



Ormesby Village Junior School

(Part of Ormesby Village Schools Federation)



Aspire – Acquire – Achieve

Welcome

I would like to welcome you to our delightful school, which forms part of the Ormesby Village Infant and Junior Schools Federation.

The staff and governors are proud to have a Junior school that works tirelessly to provide the best educational experiences for every child. The school is constantly pushing to improve, building on the strong foundations that it has already created, ensuring provision remains current, stimulating and above all, inclusive.

All stakeholders (parents, pupils, staff and governors) in our school community work together making every effort to create the happiest, friendliest and most caring environment possible. To this end, we feel our community is a family where school and home are united in enabling our pupils to achieve their full potential and engage in all the school has to offer.

The years spent at primary school are the most special for a child: filled with engaging new learning, but also excitement, awe and wonder. During this time, our pupils will develop new skills and discover unique talents that will remain with them forever. At Ormesby, we aim to provide a stimulating and exciting curriculum that ensures this is possible. We want each and every child to be happy, self-confident and fulfilled, as members of our school and as young, future citizens of the world. We want them to know that they are loved and valued and that they have voices and opinions which need to be heard. Our school vision caption 'Aspire - Acquire - Achieve' embodies our desire to create an atmosphere in which all pupils love to learn and in which they can embark on a life-long journey full of opportunity.

I am delighted to say that our Junior School was graded as continuing to be good by OFSTED in November 2018. The staff and governors were very proud of comments made in the report which stated, "Leaders have established a school community united by a caring ethos in which pupils, regardless of their backgrounds or abilities, make good progress. Leaders and governors have an accurate view of the school's strengths and weaknesses and implement effective improvement plans. Pupils of all abilities are fully included into the school. Pupils treat each other and staff with care and live up to the expectations of leaders and teachers. Teaching and learning is good. The school's safeguarding procedures are effective and staff act swiftly to ensure pupils are safe from harm." This wonderful report has backed up why we all love coming to Ormesby Village Junior School every day.

At Ormesby, we always endeavour to provide all our visitors with the warmest of welcomes, so if there is anything that you need to know or if you are concerned about something, please do not hesitate to contact us and we will do our best to help.

We welcome you to visit our school and experience first-hand all we can offer your child. Please contact the school office to arrange a suitable time in a COVID-Secure manner.

I look forward to meeting you.

Mr. Bradley Young
Headteacher

Our Vision, Aims and Values

The aims, values and vision below have been written by the children, parents, governors and staff. We believe that a shared set of beliefs will ensure that all stakeholders join forces to ensure progression in all areas.

Our Vision - Vision Caption: "Aspire - Acquire - Achieve"

At Ormesby Village Infant and Junior Schools Federation we have a clear vision for the future. It is our vision that our Federation of schools will continue to be a nurturing environment underpinned by strong morals and British values. Embedded throughout our school from our logo to our playground, we are a family community where each child is treated as an individual, and the strongest and most exciting teaching helps them to discover and develop their unique talents and abilities.

We want each child to be happy, self-confident and fulfilled as individuals, as members of our school and as citizens of their home communities and the wider world. We want them to know that they are loved and valued and that they have voices which need to be heard and opinions that matter and will be sought. We want them to flourish in an atmosphere which respects and cherishes their uniqueness. We want them to love learning and to know that they are starting out on a journey full of excitement and possibilities which can last all their lives long.

We want them to find out who they are and what they are worth. Above all, we want to make a difference to their lives so that they in turn can make a difference to the world in which they live. It is our privilege to send our children on to the next stage of their learning journey filled with a spirit of adventure, accomplishment and aspiration and the confidence to take actions and become the best that they can be!

Our Aims

The aim of Ormesby Village Infant & Junior Schools Federation is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on ethical and moral teaching and lead us to build a caring family. Our Federation aims to promote an environment where all feel happy, safe and secure. At our Infant school, all stakeholders are always **learning to grow: growing to learn** as they develop how they interact, learn and play together. At our Junior school, everyone **aspires** to be the best they can be, everyone **acquires** the knowledge and skills to be a valuable future citizen of the world and everyone **achieves** success from the many opportunities they are provided with no matter what their starting points.

By the time a child leaves Ormesby Village Infant and Junior Schools Federation they will have:

- Become a valued member of a diverse and accepting community;
- Experienced a rich and varied curriculum;
- Made progress in order to be the best they can be,
- Gained the skills needed to become a life-long learner,
- Celebrated success and been celebrated.

Our Values

Our stakeholders at Ormesby Village Infant and Junior Schools Federation have decided upon the following set of core values (although we regularly include others) that underpin everything we do. These values will guide the children and adults through periods of change and development on our journey to being the best we can be.

- Respect
- Honesty
- Family
- Aspiration
- Nurturing
- Friendship
- Togetherness
- Resilience

Flourish Pledge

We pledge to provide the most exciting opportunities for all to learn and to thrive in preparation for becoming future citizens of our diverse world.



