

School Philosophy Statement

We believe that Children Learn as they Live

If a child lives with criticism
He learns to condemn.

If a child lives with hostility
She learns to fight.

If a child lives with ridicule
He learns to be shy.

If a child lives with shame
She learns to feel guilty.

If a child lives with tolerance
He learns to be patient.

If a child lives with encouragement
She learns confidence.

If a child lives with praise
He learns to appreciate.

If a child lives with fairness
She learns justice.

If a child lives with security
He learns to have faith.

If a child lives with approval
She learns to like herself.

If a child lives with acceptance and friendship
He learns to give love to the world.

(Based on the words of Dorothy Law-Notte)

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HISTORY OF THE SCHOOL



Morchard Bishop Primary School is a Voluntary Aided School which owes its foundation to Mrs Thomasine Tucker who established a charity fund in 1733, the purpose of which was to provide Christian education and clothing for 8 girls and 8 boys within the parish.

The school was established by the Church of England using Mrs Tucker's funds in 1872. Originally there were two separate departments for boys and girls with separate Heads of each. In 1916, the two schools were amalgamated to make an Elementary School, which later became a Primary School for boys and girls. In 1970 the Church financed the provision of new buildings so that the school acquired a new classroom and a hall. The county provided the kitchens and playing field. In 1988 the building was further extended to make five permanent classrooms, and more recently a mezzanine library has been added.

The School Day

School starts at 9.00am and finishes at 3.30pm.

Doors are open from 8.45am and children come straight into their classrooms when they arrive.

Transport

Devon Divisional Office, Telephone: 01271 388540. Transport is provided for children within the catchment area under the age of 8 who live more than 2 miles from school, and for any other child who lives more than 3 miles away. This only applies to pupils living within the designated transport area. Parents are responsible for delivering and collecting children from the designated pick-up points.

If spare seats are available on the school bus, children not entitled to free transport may travel to school on the bus providing their parents have purchased a concessionary ticket.

Information relating to the eligibility for transport may be obtained from The North

Admissions Policy

Children are admitted into the reception class in either September or January. Children who are 5 between 1st September and the end of February will be admitted in September. Those whose birthdays fall between March and August will be admitted in January.

Pupils come from a designated area determined by the Local Education Authority, covering the villages of Morchard Bishop, Black Dog, Puddington Washford Pyne and Woolfardisworthy. There is a map of this area in the school office which shows the exact area concerned. Pupils may be admitted from outside this area. If there are more applications for admission than places on roll, applications will be considered in the following priority:

- * "Looked after" children in the care of the local authority
- * Children living within the designated area having brothers or sisters in the school
- * Children living within the designated area with no brothers or sisters in the school
- * Children of regular church goers (C of E or other Christian denomination) expressly wishing to have their child educated in a C of E aided school
- * Children of parents worshipping in another faith who wish their child to attend this school because of its specifically religious emphasis
- * Children not coming in to any of the above categories

Curriculum

The National Curriculum is followed by all children and, with the Devon Curriculum Statement, forms the basis of all planning and learning.

The curriculum is broad and balanced and is covered through a blend of thematic work and separate subject teaching. Children are offered learning experiences in a stimulating, secure and caring environment where pupils and teachers, often accompanied by parents, work happily together.

The children will normally be working in class groups with one or two adults. Some specialist teaching may be provided for specific areas of the curriculum, such as music or health education.

Children in classes 1 and 2 will be working at Key Stage 1 of the National Curriculum, and those in Classes 3, 4 and 5 will be working at Key Stage 2.

The National Curriculum has five Core subjects - English, Mathematics, Science, ICT and RE.

LITERACY

The over-riding aim of the Literacy curriculum is to enable all pupils to develop to the full their ability to use and understand English. Children need to develop confidence and expertise in reading, writing, listening and speaking. In order to promote this, the Literacy Framework is followed in our school.

Children in Key Stage 1 use a mixture of phonic and whole word techniques and read daily using a combination of individual, group and whole class methods. As children progress through Key Stage 2, their reading becomes increasingly internalised and Literacy will be taught as whole class topics.

At all stages, there is an emphasis on developing the basic writing tools of handwriting, spelling and Standard English with the children moving gradually towards increased accuracy. Children are introduced to a variety of writing styles through modelling, writing frames, shared, guided and independent writing.

