaching Assistant/Cover Supervisor
Mrs J Worthington	Teaching Assistant/Cover Supervisor

Mrs H Dagleish
Mrs D Moss
Mrs J Pearce

Receptionist/Senior Lunchtime Supervisor
Office Services Manager/Lunchtime Supervisor
Data Officer

Mr D Jenkins
Mrs D Kettle
Mr C Millington
Miss R Shaw

IT Technician
Science Laboratory Technician
IT Technician
D & T Technician

Mrs J Shelley

Librarian

Mr N Hopper
Mr W Tagell

Site Supervisor
Janitor

Mrs K Sheldon
Mrs S Burton
Mrs J Hoskins
Mrs R Maddox

Catering Manager
Kitchen Staff
Kitchen Staff
Kitchen Staff/Cleaner

Mrs M Brundrett
Mrs D Cornwell
Miss Elcoat Stubbs
Mrs J Jones
Mrs K Leake
Miss A Owen
Miss A Picken
Ms S Riley
Mrs J Swindells

Cleaner
Cleaner
Cleaner
Cleaner
Cleaner
Cleaner
Cleaner
Cleaner
Lunchtime Supervisor/Cleaner

Learning at James Bateman

When your child comes to James Bateman Middle School he or she is placed into form groups of about 25 children per group. These groups are of mixed ability and are constructed on the basis of their Year 4 class teacher's recommendations. This will help develop a close relationship between your child, the form tutor and yourself. The progress leader, Miss Managh has overall responsibility for pupils in Year 5.

The liaison with your child's First School starts long before they arrive at James Bateman Middle School. Close consultation with our feeder schools is very important as this allows us to get to know their previous learning, their learning styles and their likes and dislikes.

Learners will spend the majority of the day with their form tutor who will help them learn across many subjects. This approach ensures that close, learning relationships between your child, their teacher and yourself is developed. The aim is quite simple; to ensure your child makes excellent progress from the outset and enjoys the outstanding learning opportunities we provide.

In Y6 the structure is very much similar. However, the pupils will also get the benefit of specialist Science, PE and MFL teaching to compliment the rest of the curriculum.

In both Years 5 and 6, provision for pupils who show outstanding academic strengths in English, Maths or Science are supported through dedicated intervention groups. These pupils may also be taught by a different teacher; this ensures their talents can be nurtured and strengthened.

Where pupils show outstanding aptitude in other areas of the curriculum, a range of after school and out-of-school learning opportunities exist, thereby developing their talents further.

Our provision for pupils with Special Educational Needs is equally rigorous. We have a wide range of interventions available to ensure that pupils are able to access a broad and balanced curriculum no matter what their abilities. Our Special Educational Needs and Disability Co-ordinator (SENDCo) works closely with families and other agencies to ensure pupils get the support they need.

Whatever your children's interests and abilities, the personal approach in which we take great pride, ensures your child's needs are met.

As pupils progress, more of their teaching takes place in sets. Staff are chosen to maximise progress in the sets and to tailor their teaching to the needs of the children with whom they are working. There is greater flexibility in the setting and pupils appreciate the opportunities that there are to change sets through their own efforts.

If you need to discuss any matter with a member of staff the normal lines of communication between the home and school should be:

Form Tutor - Progress Leader – Deputy/Assistant Head - Headteacher.

All pupils are issued with school planners. Planners do many jobs including recording all home learning, target setting and recognising classroom achievement. They also provide an excellent way for school and home to communicate with one another.

The children are attached to one of our 4 houses: Mars, Mercury, Neptune and Jupiter. Our whole school policy in rewards is based in the house system. Also, various activities including competitions and assemblies are organised for children in each house group.

School Lunches and Morning Break

Our school meals are prepared on the premises and to a very high standard. The cost of this will be £2.25 per day. If your child has been receiving free school meals then this entitlement will be transferred from your child's present school. If you feel you are entitled to free school meals but have not received them please contact the school office.

Your child may wish to bring a healthy packed lunch. This should be kept inside a suitable lunch box in order to keep it fresh. If they do bring a drink please ensure that it is not in a glass bottle. They should also bring their own cutlery.

Children are allowed to bring water into school in unbreakable containers for consumption throughout the day. However, they should not bring in any other snacks or drinks other than fresh fruit.

Attendance and Absence

Excellent school attendance is the most important contributor to school success. Pupils with the highest levels of attendance at James Bateman Middle School progress faster and achieve at higher levels.

Having said this we recognise that sometimes illness or other serious reasons make it impossible for pupils to come to school. If your child is going to be absent from school for any reason please inform the school that morning or as soon as possible. If we do not hear from you a member of staff will contact you during the morning to try to establish the cause of that absence.

In the event of your child becoming ill while at school parents will be notified by phone. If your child becomes ill whilst on visits/trips etc a member of staff would inform the school who will then contact a parent by phone. Please ensure we have up to date telephone numbers.

We ask that you do not take your child out of school for family holidays during term time. Updated criteria, means that we can no longer authorise leave of absence except in exceptional circumstances. If you removed your child from school and it is unauthorised you may be liable for a fixed penalty notice and a visit from the Educational Welfare Officer.

Inclusion and Special Educational Needs

It is the aim of James Bateman Middle School that every pupil should achieve at a very high level as well as thoroughly enjoying his/her time at school. The special educational needs department under the leadership of Mrs Finch, Assistant Headteacher, works hard to make learning accessible to all pupils regardless of their additional needs.