Our Staff Team

Headteacher

Mr B Young

Deputy Headteacher

Miss A McMylor

Teaching Staff

Miss A McMylor - SENDCO

Mrs E Angel - SENDCO

Ms E Newman

Mr S Yaxley

Mrs R Holt

Midday Supervisory Assistants

Mrs D Tuddenham

Mrs L Forder

Miss H Sims

Office Staff

Mrs J Sillitoe

Mrs C Brackenbury

Caretaker

Mr A O'Connor

Support Staff

Ms L Bibbey

Miss H Sims

Mrs S Butler

Ms L Forder

Mrs D Tuddenham

Cleaners

Mrs E Cocking

Mrs G O'Connor

Governors

L.A. Governor

Mr Clive Sillitoe (Chair)

Headteacher

Mr Bradley Young

Staff Governor

Mrs Elizabeth Angel

Parent Governors

Mr Dean Crosbie

Co-Opted Governors

Mrs Lauren Gardiner

Mr Anthony O'Connor

Clerk to the Governors

Mrs Rebecca Blakeway-Long

The School Day

The morning session starts at 8:45 am and ends at 12.30pm. Classroom doors will open at 8.45 am and this is when adult supervision begins. Children should not arrive at school before 8.30am at the earliest. Classroom doors will be closed at 9.00am and children who arrive after this time must go through the front reception entrance.

Lunch break is from 12.30 to 1.30pm.

The afternoon session starts at 1.30pm and ends at 3.30pm.

Registration

The classroom doors open at 8.45am and close at 8.55am when registration takes place. Registration for the afternoon session is at 1.30pm. If your children arrive after 8.55am, they are marked as 'late' and this is recorded on your child and the school's absence figures. Children who are repeatedly late after the registers have been taken may become 'persistently absent' if attendance falls below 90% over a six-week period. This, in turn, may incur a fixed penalty notice.

Arrival, Access and Safety

Two pedestrian gates provide safe entry to the school for children and parents. Please do not use the main vehicle gates, as buses, delivery vehicles and staff cars use these. It is not safe for children to access the school through these vehicle gates. Parents are welcome to walk down the

pathway and wait with their children on the front playground at the start of the day and similarly to wait for them to leave their classes when school finishes. The pedestrian gate on the playground will be unlocked just before the school day ends. Teachers come out with their classes at the end of the school day and this is often a good time to speak to your child's teacher if you have any messages or concerns.

Safety is very important at arrival and departure times – please keep young children with you and under close supervision at all times. Please remind your child to use the crossing patrol for safety reasons if they come to and from school on their own.

We encourage our families to go green and travel to and from school in a more environmentally manner using either bicycles or scooters, however, we ask parents and children not to cycle, roller skate or scooter in school grounds. We also ask parents not to park in the school grounds at the start or end of the day. Please park with consideration near the school if you need to bring your children to school by car. Please do not block the driveways of local residents, mount pavements or park where visibility for children and parents crossing roads is impaired. Please do not park on the yellow zig-zag lines near the school entrance. We also ask parents not to bring dogs on to school grounds as they can frighten some children who have genuine phobias.

Cycling/Scooting to School

The school asks that children have written parental permission to cycle to school. Children who do cycle to school must wear a safety helmet and bikes should conform to all legal requirements and safety regulations.

School Transport

The responsibility for school transport lies with Norfolk Local Authority and not the school. If you have any questions about your child's entitlement to school transport please contact:
Passenger Transport Unit Customer Services Team, County Hall, Martineau Lane, Norwich, NR1 2DL. Telephone: 0344 800 8020

School Meals

Healthy School Meals

We are working hard to maintain our Healthy Schools Standard. Children are encouraged to bring a named plastic water bottle to school so they can have access to water throughout the day. There should not be sugary squashes or flavoured water in the pupils' bottles. Children may refill bottles as necessary throughout the day. Children may bring in a healthy snack from home to eat at break time if they wish. This should be fruit, raw vegetables or sugar-free snack bar. They must not bring sweets, crisps, chocolate or biscuits.

Lunch Time: - 12.30pm – 1.30pm

Children may stay for a school prepared meal, bring a packed lunch or go home for lunch. As there is no crossing patrol at lunch times, we ask that you collect your child from the office at 12.30pm returning by 1.25pm. You need to check your child back in to the office so that we know which children are on the premises.

Children may have a hot cooked meal, a filled jacket potato or a school packed lunch, prepared in the on-site school kitchen. Alternatively, they can bring a packed lunch from home.

The school Catering Service (Norse) offers:

A seasonal menu;

A varied and well-balanced two-course meal at a fixed cost, paid for weekly on our online cashless system ParentMail.

A jacket potato filled with a different filling each day.

A School Packed Lunch - A sandwich with a choice of fillings (ham or cheese); a cold drink, vegetable sticks, a homemade biscuit, yogurt or fresh fruit. Children can pick their own options.

Menus for all of the above are available from the school and can also be viewed on the school website.