NUMERACY

We wish every child to develop confidence in his/her abilities and to acquire a sound understanding of mathematical concepts and facts. These are required to enable him/her to develop the skills needed to use mathematics in practical ways.

We use the National Numeracy Framework as a core resource for planning the teaching of mathematics. A sound knowledge of number facts is needed to operate successfully in the field of mathematics and number work is therefore given a high profile at the school. Children are encouraged to use a variety of methods and will work through both mental and written activities daily. This may be heavily augmented with practical maths, activities and games, especially in Key Stage 1. Children will be working individually, in groups or as a whole class at different times depending on the learning objective of the session.

SCIENCE

We wish the children to gain knowledge, understanding and investigative skills through direct experience. The scientific activities are linked whenever possible to everyday themes that are relevant to the children. The activities are structured and purposeful and require the children to be active in their learning experiences.

INFORMATION & COMMUNICATION TECHNOLOGY

We aim to encourage children to be aware of the role of ICT in everyday life and to appreciate its potential. In addition to learning specific operational skills, ICT is used across the curriculum and is seen as an integral part of the learning process. Laptops are used in every class through our wireless network. Each class has its own e-mail address and also a page on our school website.

(www.morchardbishop.devon.sch.uk)

RE

As a Church of England school, our Religious Education programme is strongly based on Christian principles although pupils also study other religions eg Judaism and Islam. The RE planning is based on the Devon County Agreed Syllabus, alongside guidelines produced by the Diocesan Board of Education, and linked to our 3 year programme of worship wherever possible.

WORSHIP



The church retains a strong interest in the school and takes an active part in the school's affairs. The Team Rector or his representative takes an assembly in the school each week. A daily act of worship is required by law in all state schools. As a Church of England Aided School, our worship and assemblies are largely based on Christian principles. Pupils also receive information about, and are helped to understand, the basics of some of the other world religions and of their relevance to a multicultural society. Parents wishing to withdraw their child from Religious Education or collective worship have the right to do so. Any child withdrawn will be expected to read quietly during this shared, whole school time.

OTHER CURRICULUM AREAS

In addition to the Core subjects, there are other Foundation subjects. Although the Government has lifted Statutory Orders for the delivery of these subjects, it is our intention to use as broad and varied a base as possible in the delivery of the Core curriculum and to link work so that children receive a good general knowledge of the world in which we live.

HISTORY

We aim to encourage children to develop a broad, historical general knowledge and to approach all historical events in an open-minded questioning way. They are encouraged to develop an empathetic perspective on all aspects of history and to attempt to differentiate between fact and fiction.

The local environment provides a rich learning resource and pupils are given the opportunity to explore local and family history and to formulate an understanding of our place in world history.

GEOGRAPHY

We explore the variety and importance of various localities, environments and issues. The children learn about the use of land and the demands people make on it. Local aspects are compared with other parts of the world and a general knowledge of maps, locations and physical phenomena are studied.



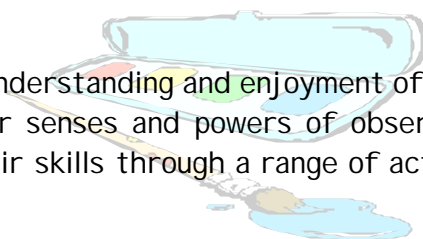
MUSIC



The school has a tradition of musical expertise and is well equipped with a wide range of musical instruments. In addition to class music lessons, all pupils who show aptitude and enthusiasm are encouraged to learn to play an instrument. Staff take recorder clubs and Peripatetic music tutors visit the school on a regular basis to give tuition in brass, woodwind, keyboards, percussion or strings.

ART

Children are given an opportunity to develop an understanding and enjoyment of Art in its many forms. They are encouraged to use their senses and powers of observation to communicate ideas to others and to develop their skills through a range of activities, in both 2D and 3D work.



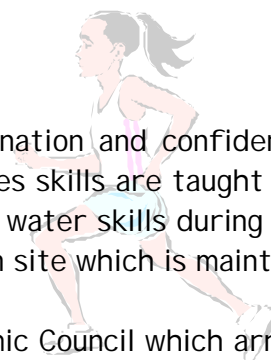
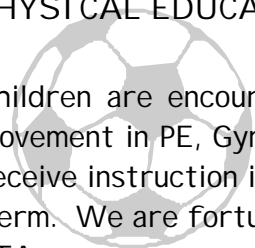
DESIGN AND TECHNOLOGY

There are many aspects to this subject which ranges from food technology to construction tasks. The aim of each project is to allow children to develop their creative powers through the application of skills, design, and knowledge and understanding in problem solving situations.