Teachers are assessing and monitoring the progress of their pupils all the time. If there are concerns about aspects of learning or behaviour, teaching is adjusted and refined to respond to those needs. If this does not result in expected progress then Mrs Finch and her team are alerted and further steps are put into place. These may involve: modified teaching, additional work, separate small group or one-to-one teaching, support from teaching assistants, modified homework and many other strategies. If we need to seek expert professional advice, we have close links with other agencies such as the Education Psychologist Service, Behaviour Support or the Special Educational Needs Support Service with whom we will plan further help. They are all just a phone call away.

All of this activity is very strictly monitored so that pupils and parents know exactly what is going on and so that the school can easily put in place just the right solutions for each type and level of need. Parents can initiate any of this activity themselves if they feel that their children are not having the success that we all hope for or if they are not happy.

Our team of teaching assistants are extremely able and very resourceful. Pupils feel very well supported and teachers and parents have great confidence in their work.

Teaching

We aim to provide the greatest opportunities for our pupils by employing a balance of methods that will match to the preferred learning styles and the multiple intelligences of all of our pupils.

Our teaching has been recognised as good with outstanding practice. This has recently been reaffirmed with the appointment of five specialist leaders of education. They will now go on to use their skills to support and develop other schools as part of our work with Hempstalls Teaching School.

At James Bateman Middle School we aim to use teaching methods that are effective and appropriate to the needs of your children. Children in all classes will, speak, listen, read, write, draw and construct. They will express themselves through movement, through drama and through music. They will also gain experience first hand, research and observe. We will endeavour at all times to make the experiences as lively and as practical as we possibly can.

We recognise the fundamental importance of reading to and with pupils at James Bateman Middle School. Our reading progress and attainment is outstanding. Our school is regularly used by the Local Authority and OFSTED to show good practice. We will encourage and support reading through activities within and outside classrooms and also in partnership with parents.

Assessment and Testing

Children in school are rigorously and regularly assessed by the class teacher. Assessment by the teacher is a vital element in the planning of the curriculum and contributes to all stages of a child's learning. We use accurate assessment to set targets for pupils throughout their time at James Bateman Middle School. We track the progress of children against these targets to ensure that the best progress is being made.

Under the requirements of the National Curriculum children are tested at the end of Key Stage 2 (Year 6) the SATs. The results of these tests are reported to parents and published in the School Prospectus (see Appendix no. 1). We also test in years 5, 7 and 8 using our own in-house tests or Puma/Pira tests.

Standardised and diagnostic tests in reading and spelling are carried out annually. The results of these tests may be given to individual parents but are NOT published.

ASSESSMENT CALENDAR

	Autumn	Spring	Summer
Year 5	Baseline assessment, English, Maths and Science	Assessment Week (Jan) Puma Pira	Puma Pira
Year 6	Assessment Week	Assessment Week (Jan) Puma Pira	SATS (May) Puma Pira
Year 7	Assessment Week	Assessment Week (Jan) Puma Pira	Science Test Puma Pira
Year 8	Assessment Week	Assessment Week (Jan) Puma Pira	Science Test Puma Pira

Home Learning

Key Stage 2

Pupils will have weekly spellings to learning - form tutors will distribute these. Pupils will also be expected to spend 45 minutes per week on Times Tables Rockstars, this is an online/app based program to support pupils with their times tables.

Pupils are also expected to read for at least 15 minutes every day – during the school day, pupils will have the opportunity to 'quiz' on their books using 'Accelerated Reader'.

To support Home Learning, a termly curriculum overview will be distributed, giving advice to parents on how they can support their child at home.

Occasionally pupils will be given additional home learning based around the current learning theme; this gives the pupils an opportunity to extend their learning at home.

Key Stage 3

Pupils will have a home-learning book for English, Maths and Science. Pupils will have weekly spellings to learning – English teachers will distribute these.

Pupils are expected to read for at least 20 minutes every day-during the school day, pupils will have the opportunity to 'quiz' on their books using 'Accelerated Reader'. Home-learning will be set weekly and pupils will be required to hand in their home-learning on the date specified by their teacher.

To support Home learning, a termly curriculum overview will be distributed, giving advice to parents on how they can support their child at home. Pupils will also be given additional home learning where appropriate: this will give pupils an opportunity to extend their learning at home. Pupils will receive feedback to help them identify their strengths and areas for development; this may take the form of oral feedback, written feedback from the teacher or peer assessment.

Home-learning club

Some pupils like to complete home-learning at school. For this reason we have a daily home-learning club at lunchtime. The club is held in the computer suite and is supervised by a teacher who will be happy to support.

Reporting to Parents

Day-to-day "reporting" of life in school during school days may be found in the School Planner. The planner contains information about daily timetables and home learning timetables as well as "Target Setting" tables providing precise details of what each pupil is working towards in every subject. The diary section is where pupils note the home learning that they are set each day. Pupils are expected to complete this accurately and with sufficient detail to support their and their parents'/carers' understanding. Still within the diary section there is a comment box where communication can take place between parents and the school about any concerns or to share good news.

At James Bateman Middle School we operate an "open door" policy in that we actively encourage parents to make appointments to come into the school to discuss any problems or difficulties. When we know about the problem we will make the best effort to ensure that our response to your request to see us is immediate. We will usually make arrangements for parents to discuss their children's progress either with the class teacher or the Progress Leader. Members of the Senior Leadership Team are also available should you prefer to discuss issues with them. More formal occasions, Parents Consultation Evenings, take place each term.