Home Packed Lunches

The school would like your help to ensure that children bringing a packed lunch from home are provided with a balanced healthy meal, as this helps children to concentrate, be more receptive to teaching and to learn more effectively. Therefore, we request that home packed lunches contain, for example: a sandwich/wrap or similar, a yogurt, fresh fruit/vegetable sticks/biscuit and a drink. We ask children not to bring bars of chocolate or sweets to school in lunch boxes.

Children are not allowed to bring fizzy drinks, drinks in cans or glass bottles, for obvious health and safety reasons. Water is available through the day and at lunch times.

The school does not have 'cold store' facilities, so, for food safety, this fact should be considered when selecting items to include in a packed lunch. The use of pre-frozen 'ice packs' in lunch boxes will help to keep food fresh longer (please ensure these are leak free and labelled with your child's name).

Attendance & Absences

If your child is absent through illness, or for any other reason, please telephone the school on the first morning of the absence. If your child needs to attend an appointment with the dentist or the doctor, and will be in school later in the day, please contact the school, as for an illness. By law we are required to inform our Attendance Improvement Officer if a child is absent for more than 10 days without notification, and whenever we are concerned about a child's attendance at school. We monitor attendance closely. An unauthorised absence will be recorded where a valid reason for an absence is not given by a child's parent/carer, (either via telephone or in the form of a written note), lateness without a valid reason or for a holiday taken during term time that is not for an 'exceptional' reason.

Holidays during Term Time

In response to the government's Attendance Strategy for Schools, the Governing Body of Ormesby Village Junior School will not authorise holidays taken in term time except in exceptional circumstances determined by the Headteacher.

It is very important for children to attend school and so receive all the learning opportunities they can. Loss of school time has a detrimental effect on the continuity of a child's learning development and can also affect social and friendship groups. During a period of one or two weeks of absence, a child can miss whole areas of study and catching up can be extremely difficult, as each learning experience builds on what has gone before. Schools' attainment and progress measures are strongly linked to attendance and if children take ten days of holiday during each academic year they will miss the equivalent of over half a term's teaching in their school career. Illness, which is inevitable over a four-year period, then adds to this.

Please support us when we ask you not to take your child out of school for a holiday. However, if you do decide to do this, you must complete a Leave of Absence Request Form obtained from the school office or our school website. Absences for holidays taken during term time will not be authorised unless the circumstances are exceptional and children absent from school for this reason will therefore have their absence marked as unauthorised. All unauthorised absences will be reported in your child's annual end of year report. Holidays taken in term time, unless for exceptional reasons, may incur a fixed penalty notice. All fixed penalties are determined by the Local Authority.

Policies and Procedures

School Policies

Any policy relating to the curriculum and the running of the school can be seen upon request at the school office. Statutory school policies are also available on our school website.

Admissions Policy

The intake limit for the cohort of children to be admitted in September of each new academic year is set at 30.

In the event of over-subscription for pupil places in any of the year groups, preference will be given to children living nearest to the school according to the following criteria, in order of priority:

- 1) Children for whom their Statement of Special Educational Needs/EHCP names this school.
- 2) Children in public care who are due to start school and live in the area served by the school.
- 3) Children who reside within the designated area and have a brother or sister attending the school at the time of their admission.
- 4) Children who reside within the designated area and have a brother or sister attending the infant school at the time of their admission.

- 5) Children who reside within the designated area and do not have a brother or sister attending the school or adjoining infant school at the time of their admission.
- 6) Children living outside the area served by the school who have a brother or sister attending the school at the time of their admission.
- 7) Children living outside the area served by the school who do not have a brother or sister attending the school at the time of their admission.

All parents have a right of appeal if their child is not admitted to the school of their choice.

Charging & Remissions Policy

The school is entitled to request voluntary contributions towards the cost of educational visits, which are planned to link with the curriculum. Several areas of the curriculum are enriched by educational visits to such places as museums, historic sites, and contrasting environments - locally and further afield. Such visits, made during the school day, are a planned part of the curriculum and much preparatory and follow-up work flows from them. We can only afford to make such visits if enough parents are willing to support them financially. No child will ever be excluded through lack of voluntary contribution, but insufficient contributions might result in some visits being cancelled. The school's Charging and Remissions Policy is available upon request and published on the school's website.

Disabled Access

All parts of the school are accessible to all children, members of staff and visitors with disabilities. We have a detailed policy to ensure that all children have equal access to our provision, including the curriculum. This is available upon request.

Medical Matters and Medicines

The admission form requests medical details which may affect a child's well-being whilst at school, such as asthma or allergies. We keep this information confidential amongst relevant staff and request that parents keep us updated with health matters arising during their child's time at the school. We appreciate being informed of changes of address, telephone contact numbers and of any events in your child's life that might affect their work or well-being. If a child needs to have medicine administered during the school day, parents should complete a consent form at the school office. A copy of this form can also be downloaded from the school website. The medicine should be clearly labelled with the child's name and dosage required and should be given to the school secretary who will follow the instructions accordingly.