PHYSICAL EDUCATION

Children are encouraged to develop their skills, coordination and confidence through movement in PE, Gymnastics and Dance. A range of games skills are taught and children receive instruction in both athletics and in swimming and water skills during the Summer Term. We are fortunate to have our own 'learner pool' on site which is maintained by the PTA.

Opportunities for competition arise through our Academic Council which arranges inter-school tournaments on a regular basis.



Other Curriculum Activities

HEALTH EDUCATION

By the time pupils leave Year 6, they should have knowledge and understanding of the basic principles of health, hygiene and safety. Children are taught how the body works and how to take care of it.

In the light of current evidence that young peoples' drug misuse is increasing, the school believes that it has a duty to inform and educate young people on the consequences of drug use and misuse. The school takes a proactive stance on this matter and treats health education as a vital part of the personal and social education of every pupil.

Mrs Ashplant, the school nurse, is available to help staff with any aspect of Health Education.

SEX EDUCATION

In consultation with parents and Governors, it has been agreed that this aspect of the curriculum should not be treated out of context, but as an integral part of the general study of living things. Children in classes 4 and 5 follow a video series which deals with the emotional changes during adolescence and human reproduction in a sensitive and caring manner. Sex education is presented in the context of family life, a loving relationship and respect for others. If parents are worried about any aspect of this topic, the Headteacher would be available to discuss the matter further.

Parents have the right to withdraw their children from all or part of the sex education offered.

SPECIAL EDUCATIONAL NEEDS

The school closely follows the guidelines on the Code of Practice for Special Educational Needs introduced in 2001. Mr Burton is the school's Special Educational Needs Co-ordinator.

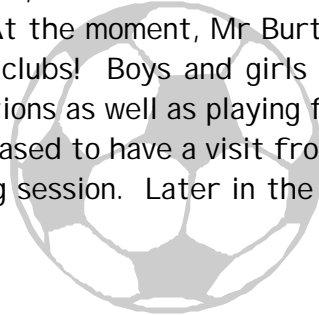
We aim to cater for the educational needs of all children encourage them to reach their full potential. For those children who have special needs, whether because they are exceptionally able or because they have learning difficulties, we aim to provide appropriate support, as far as the school budget will allow.

Parents will always be kept fully informed of steps being taken to provide help for children with Special Educational Needs, and will be invited to discuss any assessments made by external agencies such as the educational psychologist or speech therapist.

Extra Curricular Activities

FOOTBALL

During the football season, an after school club is run on a regular basis for those interested in the game. At the moment, Mr Burton has so many children interested that he is running 2 separate clubs! Boys and girls are equally welcome and we enter local tournaments and competitions as well as playing friendly matches against nearby schools. Recently we were very pleased to have a visit from players with Exeter City Football Club who helped with a training session. Later in the term, club members all went to watch a professional match!



NETBALL



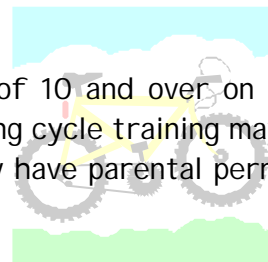
Netball Club runs in the Lunch Hour at the moment. Miss Smallacombe and Mrs Moore train any interested players from Years 4, 5 and 6. Standards of play are improving rapidly. Here, too, boys and girls are equally welcome and we enter local tournaments and competitions as well as playing friendly matches against nearby schools.

OTHER SPORTS

Various mixed team sports occur in school time for children in classes 3, 4 and 5 (any sport for either boys and girls). Matches against other schools may well be played after school and area tournaments are entered each season.

CYCLING

Cycle training classes are organised each year for pupils of 10 and over on an after-school basis. Children who have completed or are undertaking cycle training may cycle to school by prior arrangement, providing of course that they have parental permission to do so.



MUSIC

Year 6 pupils have the opportunity to join the hand bell team. Pupils of age 7 and over are offered the chance to learn the recorder during lunch breaks.

Instrumental tuition is also available. Currently there are children learning to play guitars, violins, keyboards and clarinets. Every week, Mrs Arnold bring them all together, along with children interested in percussion, to play in our school band.