Written reports, detailing the children's progress in all areas of the school curriculum are issued to parents twice a year. These are very clear and concise documents providing grades for achievement, progress and behaviour for learning as well as percentages for attendance to date. In the Summer Term there are additional descriptive comments from the Form Tutor, the Progress Leader and the Headteacher for each pupil.

Behaviour

At James Bateman Middle School we expect high standards of behaviour throughout the school at all times from all our pupils. We adopt a positive approach to behaviour management; pupils are rewarded for good behaviour in classrooms through verbal praise, signatures and stickers, leading to awards for bronze, silver, gold, platinum and diamond certificates and badges. Pupils are also graded in each lesson with the expectation that they will be at least good. The grades are 1 (outstanding), 2 (good), 3 (requires improvement), 4 (cause for concern) and 5 (unacceptable behaviour). At the end of each half term there is a reward for pupils with consistently good behaviour. Those who do not meet our high expectation will not be allowed to participate. Please see our behaviour for learning criteria on our website. Where pupils do not comply with rules, warnings are given and sanctions applied if the pupil does not heed the warning.

To ensure that you are fully aware of the policy, the classroom rules are detailed opposite:

Classroom Rules

We will be polite and respectful by:

- Doing as we are asked the first time
- Listening carefully to the person who has permission to speak
- Putting up our hand if we wish to speak
- Bringing our planner, pen, pencil and ruler to the lesson
- Remaining seated unless given permission to move
- Allowing others to learn

Rewards 	Sanctions 
<p><u>Certificates</u></p> <ul style="list-style-type: none"> ✚ Bronze – 100 Signatures ✚ Silver – 200 Signatures ✚ Gold – 300 Signatures ✚ Platinum – 400 Signatures ✚ Diamond – 500 Signatures ✚ Bronze 2 – 600 Signatures ✚ Silver 2 – 700 Signatures ✚ Gold 2 – 800 Signatures ✚ Platinum 2 – 900 Signatures ✚ Diamond 2 – 1000 Signatures ✚ Bronze 3 – 1100 Signatures ✚ Silver 3 – 1200 Signatures ✚ Gold 3 – 1300 Signatures ✚ Platinum 3 – 1400 Signatures ✚ Diamond 3 – 1500 Signatures 	<ul style="list-style-type: none"> ✚ Verbal Warning ✚ Yellow Warning ✚ Red Warning ✚ Removal to another classroom if teacher wishes ✚ Isolation Unit ✚ 1 Yellow Warning = 10 Minute detention ✚ 1 Red Warning = 30 minute detention ✚ 3 Red Warnings = Evening Detention ✚ <u>On Report</u> ✚ Form Tutor Report ✚ Progress Leaders Report ✚ Headteacher Report

The English Department

May I extend a warm welcome to you and introduce the English Department here at James Bateman Middle School.

Knowledge of language and the means by which we can communicate with others is vital to each of our pupil's successes. A child's experience of each of the curriculum areas starts with their ability to communicate effectively. Here at James Bateman Middle School, our English team strives to ensure each individual achieves competency in speaking, listening, reading and writing. Our brilliant English team relish creating fun, stimulating, creative and innovative literacy lessons to allow our pupils to love words and appreciate their power.

The literature studied at James Bateman Middle School reflects the experiences of people from different countries, cultures and times. During the four years each of our students spend with us, they will have the opportunity to delve into the works of authors such as David Grant, Edgar Allen Poe, Michael Morpurgo, Benjamin Zephaniah, Katherine Rundell and William Shakespeare.

The English team's passion is to ensure all of our pupils learn to become enthusiastic and critical readers of stories, plays and poetry as well as non-fiction and media texts. It is with the knowledge of each of these text types that pupils begin to form their own ideas and opinions and listen to the views of others with respect and consideration.

The English department works closely with the Special Educational Needs and Disability Department and our support team, headed by our Special Educational Needs and Disability Co-ordinator (SENDCo) Mrs Finch. When appropriate, specific programmes of study are created for those pupils who require additional support to access the literacy curriculum. It is the job of each member of staff to continually challenge and support our more able students in and out of lessons. Our focus is to ensure every single student strives to attain more than just their target grade and become enthusiastic, determined and inquiring young learners.

Mathematics

The teaching of mathematics at James Bateman Middle School aims to enable pupils to feel at ease with all aspects of the subject and grow in confidence as they develop these skills. We promote a positive attitude and approach to an enriching and rewarding subject.

We follow a teaching for mastery approach where pupils are encouraged by the belief that by working hard at maths they can all succeed. Significant time is spent developing a deep understanding of the key concepts that are needed to underpin future learning. In all year groups we use White Rose Maths alongside the Inspire Maths in Key Stage 2 to support the mastery approach and to meet the higher expectations of the 2014 National Curriculum.

Fluency in recalling key facts, such as multiplication tables and addition facts, allows pupils to focus on new ideas when problem solving. Most mornings, pupils will be involved in a brief activity in a bid to regularly revisit and embed these skills. All pupils have access to TT Rockstars to help them to develop their multiplication and division skills. These mental methods, along with the ability to carry out written calculations, enables pupils to explore and solve a range of problems. They are given the opportunity to develop their confidence and perseverance with more complex scenarios and abstract concepts. We aim to ensure that all pupils are prepared for the maths that they will meet outside of the classroom.