Under no circumstances should medicine be carried around school or left in a bag in the cloakroom. The exception to this rule is inhalers. The inhaler should be clearly named and can be kept by the child in the classroom. For the occasional or emergency user, inhalers may be held in the school office.

Concerns and Complaints

If parents are worried or concerned about anything, we urge them to contact the school. Even if you consider the matter to be trivial, if it is worrying a child or a parent, it needs to be resolved before it becomes a bigger problem. Initially, the child's class teacher should be contacted, but if a parent wishes to speak to the Deputy Headteacher/Headteacher an appointment can be made by telephoning the school office. Issues arising are usually fully resolved at this point; however, if after discussion, the matter is not resolved, a formal complaint should be made to the Chair of Governors. A copy of the complaints procedure is available upon request at the school office and is published on the school's website.

Curriculum

Our curriculum is challenging and operates on a two-year cycle designed to provide children with a broad window of learning about the wider world and their local surroundings. Our curriculum has an over-arching and driving theme of **DISCOVERY** and every subject we teach has a rationale that endeavours to achieve this for all our pupils. We ensure that quality first teaching enables our pupils to have a real purpose for their learning alongside stimulating and engaging content. Our expectations are of the highest level and to achieve this we enable pupils' efforts to be celebrated, praised and valued by all stakeholders (pupils, parents, staff and governors). In order to maintain a progressive outlook, we are regularly reviewing and evolving our curriculum and in so doing we are able to keep learning fresh and appealing to all.

We intend to plan our children's educational journeys so that they are intellectual and spiritual quests, which will enable them to learn about themselves and the world. We want our pupils to embark on a life-long pilgrimage, full of adventures and experiences that deepen their knowledge and understanding.

It is our privilege to continue where they left off at our Infant school on their passage through life, and ensure we continue to instil in them a passion for embracing new experiences, the courage to face the many changes of fortune they will encounter and the determination to conquer the obstacles and fears that can so easily blow them off course.

We intend to brighten the lights in our pupils, these lights burning from the SPARKs lit at our Infant school, which we will then continue to nurture into brighter and stronger FLAMES. These flames will continue to burn strongly and brightly through all our planning for the Ormesby curriculum. We will aim to incorporate the following key skills, attributes and principles into every lesson, for every child.

S - Subject-Specific and Life Skills

F - Future

P - Personal Development

L - Life-Long Learners

A - Awe and Wonder

A - Ambition

R - Refresh and Remember

M - Motivation

K - Knowledge

E - Equality

Our intended aims for our curriculum cycle are:

- open up our global and diverse world, with its myriad of opportunities to all our pupils.
- furnish our pupils with the aspiration, motivation, knowledge and skills to be able to achieve their dreams.
- develop in our pupils the feelings of self-worth, self-belief and strength of character, so that they will never be defeated by adversity, but will try, try and try again.

Our Infant school teaches Big Concepts, but at the Junior school we teach our pupils more deeply about these bigger concepts.

Bigger Concepts for Personal Development

Perseverance, Determination & Resilience

Hope and Ambition

Motivation

Independence

Exploration

Tolerance & Respect

Bigger Concepts for Exploring The World

Discovery

Relationships

Consequence

Achievement & Success

Growth & Change

Significance & Legacy

Safety

For some foundation subjects, we still teach them through discreet weekly lessons as this may be dependent on specialists teaching them, such as in Sport and Music.

Each class teacher delivers English and Maths in daily, whole class sessions. These sessions cater for the variety of needs within the class. All classes have access to a teaching assistant during

these sessions, who can be used to support children where needed and challenge our those showing the potential to move deeper within. Every class in the school delivers their English and Maths at the same time in the day, including sessions for guided reading or the Read Write Inc. Fresh Start programme.

Ormesby Village Junior School aims to provide a curriculum which balances the requirements of the National Curriculum and the development of a child's attitudes and values, leading to a responsible membership of the community. The National Curriculum has English, Mathematics, Science and Religious Education which, along with the rapidly developing Information and Communications Technology, form the main core subjects. History, Geography, Design & Technology, Art & Design, Music, Physical Education and PSHE form the other subjects.

The staff place great emphasis on the development of the whole child. The importance of personal, social, emotional and health education is woven into all our activities.

Assessment of children's progress is monitored throughout their time at the school by means of teacher assessment, in the course of lessons, or by specific tasks and tests: the outcomes from these inform planning to enable the needs of all children to be met. Towards the end of Year 6, children take end of Key Stage 2 National tests in English and Maths. (SATs).