OUTDOOR EDUCATION

Residential Visits

These are organised each year for older pupils, when a group of pupils is taken to a residential centre for a 5 day school week of outdoor educational activities linked to the National Curriculum. We visit a great variety of centres, depending on the area of study for that year and enjoy such activities as walking, orienteering, climbing, water sports and pony trekking in the countryside, as well as taking the opportunity to look at river studies, ecology and environmental surveys.

Camping

Opportunities are given for groups of children to take part in strenuous outdoor activities such as backpacking or hiking on Dartmoor during summer weekends. This is definitely not for the faint hearted! You need lots of energy, stamina and a real love of the outdoors to come on one of these trips but the children who have made the effort are hooked! We set off from school at 3.30 pm on Fridays, walk for about 2 miles, then pitch camp and cook our own tea. Afterwards we play wide games until bedtime. On Saturday, after cooking breakfast, we break camp and enjoy a 5 mile walk, often along a river so we can take a quick dip if we get too hot! By the late afternoon, everyone is exhausted and ready for a lift home, a hot bath and a good night's sleep!

"One of the best weekends I've ever spent" said a fellow camper last year!

Parents in partnership with the school

HOME SCHOOL CONTACT

There are 3 ways in which parents and school can keep in regular touch:

1. Home/School Contact Book/Homework Diary
These books should go to and fro each day and parents are invited to write notes and comments in them.
2. Tuesday "Drop-In" Sessions
Staff are normally available in their classrooms from 3.45 - 4.15 p.m. every Tuesday during term time so that parents can drop in for a chat or have an informal look at their child's work etc.
3. Mornings
Doors open at 8.45am and school starts at 9.00am. Between these times parents are welcome to bring their children into the classroom and settle them in for the day etc. However, the teachers will be busy preparing for the coming sessions and may not be able to talk individually at this time.

Homework

Policy Document on Homework

Rationale

To be effective, homework needs to be part of a wider partnership between home and school. Schools need to be able to count on parental support and parents need to be consulted and informed about their children's learning.

Purpose

The main purposes of homework are:

- * To give children the opportunity to practise and consolidate their learning, particularly in literacy and numeracy
- * To encourage self discipline and perseverance
- * To help children learn to plan the wise use of their time and to develop increasing independence, confidence and self discipline
- * To increase pupils' self esteem and the realisation that their achievements are regarded as important by home and school
- * To extend school learning into the home, thus developing further the quality of the partnership between home and school and extending the opportunities for learning.

Aims

Through implementation of this policy, we aim to:

- * Encourage a consistent approach to homework throughout the school
- * Make expectations about homework clear to children, parents and other carers
- * Provide activities that encourage parents or other carers to work with their children
- * Consider the special needs of pupils.

Guidelines

At the beginning of each term, parents will receive a newsletter to inform them of the curriculum and topics which their child will be studying in the coming weeks.

Parents and teachers of Key Stage 1 children will keep in touch through the home-school book.

Parents, pupils and teachers of Key Stage 2 children will keep each other informed about homework through the homework diaries.

We recognise that the purposes and extent of homework change as children get older.

For children in Key Stage 1, the focus will be on developing a partnership with parents or carers by utilising opportunities for learning at home.

Great emphasis will be given to the importance of parents or other carers reading with

children. Children need regular opportunities to practise reading and to listen to others reading. We recommend that parents and other carers read with their child for between ten and twenty minutes a day.

The nature of literacy homework will be

- * Short activities
- * Word games
- * Learning spellings and enjoying reading together

For some children, who are ready for more challenging work, literacy tasks designed to take about twenty minutes will be sent home once in each week. Overall, the time spent on homework in Key Stage 1 will be about 1 hour per week.

In Key Stage 2, the main purpose of homework is to provide opportunities for children to develop the skills of independent learning. This will only be achieved if homework is set and completed regularly

In Key Stage 2, homework will include:

- * regular opportunities to practise word and sentence work;
- * finding out information;
- * reading in preparation for lessons;
- * preparing oral presentations;
- * regular opportunities to practise number skills

By the time children reach Year 6, their homework programme will cover a wide range of tasks and curriculum content. The school will liaise with the secondary schools, to which most of the children will transfer, to ensure a realistic level of continuity.

The time spent on homework tasks will extend to a maximum of thirty minutes each day in Year 6.