Pupils will be assessed throughout the year using a mixture of teacher assessment and formal testing. This is to ensure that they make progress throughout the school year, and allows staff to identify areas where further support is needed.

Science

Welcome to the science department. At James Bateman Middle School we believe science plays a key role in your child's education, as well as help them to maintain a healthy lifestyle. There is a clear commitment from all staff in all year groups to ensure the pupils develop academically and socially. Our resources and facilities give us the edge over regular primary schools: we have two dedicated laboratories and specialist science teaching. This specialism enables and encourages students to develop investigative skills that will be a bedrock for the science learning as they move towards GCSEs.

All pupils follow schemes of work based on the National Curriculum, tailored to the needs of our pupils. In KS2, pupils start their science journey with three lessons of science per week with their form teacher or one of the specialist science teachers in mixed ability classes.

In year 5, topics range from 'Forces', 'Life Cycles' to 'Earth in Space' and beyond! This is built upon in Year 6, with topics ranging from 'Light', 'Circuits' and 'Environment and Evolution' amongst others. Through all of this, investigative skills are built upon, with pupils developing the ability to perform experiments with a safe, ordered and strategic approach.

Pupils in KS3, have 4 hours of science per week with a specialist teacher, in specialised laboratory facilities. This allows us to investigate scientific principles and ideas in greater depth, allowing pupils to develop key knowledge, skills and understanding for the future. Our bespoke curriculum is ratified with Biddulph High School, to allow for smooth transition of pupils as they start to prepare for GCSE work.

All pupils will be assessed at regular intervals with exam style questions, which will allow pupils to have a better understanding of their strengths and their areas for development.

Here at James Bateman, we recognise the impact that science has on the world, and the success of future generations. We believe that science is a fundamental area of study that enables pupils to develop a critical, reasoned approach, based on evidence that will be necessary for progress in any field in the future. We aim to take the pupils along the next steps in this journey with the determination and passion to succeed and make them the best scientists they can be.

STEM

Science Technology Engineering Maths

STEM projects are designed to have a positive impact on learners in STEM subjects, leading to improved engagement and achievement in learning and an increased pursuit of STEM subjects and careers post-16. STEM subjects are valuable not only because they can lead to exciting, rewarding career options, but also because they enable individuals to be active citizens in an increasingly technological society.

At James Bateman we have been involved in a number of STEM activities already and are determined to increase this involvement year on year. After a very successful learning experience last academic year, James Bateman Junior High is again working in partnership with Siemens of Congleton, as part of a STEM project, with a group of our year 7 and 8 pupils working as part of a team to build a roller coaster. STEM ambassadors from Siemens will be supporting them along the journey. Equipment to build the rollercoaster is provided by Siemens, and pupils also have an opportunity to visit Siemens in Congleton to see STEM projects in a working environment. Last academic year was our school's second entry in the competition, being one of only two schools representing Staffordshire, our competition was against other high schools in and around the Congleton area. We were extremely proud of our pupils and their commitment to the project.

Year 5 and 6 pupils usually take part in building a tower using spaghetti, but last year the competition had a slight twist on the theme and became building a successful launching projectile catapult.

Last year we excelled ourselves and invested in a Goblin electric racing car. Thanks to KMF and Hollinsheads coaches a group of enthusiastic engineers took part in a race in June at Stafford where we came 6th out of 23 schools that participated. A huge achievement for our school in our first year of competition. Pupils visited KMF's workshop who supported the build of the car. We aim to be racing again in the summer term of 2019.

All of year 7 were involved in 'race for the line' last year. The rocket cars were delivered to school and after snow stopped our races for the challenge, we came 6th overall and a team went to represent James Bateman at the regional finals.

Modern Foreign Languages

The main aim in Modern Foreign Languages is to foster a real interest in the language and culture of Germany/France and the German/French people.

MFL aims to:

- Develop understanding of the spoken and written forms of the languages from a variety of registers.
- Communicate confidently, clearly and effectively in German/French.
- Increase the pupils' sensitivity of languages and language learning.
- Develop critical insights into the contact with the contemporary society, cultural background and heritage of countries where the language is spoken.
- Develop positive attitude to foreign language learning.
- Provide suitable foundation for further study or practical use of German/French.

Lesson Organisation

Year's 5 – 6 one lesson of French per week.

Year's 7 - 8 two lessons of German per week or one lesson of French.

By the end of year 8, students will learn to express themselves in German/French in order to talk about themselves and their families, to talk about school, clothes, a typical day, their hobbies, food and get an in-depth knowledge of the German/French culture.

To enhance cultural learning we have a language day in September. In addition year 8 pupils also have the opportunity to visit Berlin.

Religious Education

The new Religious Education syllabus at James Bateman seeks to foster deeper understanding of different religions and cultures. By having a greater knowledge of religions around the world, pupils are able to understand the events happening in the world today.

We focus on key religions such as – Christianity, Sikhism and Hinduism, though many other religions, cultures and beliefs are covered throughout a range of topics. The programme of study takes account of modern issues and allows pupils to discuss them in a non-confrontational manner. A variety of study skills are used throughout the programme, which develop the cross-curricular skills pupils need to develop. Students are encouraged to discuss and reflect on their own and others beliefs, creating a respectful culture within the school.