English

English is about gaining the skills to communicate effectively with everyone around us, now and in the future. This is achieved through exploring and enjoying a wide range of books and texts, asking and discussing questions, trying out different types of writing and expressing ourselves clearly and creatively. The use of structured reading schemes, general fiction and non-fiction books and group reading books support the development of both reading and writing. The teaching of grammar and spelling, both explicit and embedded in writing lessons, enhances children's understanding of what they read and how they communicate with others. From September 2024, we will be using Little Wandle Catch-Up Programme to improve those children who are not confident readers and spellers. Embedding this continues the Little Wandle journey our Infant pupils are used to for consistency. We will also use the Spelling Shed programme across the school to further consolidate spellings amongst our pupils. Book fairs, visiting authors and readers, along with regular theatre productions also play an important role in enhancing the language experiences of our children.

At Ormesby, we endeavour to establish a Reading for Pleasure culture and it is hoped that this ethos can be mirrored in the home, so that our children can develop into being lifelong readers.

Across each week using a Hooked on books approach is used in all classes becoming more in depth as the pupils get older. In our Lower Key Stage 2 classes (Years 3 and 4), greater emphasis is placed upon teaching reading fluency. This concentrates on discussion about quality texts, prosody, reading styles and the techniques and mechanics of reading. Each week, classes are also taught reading comprehension skills driven by the desire to ensure pupils understand what they are reading. In Upper Key Stage 2 (Years 5 and 6), classes have more of a balance of reading fluency and comprehension sessions each week. Teachers follow a detailed and diverse reading spine across the school, where quality and enjoyable texts from a broad range of authors are shared with one another each term.

English is taught daily to develop a whole array of skills necessary for the pupils to become highly literate individuals as they grow and advance through the school.

The school has implemented a more consistent and progressive approach to the teaching of writing supported by the work of Jane Considine and The Write Stuff. In doing this, we aim to ensure children understand how to apply sentence scaffolds to their independent writing as they develop their expertise. They are also provided with a clearer view of what high quality writing looks like and their learning is structured robustly with any misconceptions addressed swiftly. Using this approach, teachers can give pupils clear guidance with less confident areas, such as cohesion and paragraph formation. Pupils are given a stronger concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes. They also know how to improve their writing and make it more focussed and interesting. The required grammar and punctuation relevant to the genre will be taught to the children to enhance their writing in daily Grammar sessions. Each week there will be discreet spelling sessions in groups using the Little Wandle Catch-Up programme alongside consolidation sessions using the Spelling Shed programme for all.

The school's approach to the teaching of writing is heavily supported by relevant grammar and spelling for the genres being studied. This is achieved by providing pupils from Years 3 to 6 with a stronger toolkit from which to achieve the Expected and Greater Depth Standards. The use of tool symbols to represent a variety of grammar and punctuation will act as vital reminders to enable pupils to grasp a better understanding of the key features necessary to complete a more accomplished piece of writing. There are six key themes, such as Sentence Construction, Verbs, Nouns and Noun Phrases, Punctuation, Cohesion and Adverbials.

Reading themes will be based upon quality texts, allowing pupils the opportunities to "mine" and analyse for examples of these key themes. As a school, we feel that strong writers start from being strong and avid readers. This will run in addition to our reading fluency and comprehension Hooked on Book sessions.

Along with interesting and well-chosen class novels, guided reading sessions at least three times a week will enable pupils to experience different themes from established authors. There will be grammar and word level tasks stemming from these; followed by shared, modelled writing; culminating in the pupils undertaking an independent writing exercise utilising the taught techniques.

The writing curriculum is structured around longer blocks (one per half term) focussing on the purpose for writing and what different 'genres' or 'text types' have in common. The four writing purposes used are writing to entertain, to inform, to persuade and to discuss.

Lower Key Stage Two look at writing to Entertain, Inform and Persuade, whilst Upper Key Stage Two look at all four purposes.

Each half-termly block will consist of a single purpose for writing but will focus on producing two main written outcomes. These written outcomes are planned to focus on the key grammar and punctuation objectives (from the National Curriculum) which work well for the given purpose.

Having two main written outcomes will enable children to secure their skills as many individual targets set would still be applicable throughout the half-term. This will also allow teachers' formative assessment to be focussed on half-termly key objectives.

Class teachers are able to reorder the writing purposes to suit their teaching, but are not permitted to alter the weightings for the year. Handwriting is practised in Years 3 and 4 to ensure a strong, cursive style is achieved by the time pupils arrive at Upper Key Stage 2.

Free and Extended writing are also completed from across the curriculum, particularly in subjects like RE, History, Geography and Science.

Mathematics

Children are encouraged to enjoy mathematics, which helps them to develop a confident, positive attitude to the subject. It is our aim to enable children to become numerate and confident to tackle mathematical problems successfully, not only in mathematics lessons but also in everyday life.

The children will develop fluency and their ability to reason through contextual activities and through lessons focused on specific areas of learning, using a variety of appropriate resource materials.

We provide a daily maths lesson of an hour for all pupils, as well as incorporating maths into other areas of learning, such as science. The school is working on a maths mastery programme.