Whenever possible, teachers will avoid sending work home for finishing off but will plan tasks of appropriate length to support current learning. All homework tasks will form an integrated part of teachers' planning. Whenever possible, homework will be set regularly so that both parents and children can organise their routine at home.

In summary, the time spent on homework will be:

- * Years 1 and 2 approximately 1 hour per week
(usually games, spelling, other literacy work or number work)
- * Years 3 and 4 approximately 1.5 hours per week
(reading, spelling, literacy and number work, research for projects)
- * Years 5 and 6 approximately thirty minutes per day
(a regular programme of homework, emphasising numeracy and literacy but also including a wider range of subjects)

Daily reading is also requested, either as part of the homework or in addition to it.

Each class teacher is responsible for ensuring that the demands of homework are manageable for pupils, parents and carers. When necessary, teachers will allow more than one evening for homework to be completed. This would, for example, be particularly important when tasks

require children to research information and also takes account of children who are involved in out of school activities such as cubs or brownies.

Special Educational Needs

Throughout the school, the planning of homework tasks will take into account the needs of children with special educational needs. Careful planning will ensure that the level of demand is appropriate and that guidance to parents is clear. This will include:

- * clear instructions and time-guidelines
- * opportunities for success
- * tasks that encourage the development of social skills
- * a wider variety of tasks

The role of the parents and other carers

Parents and other carers have been involved in the formulation of this policy and accept, through the Home-School Agreement, their responsibility to:

- * provide a suitably quiet place in which children can do their homework
- * support their children in the completion of homework
- * make it clear to children that homework is valued by home and school
- * encourage pupils and praise them when they have completed homework
- * join in with the homework whenever it is appropriate

Recording and Reporting

All parents receive an annual written report on their child's schooling, which includes, where appropriate the results of standard government tests (ie for pupils at the end of Year 2 and Year 6). A copy of this report is kept in school; parents keep the copy they receive from the school. Other records about your child, such as the national curriculum records, teachers' notes, targets and plans are available on request for parents to look at on the premises.

At the end of the two key stages, at age 7 and 11, a summary of the school's assessments are sent to the parents of all children in those test groups.

Government produced documents, to which parents have access, are available in the school and extra copies of these are kept in the school office for parents' use. All parents receive an open evening appointment to see the class teacher in the Autumn and Spring terms and there is an Open Day in July after the end of year reports have been sent to parents.

Reports contain information about the child's attendance at school as required by law.

Pastoral Care

Please let the school know, either in writing or by telephone in the following instances:

- when a child is absent. Please contact school by 9.30am on first day of absence.
- when a child is not to take part in any activity for medical or other reasons
- when a child is to be late for school or has to leave early.
- if the home address or telephone number or emergency telephone number change

It is important that valid reasons for a child's absence are notified to the school. Unauthorised absence can, in some circumstances, be counted as truancy, which has to be reported to the Education Welfare Services of the LEA.

Children are permitted to accompany parents on a family holiday during term-time for a period not exceeding two weeks **at the headteacher's discretion**. The official holiday request form can be obtained from school. However, please do try to avoid taking children out of school whenever possible. Work missed cannot be repeated and although worksheets may sometimes be provided, these will be of little use if the teaching sessions are missed, as the child may not properly understand the concepts covered.

New Government regulations now require that schools have the addresses of both parents of each pupil. If both parents do not live at the same address, please inform the school of both addresses. If contact with one parent has been lost, then we merely have to be told that there is no contact.

Health and Welfare

The school is equipped to give first aid treatment for minor accidents. In the event of a more serious accident or in the case of suspected concussion, parents will be contacted as soon as possible. For this reason, we need accurate up-to-date information about where to contact parents during the day. Please keep us informed about any changes.

Regular hearing and sight checks are carried out as part of the school medical service. If further testing or treatment is needed, the parents will be informed and their consent sought. Medical examinations by the school health service are carried out on newly admitted children within their first year at school. Parents are invited to attend this examination.