At James Bateman Middle School we blend individual class worship with whole school assemblies and inter-class worship. These may draw upon readings, music, current events, television and radio programmes, guest speakers and are taken by the Headteacher, members of staff and invited guests. We also put on Easter and Christmas performances at the local church. Events such as Faith in Focus alongside a range of trips are held throughout the year to celebrate and explore a range of religions.

Parents rights to withdraw children from RE and/or Collective Worship.

Parents have a legal right to request that their child be withdrawn from lessons in Religious Education or from acts of collective worship. This is in consultation with the Headteacher.

History

Our History curriculum is designed to fire our pupils' curiosity and imagination, giving them the opportunity to discover how our world has evolved. In school we aim to provide stimulating lessons in which the pupils can discover all about the past, giving them the chance to ask questions properly, express their own opinions and improve their literacy skills. We will help our pupils to develop their knowledge and understanding through the study of local, national and international events. Outside of school we also undertake a number of trips and visits to enhance learning.

Our curriculum for History covers a range of exciting topics including – Ancient Egypt, The Greeks, The Mayans, Anglo-Saxons, The Battle of Hastings, Castles, Elizabeth I, the Spanish Armada, the Slave Trade and much more.

Geography

At James Bateman the Geography curriculum has been designed to give all our pupils an understanding of the world we live in. We have to share our planet with many living things so it is vital that pupils have a broad understanding of how we all link together as possible. The subjects studied build on pupils' own experiences to investigate places at all scales, from the personal to the global.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future

Geography is about the world we live in The "here and now".
Geography is about how the world is changing.
Geography is about the world and its future.

Some of the topics that we study include Egypt, the rainforest, map skills, Greece, the rise of China, Africa, plate tectonics, weather, climate and hydrology. We also have opportunities for our pupils to get out of the classroom and undertake fieldwork.

Physical Education

Sporting facilities here at James Bateman Middle School are outstanding.

We have a magnificent astroturf, outdoor tarmac area, sports field, a fully equipped gymnasium and a hall.

Pupils enjoy a wide variety of activities – many different games, dance, gymnastics, outdoor pursuits, athletics and swimming for year 5.

We run many sporting clubs at lunch time and after school where every pupil is invited to attend eg: table tennis, dance and the school enters Staffordshire Moorlands Leagues for soccer, netball, cross country, athletics and cricket. Our pupils enjoy PE and sport and we encourage pupils to find activities they enjoy, so they can continue them into adulthood for a healthy active life.

Computing

Computing is an exciting subject which is used to motivate our learners as they develop new skills when using various forms of software. At James Bateman Junior High the Computing department has the responsibility of ensuring that all of the pupils gain the essential skills that are vital to school life and beyond.

To do this all of the pupils are taught key skills and techniques that they can adapt and use to solve problems and produce creative pieces of work suitable for a particular audience or purpose. Within our creative computing curriculum are digital literacy projects which link to commercial use of computer aided design. In KS3, pupils are offered the opportunity to have their designs printed onto 3D products such as mugs and coasters.

In our school, computing lessons take place in one of the two fully equipped rooms, and we recently purchased 30 new ipads for curriculum use.

A core focus of the computing curriculum is computer science, within which pupils are encouraged to understand and apply computational thinking, problem solving, abstraction, logic and data representation concepts. This is delivered through learning various types of textual and visual programming languages. The computer science curriculum currently includes:

Textual Programming

Textual Programming – represents programs using text

- Logo Small Basic HTML – Textual Python

Visual Programming

Visual Programming - represent programs primarily as diagrams or by using other graphical means.

- Flowol Scratch Kodu

Pupils in year 7 also explore and compare programming languages through codeable micro sized computers such as the BBC micro:bit.

As well as learning essential programming, digital literacy, and general ICT skills, we also strive to make sure our pupils understand the need to stay safe when using computers. All our computers have filtered internet use and pupils are not allowed to access chat rooms.

Art

In Art, we develop pupils' imagination, creative thinking and self discipline. Pupils are encouraged to explore and experiment with a wide range of tools and techniques from drawing and painting to printing, sculpture and claywork. They become familiar with the visual elements such as line, colour, form, tone and texture.

Aiming to provide a broad and balanced curriculum, pupils look at artists and art movements from a range of times and cultures from Mayan Art to contemporary artists and craftspeople. Opportunities are provided for pupils to work as a team as well as to develop their organisational and problem solving skills.

In Key Stage 2, pupils are taught art within planned themes as part of their creative curriculum. Techniques learnt here include weaving, claywork and painting. At KS3, all pupils receive a 1 hour art lesson per week. Projects here include Day of the Dead masks and self-portraits.

For both key stages, we offer an array of gifted and talented events: for example, Year 5 students Chatterley Whitfield. All students are able to partake in a range of extra-curricular activities at various points throughout the year, including art club and an array of events within the local community.

Design Technology

What in the world has not been designed, apart from nature?

In Design Technology, students combine practical and technological skills with creative thinking to design and make products which meet human needs. Working with a range of materials and equipment, students respond to briefs with ideas, products and systems, challenging expectations where appropriate.

At Key stage 2, students cover a wide range of technology briefs from textiles to jewellery design, which is addressed through themed projects as part of the creative curriculum.

In Years 7 and 8, students study Design and Technology once a week (1 hour) completing units of work in Food Technology and Product Design. Throughout their Technology lessons, teachers aim to encourage the development of research, design and manufacturing skills, enabling all students to fulfil their true potential.