Science

Science is the focus of several integrated units of work each year. The focus in Years 3 and 4 is to enable children to broaden their scientific enquiry skills and their scientific view of the world around them and work scientifically. Units of work cover Plants, Animals, Rocks, Light, Forces and magnets, States of matter, Sound and Electricity. Children will learn through exploring, talking, testing and developing ideas.

During Years 5 and 6 children build on their earlier learning, with a focus on developing a deeper understanding of a wide range of scientific ideas and learning to work scientifically. Units of work cover Living things and Habitats, Animals (including Humans), Materials, Earth and Space, Forces, Light, Evolution, Inheritance and Electricity. They will encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.

Computing

Computing in the curriculum offers children the opportunity to develop their understanding of how computers and computer systems work and experience how they are designed and programmed. Computing offers much scope for creative work in programming and digital media and provides fundamental links with other curriculum areas. The school follows a scheme by NCCE. Children are also encouraged to become digitally literate, providing them with the ability to express themselves and develop their ideas through the use of information and communication technology. Children have access to a suite of computers as well as portable technology. They also have access to the internet and E-safety is taught and promoted

throughout the school. All parents and pupils are requested to sign an 'acceptable use' policy when they join our school.

Immersive Learning Environment

As of October 2023, the school can boast the unique, exciting and limitless provision of an immersive learning classroom (please see further information about this at the following link www.immersive.co.uk), where children can be transported back in time to far-away lands, they can be plunged into the settings of a novel or they can be taken to the most distant frontiers of space or deepest depths of the oceans. This provision embellishes our knowledge-rich curriculum and can support pupils in a sensory and pastoral capacity from within our own Federation of schools and from other settings.

Religious Education

Children investigate aspects of Christianity every year as well as being introduced to other principal religions. They learn about different beliefs and the world around them. They talk about what is important to themselves and others, valuing themselves, reflecting on their feelings and experiences and developing a sense of belonging. The main purpose of our curriculum is to enable pupils to become more religiously literate. This means providing them with the knowledge and understanding of religion and belief, so that they are able to hold informed and balanced discussions about it. This essential outcome is achieved by teaching pupils through three equal disciplines: Theology, Philosophy and Human/Social Sciences.

Theology: Thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians or to look through a theological lens at concepts. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy: Thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers or to look through a philosophical lens at concepts. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence

Human/Social Sciences: Thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists or to look through a human/social science lens at concepts. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

The syllabus is in line with Norfolk's Agreed Syllabus and is enquiry-based, focussing on key questions to promote discussion and reflection.

Parents wishing to withdraw their child from Religious Education or from Collective Worship are invited to discuss this with the Headteacher.

Collective Worship assemblies are held for the whole school and follow a weekly theme taken from our Jigsaw P.S.H.E. resources. Children also sing songs and watch Bible dramatisations delivered by local church members.

History

History forms the central focus of several integrated units of work throughout each school year. Children learn about people's lives and lifestyles from the recent and more distant past, including those from Britain, such as Britain during the Stone Age through to the Iron Age, followed by Vikings and Romans in years three and four. They also study the ancient Egyptians to learn about historical events in the wider world. Years five and six study a non-European civilisation such as the Maya people, as well as the World Wars, Tudors and a local study. They learn to place events, people and developments in the periods studied within a chronological framework and are given opportunities to look at history from a variety of perspectives.

The children have access to a variety of sources of information, including texts, computer software, contemporary accounts, pictures and artefacts, to support their studies. Visits to historical sites also take place and theme days are held in connection with some units of work to further enrich and develop children's understanding of the subject.

Geography

Geography forms the central focus of several integrated units of work every year with children learning about the physical and human features of their own surroundings, as well as the wider world. Children in years three and four study the USA, habitats around the world, volcanoes and earthquakes. Years five and six study the frozen kingdom, countries of the world and a local study. Where appropriate links are made between the historical areas studies and the geography of the places where they have taken place.

The children have access to a variety of sources of information, including maps, atlases, computer software, texts and pictures. There are opportunities for fieldwork in the form of educational visits, where contrasting environments are studied and skills and knowledge learned in the classroom are applied.

Design and Technology

Children learn how to work safely with a range of tools and materials in order to design and produce good quality products. An emphasis is placed on the development of the children's designing and making skills. They are also encouraged to evaluate their work and that of others. Design and Technology opportunities will arise in a number of integrated learning units and may be scientific, mathematical, artistic, historical or geographical in their context.

Music

Children learn about music from different times and cultures. They listen, compose and perform using a wide variety of instruments. They follow the scheme 'Charanga', which introduces children to a very wide range of musical genre, incorporating the dimensions of music – pitch/tempo/dynamics/timbre/pulse as well as notation.

Extra-curricular provision means children have the opportunity of joining a variety of lunch-time music activities including a choir. They can also learn to sing and play a variety of musical instruments.

Art & Design

Children will have the opportunity to work with a wide variety of art media and to develop the related techniques and skills. Art also allows each child to express themselves creatively and so come to appreciate the aesthetic nature of the subject, through learning about the work of other artists and art from different cultures. Visiting artists contribute to children's experiences whenever possible.