Although not the school's legal responsibility, medicine may be brought to school provided that:

- ☞ it has been prescribed by a GP or hospital
- ☞ the school is fully informed on how to administer the medicine
- ☞ the medicine is kept in the school office
- ☞ the appropriate form about the medication has been completed by the parent. (forms obtainable from school office)

Dress

Our school uniform is available locally from Town & Country (Crediton High Street) or alternatively from Thomas Moore of Exeter. It consists of:

- Black/Grey trousers or tailored shorts
- Black/Grey skirt or pinafore
- White shirt, polo shirt or blouse or white polo neck jumper
- Royal blue sweatshirt with school logo
- Dark shoes - preferably black - which are appropriate for school activities
- Blue check dress for summer

Each child must have a PE kit in a bag to consist of :

Blue shorts, yellow T-shirt and a pair of white training shoes

Trainers and track suits of any colour may be worn for outdoor games during warming up sessions and during very cold weather.

In addition, each child should have an old shirt to protect their clothing during Art and Craft.

ALL CLOTHING SHOULD BE CLEARLY NAMED

No jewellery or make-up should be worn at school. Children with pierced ears should wear studs only and these should be removed or covered during PE and games sessions. Children are permitted to wear watches, but they must be removed for PE lessons, and should have initials on the back of the case. The school cannot accept responsibility for any loss or damage to watches brought into school and parents may wish to organise their own insurance to cover this.

School Meals

Our school meals are cooked on the premises and provide very good value for money. Provision is made for children who wish to bring a packed lunch. Dinner money is collected on a Monday and can be paid weekly or termly either in cash or by cheque (payable to Devon County Council).

Families receiving Income Support or Income Based Job Seeker's Allowance are eligible for free school meals. Please contact Mrs Dart in the school office for the appropriate form. Information relating to eligibility for free meals or transport may be obtained from the North Devon Divisional Office (01271 388540)



Finance

CHARGING POLICY

VISITS

We believe that children's learning is enhanced by the opportunity to gain first hand experiences. Trips and visits are therefore arranged on a regular basis to enhance the National Curriculum. Where such visits are arranged, the cost of these is carefully worked out and parents are asked to contribute. If insufficient contributions are received, the visits may have to be cancelled. For parents in receipt of the benefits listed below, pupil's visits may be subsidised from funds in the school budget. The Village Fund, administered by the Church, can sometimes offer help in cases of hardship not covered by Government benefits. Qualifying benefits: Income Support, Income Based Job Seekers Allowance, Working Families Tax Credit and Disabled Tax Credit. Please contact the school office for further details.

Residential visits are organised for Key Stage 2 children for a variety of purposes. Children whose parents are in receipt of Family Income Supplement may receive remission of fees in respect of the board and lodging element of such visits, providing they take place wholly or mainly during school time.

OTHER CHARGES

Practical Subjects

Parents may be asked to contribute towards the cost of materials provided for work in Home Economics, Craft, Design Technology or Pottery. Where such charges are made, the items will belong to the children.

Music

Charges will be made for the provision of specialist instrumental music tuition. These are reviewed on an annual basis. Parents are also responsible for all costs associated with these lessons, such as hire of instruments, purchase of music and examination fees.



Complaints Procedure

If a parent believes that their child is not receiving the National Curriculum as specified by law, there is a procedure for making a complaint to the Governing Body. Details of this procedure are available from the school office.

Insurance

The Authority is insured against its legal liability for any injury, loss or damage caused to pupils/students as a result of negligence on its part or that of its employees, servants or agents.

Pupils/students attending the Authority's schools and colleges are not insured for personal accident benefits while on educational premises or taking part in recognised activities outside the school/college.

The council expects all employees, pupils and students to accept full responsibility for their personal possessions, including money and to consider taking out insurance themselves to cover any risks.

Behaviour in School

The provision of a stimulating, safe and caring environment is of prime importance at Morchard Bishop Primary School. To help achieve this all children are expected to observe the following:

- ✍ Be respectful and courteous to adults and to each other – verbal or physical abuse is totally unacceptable
- ✍ Respect the property of others
- ✍ Respect the school buildings, its furniture, equipment and grounds
- ✍ Move about the school in an orderly manner: walk, do not run
- ✍ Be punctual at all times
- ✍ Follow the school policy on standard of dress
- ✍ Never bring anything to school that could cause harm to yourself or others eg knives, matches etc
- ✍ Do not bring to school large sums of money or expensive items of personal property without permission
- ✍ Never do anything to bring yourself or the school into disrepute

The prime aim is self-discipline. Sanctions, when applied, are in accordance with the Devon Authority's guidelines 'Behaviour and Discipline in Schools'.

It is policy to keep in close contact with parents where sanctions may be deemed necessary