Food Technology

In Year 6, pupils are introduced to working within Food Technology: they learn about the importance of Health and Safety and are taught how to use a range of equipment and techniques. Pupils make healthy treats such as rainbow salad, pizza toast and tropical granola bars.

Year 7 pupils cook a variety of dishes which mainly have a healthy element to them. They are introduced to the 'Eatwell' plate which is used as guidance towards pupils' diets.

Year 8 pupils develop their knowledge about eating a balanced diet and they prepare and cook a range of healthy multicultural dishes, including risotto, chicken curry and bolognese.

Resistant Materials

Within Resistant Materials, students can explore how real products are made and the importance of design and technology in the present 'technology age'. The projects offer a broad skill base for students to acquire and practise

creative thinking and problem solving. It opens avenues in a wide range of future careers ranging from architecture, advertising, branding, product design, game designing, CAD, construction, as well as trades in construction, plumbing and carpentry.

In year 7, students will work to create a notebook holder. During this topic students will learn about Health and Safety, tools and equipment to use and they will explore the various cutting and shaping techniques to create their product. Throughout the topic students reflect on their skills and develop their design and practical skills.

In year 8, students will design and create an acrylic clock, exploring the needs of their chosen product user. They will enhance their knowledge of manipulating materials and broaden their expertise of designing, including model making and using ICT.

Music and Peripatetic Music Support

James Bateman Middle School has a good reputation for its music. Throughout the year, the children who join the various music groups have the opportunity to perform not only in school, but also to a wider audience. Over the past few years, the school music groups have performed in residential homes, the local supermarket, St John's Church and we are now part of a nationwide singing project called 'Young Voices' which involves us joining forces with thousands of other school children, as well as some well-known faces to sing in major venues around the country.

Apart from the high standard of teaching that the children receive through their curriculum entitlement, we also accommodate pupils who wish to learn a musical instrument outside of the classroom. Music for Life, an external music tuition provider, send well qualified teachers into our school to deliver a wide range of instrumental tuition ranging from woodwind to percussion. These pupils will have the opportunity to take part in our Music Gifted and Talented days and then perform at the end of year celebrations.

Citizenship (PSHE)

Work in PSHE is designed to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their full potential as individuals and within the community.

At James Bateman Middle School we deliver our PSHE & Citizenship Curriculum in a structured 1 hour lesson per week. This is delivered by the form tutor. We also have 2 drop down days per year where we focus on a specific area of the PSHE curriculum, allowing pupils to thoroughly explore the concept.

- Day 1 – Enterprise Day (exploring finance and business processes)
- Day 2 – Careers Day (exploring career paths, raising aspirations)

Our programme delivers the National Curriculum objectives and fulfills all statutory requirements. Our PSHE programme of study is based on 3 core themes.

- Health and Wellbeing
- Relationships
- Living in the wider world.

Relationship and Sex Education forms a crucial part of this curriculum. The content of these sessions will be age appropriate and will build pupil's knowledge and life skills over time in a way that will prepare our pupils for issues they may face. Each session also highlights where pupils can get support if needed.

Pupils will focus on :

- Different types of relationships, including friendships, family relationships, dealing with strangers and, in KS3 intimate relationships.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships, physical health and mental wellbeing
- How relationships may affect health and well-being, including mental health;
- Healthy relationships and safety on line
- Factual knowledge, in KS3, around sex, sexual health and sexuality, set firmly within the context of relationships.

Our PSHE and Citizenship programme is reinforced on a daily basis by all staff. Our comprehensive assembly programme with invited guests, our work in the community and our roles and responsibilities within the school all reinforce our aims which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act upon informed decisions
- Communicate effectively
- Work with others

- Respond to challenge
- Be an active partner in their own learning
- Become healthy and fulfilled individuals

Initiatives such as School Council, the Energy Angels, Peer Mentors, Prefects and Bully Buster Schemes encourage pupils to take an active part in the life and strategic direction of the school, and to feel that they have both a voice in school and a contribution to make to the welfare of themselves and their peers.

Extra – Curricular Activities

We are proud of our extra-curriculum programme of activities. They offer pupils the chance to develop their own talents and confidence outside of the normal school day.

Whether it is music, sport, drama, art or IT, pupils at James Bateman will have the opportunity to join a wide range of clubs. Our sporting facilities include a large gymnasium, sports hall, sports field, all-weather (astro) pitches and tarmac netball courts; these facilities are used by the children daily. Most of our extra-curricular activities take place at lunchtime or immediately after school. Every club is well attended and pupils enjoy the opportunity to take part in something they love.

Our extra-curricular provision also provides a range of competitions for pupils to take part in. Over the past few years, children from James Bateman have represented Staffordshire, Staffordshire Moorlands and the school in a wide variety of sporting disciplines.

Below is a sample of activities that took place in the last academic year.