Physical Education

Physical Education in school is designed to give all children the opportunity to achieve the aims outlined in the national curriculum. Sports funding allocated to schools ensures a wide range of activities are on offer during the school year. The lessons afford children the chance to learn and develop the required skills and techniques across a range of sports and physical activities. These include athletics, swimming, individual sports, team sports and invasion games. Lessons are further supported by a range of lunchtime and after-school clubs which offer children the chance to try out a range of more unusual sports. At each stage of their education there is a balanced emphasis on the physical, mental and social benefits of sport and fitness.

It is important that all children take part in P.E. lessons, which form a legal part of the National Curriculum. Children will only be excused from taking part in P.E./games/swimming lessons on production of a letter from a parent/carer stating a valid medical reason, or if they have injured themselves or become unwell during the school day on which the activities are taking place.



Modern Foreign Languages

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic and creative learners and to develop

positive attitudes to language learning throughout life. At Ormesby Village Junior School we teach French to all year groups. Children also learn about French cuisine and culture, through our Bistro-style classroom.

PSHE/RSHE

Through our PSHE/RSHE curriculum, we aim to provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Children are encouraged to become healthy, independent and responsible members of society, to develop their sense of self-worth and develop positive relationships. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. Children have the opportunity to reflect on their experiences, thoughts and feelings, to develop resilience and understand how they are developing personally and socially, addressing many of the spiritual, moral, social and cultural issues that are part of growing up, including nurturing physical and mental health. In addition, we provide opportunities for children to learn about rights and responsibilities and British values and appreciate what it means to be a positive member of a diverse society.

Our PSHE (Personal, Social, Health and Economic Education) curriculum incorporates Relationships and Health Education which is now a statutory part of the curriculum and is taught age appropriately throughout the school. Sex education is also included in our programme of learning with parents being informed prior to this being taught. The Jigsaw Scheme of Learning is used as the basis for our curriculum and provides a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

In addition, children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. Children are encouraged to play an active role in school life and have the opportunity to take on many responsibilities. Children also experience the process of democracy in school through the School Council. Through class and whole school meetings, all children are given a voice and a chance to be a decision-maker. Children are given regular opportunities to take part in a range of activities that promote active citizenship such as organising events to raise awareness and fund-raising. Children also have opportunities to meet and work with members of the community, such as health workers, fire fighters, police and representatives from the local church, whom we invite into school to talk about their role in creating a positive and supportive local community.

Outdoor Learning

We have a bespoke outdoor learning space where our pupils can learn about nature, bushcraft and survival with external specialists or staff interested in bringing the learning outside the classroom. This space will be used to grow vegetables, to provide nourishment and nutrients for insects and wildlife and to house our conservation projects with the addition of an apiary maintained by the Headteacher, Deputy Headteacher and interested pupils.

Homework

To assist our overall objective of helping each child at Ormesby Village Junior School achieve his/her potential, we set homework activities that are intended to support learning carried out at school by helping children to:

Consolidate and reinforce skills and understanding, particularly in literacy and numeracy.

Extend learning through additional reading.

Learn spellings, vocabulary, number facts etc.

Exploit resources for learning at home, including opportunities to talk about what they are learning to an interested adult

Develop skills and attitudes which are important to independent learning; such as confidence and the self-discipline needed to study on their own.

A regular pattern of homework assignments is important because a familiar routine is helpful for children, parents and teachers. The amount of time that a homework assignment takes to complete may well vary from child to child and from assignment to assignment. Sufficient time needs to be spent on homework assignments to ensure that they are completed as required and to the best ability of the child.

We hope that parents/carers will support their children with homework by encouraging a positive attitude and giving support when difficulties arise. Also we hope that parents/carers will ensure that their children read, and are listened to when they read, as appropriate, on a daily basis. By completing regular homework activities pupils are preparing themselves for the next stage of their education, when they attend high school.

Special Educational Needs (SEND)

Children may have special educational needs or disabilities throughout their time at school, or for specific periods of time, for a wide range of reasons. It is the school's duty to treat every child equally and to cater for their individual needs within the classroom whenever possible. Sometimes children's needs are such that they may require specialist support in school or from outside professionals. Parents are always kept fully informed about their children and how they are being supported so that they can work in partnership with the school. In line with government requirements the school has produced a policy document and local offer detailing how it will support children with special educational needs and disabilities. These are published on the school's website.

Going Deeper

We recognise that some children will grasp their learning more swiftly than others and we ensure these pupils are equally celebrated and encouraged both in and out of school. We provide a range of extension activities for these children, so they can achieve their full potential and be taken deeper into their own age group's curriculum. We also signpost clubs and activities we find out about which take place outside of school to parents to further enhance and perfect a pupils' talents.

Looked After Pupils (Child Looked After)

Children in care who are 'looked after' are supported well in our school. We follow all the legal guidelines to ensure that they are happy and make progress in our school.