	ACTIVITY	YEAR GROUPS	START TIME	END TIME	ROOM	STAFF
MONDAY	GARDENING	ALL	15:30	16:30	OUTSIDE	JR
	YOUNG VOICES	ALL	12:30	12:55	ROOM 6 OR 9	AF / JM
	FOOTBALL	YEAR 7	12:30	12:55	ASTRO	SC
	FOOTBALL	YEAR 8	12:30	12:55	ASTRO	AWa
	NETBALL	YEAR 7	12:30	12:55	GYM	WH
	INSPIRE DANCE	YEAR 5 & 6	15:30		HALL	WH
	INSPIRE DANCE	YEAR 7 & 8	15:30		HALL	WH
TUESDAY	HUFF & PUFF	YEAR 5 & 6	12:30	12:55	HALL	RB
	SCHOOL PLAY	ALL	15:30	17:00	HALL	AF / JM
	SCIENCE	YEAR 5 & 6	15:30	16:30	ROOM 21	RO
	CROSS COUNTRY	ALL	15:00	17:45	OFFSITE	AWa / WH
	RUGBY	YEAR 7 & 8	12:30	12:55	ASTRO	AWa / DR
	RUGBY	YEAR 7 & 8	15:30	16:10	ASTRO	Awa / DR
	NETBALL	YEAR 8	12:30	12:55	GYM	WH
	NETBALL FIXTURES	YEAR 7 & 8	15:30	18:00	OFFSITE	WH
WEDNESDAY	ARTS & CRAFTS	ALL	12:30	12:55	ROOM 14	
	GAMES CLUB	YEAR 5 & 6	15:30	16:30	GYM	RB
	FOOTBALL	YEAR 7	12:30	12:55	ASTRO	SC
	FOOTBALL	YEAR 8	12:30	12:55	ASTRO	AWa
	FOOTBALL FIXTURES	YEAR 7 & 8	15:00	17:30	OFFSITE	AWa / SC
	NETBALL	YEAR 6	12:30	12:55	GYM	WH
	INSPIRE DANCE	YEAR 5 & 6	15:30		HALL	WH
	INSPIRE DANCE	YEAR 7 & 8	15:30		HALL	WH

THURSDAY	ROLLERCOASTER CHALLENGE	YEAR 7 & 8	15:30	16:45	ROOM 19	LH / JSA / JR
	TABLE TENNIS	ALL	12:30	12:55	HALL	KB
	RECORDERS	YEAR 5 & 6	15:30	16:30	ROOM 1	JWO
	FOOTBALL	YEAR 5 & 6	15:30	16:30	ASTRO	TAH / JC
	SPORTS CLUB	YEAR 5 & 6	12:30	12:55	ASTRO	MR GREENING
	NETBALL FIXTURES	YEAR 7 & 8	15:30	18:00	OFFSITE	WH
	MEDITATION & WELLBEING	ALL	15:30	16:15	ROOM4	FC
FRIDAY	CHILL OUT ZONE	ALL	12:30	12:55	SANDWICH ROOM	KB
	TENNIS CLUB	ALL	08:00	08:45	HALL/GYM	PHILL INGRAM
	NETBALL	YEAR 5	12:30	12:55	GYM	AD

School Visits and Residential Holidays

Over many years the school has arranged residential visits to Outdoor Education Centres and the year 8's have the opportunity to spread their wings and visit a European City.

The visits to the Outdoor Educational Centres are organised in Year groups for all pupils and help to widen the educational opportunities for those who take part. The Outdoor Education Centres provide good opportunities for pupils to partake in adventurous and challenging activities such as rock climbing, canoeing, hill walking and orienteering as well as the historical and geographical aspects of the visits. These visits take place during term time and are in addition to the wide variety of educational visits.

Year 7 pupils have the opportunity to participate in a residential visiting cities such as London and York or Edinburgh. This visit supports our citizenship curriculum as well as our history curriculum. Pupils are able to gain an understanding into the laws and democratic principles of modern day Britain.

The year 8 pupils are also given the chance to visit a European City and this offers them good opportunities to learn about the country, its people and to develop social skills. This visit enhances the positive relationships that exist between staff and pupils.

All visits are organised strictly within the terms of the school's rigorous policy and are subject to advance approval by the Governors. Behaviour of pupils will also be taken into account.

In addition to residential visits there are many one day visits organised to support the curriculum. Such activities include theatre visits, Young Voices, Big Bang Fair and National Arboretum

Participation in trips is dependent on good behaviour and attendance records.

School Uniform

The school policy is for full school uniform. Our school uniform is:

Girls

Black blazer with school badge
 Black v-neck knitted jumper
 Black or dark grey trousers or skirt
 White shirt
 School tie with house stripe
 Black or grey socks, (White with skirts is allowed)

Plain flat black school shoes

Trainers/canvas shoes are not acceptable

Boys

Black blazer with school badge
 Black v-neck sweater knitted jumper
 Black or dark grey trousers
 White shirt
 School tie with house stripe
 Black or grey socks

Plain black school shoes

Trainers/canvas shoes are not acceptable

Physical Education	
Girls	Boys
School polo shirt with logo (RED/BLACK) Red/Black PE skorts Training shoes	School football shirt with logo/(RED)/BLACK Red/Black polo shirt with logo (optional for summer term) Red/Black Football shorts Training shoes
Black football socks with red stripes Black trackpants (optional)	Black football socks with red stripes Black trackpants (optional)
Black hoodies (optional)	Black hoodies (optional)
Shin pads	Shin Pads

Year 5 Swimming: Towel and one piece swimming costume or trunks.

Swimming caps are compulsory for both boys and girls. We sell them in house colours.

PLEASE MARK ALL ITEMS OF CLOTHING WITH THE OWNER'S NAME

Jewellery, Make up and Hair

We do not allow the wearing of jewellery for two reasons: jewellery causes an added danger to pupils in and around a busy school and it also gives us a security headache through loss or theft.

The only items of jewellery that are permitted are a watch and one pair of small "stud" earrings which must be removed for P.E, games lessons and swimming. We suggest ear piercing should take place at the start of long holidays so that the wearing of hooped "sleepers" in school is avoided. We do not accept any other jewellery including that which involves piercing of the face or any other part of the body.

Items with a deep religious significance may be allowed at the discretion of the Headteacher, but permission should be obtained before they are worn.

Please note that teachers will not normally be responsible for the removal and/or replacement of earrings nor for their safekeeping during lessons.

No make up, fake tan, hair gel, tattoos, false nails and nail varnish are allowed to be worn in school.

Hair should not be dyed or coloured and should not be cut in an extreme style.

No Smoking Policy

The school has been declared a non-smoking establishment. This applies to staff, visitors and all users of the premises both within and outside school hours. Parents are requested not to smoke within the school boundaries or immediately outside. This ban also prohibits the use of e-cigarettes on the premises.

Money and Security

Pupils in years 7 and 8 have the opportunity to keep their belongings in lockers located around the school. Pupils are responsible for supplying their own padlocks.

If pupils lose their keys or forget their combination, Mr Hopper will cut the padlock off with the responsibility of supplying a new padlock down to the pupil.

Lockers are accessed by pupils at the beginning and end of the day, lunchtimes and breaks. Pupils will not normally need to access lockers during lesson time.

It is very important that all personal belongings are clearly marked with their owners' names. Lost items of clothing and bags are often not recovered by their owners because pupils are unable to identify their property by appearance alone. High value designer label clothing and equipment is inappropriate for school use.

Pupils are discouraged from bringing any loose money into school. If money has been brought into school for any reason this should be in a sealed envelope, clearly marked with pupils' name, their class, the amount enclosed and the purpose(s) for which the money is intended.

It is also not appropriate to bring expensive toys, games, precious possessions or mobile phones into school. Each of these items may render their owners more vulnerable to loss or theft while not providing any benefits for their time in school.

Access to the school building for visitors and parents is through the **main entrance only**. All other external doors are secured during lesson times.

Charging Policy

The school complies with the regulations for charging for school visits. Costs for visits are kept to a minimum and, in many cases, the school subsidises visits to museums, galleries and places of interest.

For visits made wholly or mostly educational we ask for a voluntary contribution towards the cost. No child is ever refused a place on an educational visit because a contribution has not been forthcoming but if insufficient funds are raised to cover the minimum costs then the visit may be cancelled.

Most of the residential visits take place out of school hours and parents are charged the actual cost of the holiday excluding spending money. Payment for such visits is arranged over several weeks or months.

Medicines in school

We discourage the bringing of medicines to the school. Health and Safety regulations render staff unable to administer them. A parent/carer must complete a 'request for school to administer medication' form before any medicines can be administered by staff in school. This form is available from the school office and can also be located on the school website (general letters) for ease of use.

There are, of course, exceptions to this, e.g. long-term illness or asthma. In these circumstances medicines should be sent to the school office and clearly marked with pupils' names, the correct dosage and the time the medicines have to be taken (a administering medicine form must be completed). If prescription medicine please send in to school in original box. Where possible, members of staff will supervise the self-administration of medicine by pupils. In other circumstances the school will contact parents/carers to administer medicine. If a pupil needs a care plan, parents will be invited into school to clarify the pupil's needs.

If children are unwell before they come to school, please keep them at home. We appreciate that this may inconvenience you but a warm classroom is an ideal place for germs and bugs to spread.

Accidents and Illness

In the event of an accident or if children are unwell at school then action will be taken. It may be that a little bit of sympathy or basic first aid may be enough, in which case the first aid staff or progress leader will deal with this. If further action is necessary parents/carers will be contacted either at home or work. It is for this reason that you must ensure that **emergency contact numbers and details must be accurate and up to date.**

Care Plans

If you have any serious medical needs a care plan should be put in place. You will need to contact the school office to arrange an appointment to discuss all serious medical issues.



Term Dates 2020/21

Autumn Term 2020

Inset day: Tuesday 1 September
Term starts: Wednesday 2 September
Half term: Monday 26 October - Friday 30 October
Term ends: Friday 18 December
Holiday: Monday 21 December - Friday 1 January

Spring Term 2021

Term starts: Monday 4 January
Half term: Monday 15 February - Friday 19 February
Term ends: Thursday 1 April
Holiday: Friday 2 April - Friday 16 April
Easter Sunday: Sunday 4 April

Summer Term 2021

Term starts: Monday 19 April
May Day: Monday 3 May
Half term: Monday 31 May - Friday 4 June
Term ends: Wednesday 21 July
Holiday: Thursday 22 July - Tuesday 31 August

Term Dates 2021/22

Autumn Term 2021

Inset day: Wednesday 1 September
Term Starts: Thursday 2 September
Half Term: Monday 25 October - Friday 29 October
Term ends: Friday 17 December
Holiday: Monday 20 December - Monday 3 January

Spring Term 2022

Term Starts: Tuesday 4 January
Half Term: Monday 21 February - Friday 25 February
Term ends: Friday 8 April
Holiday: Monday 11 April - Friday 22 April
Easter Sunday: Sunday 17 April

Summer Term 2022

Term starts: Monday 25 April
May Day: Monday 2 May
Half Term: Monday 30 May - Friday 3 June
Term ends: Thursday 21 July
Holiday: Friday 22 July - Friday 2 September