Educational Visits

Several areas of the curriculum are enriched by educational visits to such places as museums, historic sites, and contrasting environments - local and further afield. Such visits, made during the school day, are a planned part of the curriculum and much preparatory and follow-up work flows from them. Children who do not experience the visit will find follow up work difficult. Parents are requested to make a voluntary contribution towards the costs of these visits. We can only afford to make such visits if enough parents are willing to support them financially. However, it is our policy that no child should be excluded because of hardship and we endeavour to ensure that all benefit from the experiences offered. Please speak to us if finance is a problem or a barrier to your child being included. We will do what we can to help.

Residential Visits

Residential visits will be offered at some stage during the four years your child spends with us. These may be to venues with a specific curriculum focus or activity centres, such as Whitwell Hall Country Centre.

Parents and School Working Together

Parents are always welcome in school as volunteers in the classroom and opportunities also exist to support our annual events, particularly our school concerts/productions, sports events and fundraising occasions.

Time is set aside in the Autumn and Spring terms for parents-teacher meetings over the telephone or virtually. Parents are given termly interim reports during the Autumn and Spring terms and an annual written report to read about their child's efforts and progress in the Summer term.

The successful education of children involves an effective partnership between school and home. We need and depend on your support.

Behaviour

Children are happiest and learn best when their environment is rich, enjoyable and stimulating, boundaries and rules are clear and they understand the consequences of their actions. They need to know that staff care about them, have the highest of expectations for them and are prepared to give their time to assist them and to listen. Positive attitudes and behaviour are rewarded and celebrated through merits, house points and recognition in assemblies. At the end of each half term we reward children with a special treat to thank them for their hard work and good conduct. The school's Behaviour Policy is available upon request and published on the school's website.

Bullying, including sexual bullying and harassment, is not tolerated and the Anti-Bullying Policy is also available on request and published on the school's website.

The School and the Community

We believe that children should recognise that they are part of a wider community, as well as being members of our school. We encourage children to engage with this community in a variety of ways to encourage community cohesion. Broadly, our school's contribution to community cohesion can be grouped under the three following headings:

Teaching, Learning and Curriculum:- teaching pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

Equality and Excellence:- ensuring equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

Engagement and Ethos:- providing a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

House Team System & Team Points

Every child will join one of the following houses, named after four local Broads in our surrounding area:

House	Colour
Filby	Green
Ranworth	Red
Hickling	Blue
Barton	Yellow



Children can earn House/Dojo points for their work, by being helpful, kind to others and polite. Points are also gained for sporting events, competed for in houses. A cup is presented to the House Captains of the house with the most points at the end of every academic year. Points are read out in our good work assembly every Friday. Children also collect merits for exceptional pieces of work and these build towards personal awards of bronze, silver and gold certificates.

Safeguarding

The school has a statutory duty to safeguard all its pupils and to report any occasion when it considers a child may be at risk of significant harm – physical, emotional, sexual and/or neglect. We will always discuss our concerns with parents/carers unless we believe doing so would not be in the child's best interests. We strive to ensure that children know how to keep themselves

safe, including on-line. The school's Safeguarding Policy is regularly updated and published on the website and available upon request.

School Uniform

We love seeing how smart our pupils look each day, so please find a reminder of the required uniform below. All shirts/blouses are to be tucked in with collared shirts/blouses to have their buttons done up to the top, enabling the clip-on ties to attach correctly. School uniform is worn by all pupils and can be ordered direct from one of our suppliers: Harrisons Schoolwear in Great Yarmouth, our local supplier, who also has a website. Please ensure your child is wearing the correct uniform – again this is good preparation for high school where variations are not tolerated.

Maroon sweatshirt/jumper or cardigan with or without school motif. Years 5 & 6 children should wear a maroon V-neck sweater/jumper to accompany their ties with or without a school motif.

Upper Key Stage 2 (Years 5 and 6): White, long or short sleeved, collared shirt/blouse with Ormesby Junior clip-on tie. (No polo shirts until the Summer term)

Lower Key Stage 2 (Years 3 and 4): White polo shirt

Plain grey or black school trousers

Plain grey or black knee-length skirt

All black, flat-heeled shoes (no trainers of any description or boots)

Grey, black or white socks

Black or grey tights or knee-length black/white/grey socks

In the Summer Term, pupils may wear red/maroon gingham dresses or they may wear grey school shorts (no Lycra/cycling/sports shorts). Pupils in Years 5 and 6 may also wear a white polo shirt from the Summer term only, which will not need to be accompanied by their clip-on tie worn in the Autumn and Spring terms.

All children should be provided with an art overall (an old adult sized shirt will be suitable)

P.E. Kits

Maroon Polo shirt with or without school motif/Plain white T-Shirt (No football shirts or T-Shirts emblazoned with logos are allowed)

Plain black shorts

Outdoor trainers

Black plimsolls or trainers for indoor P.E.

Tracksuit (plain colours for colder weather)

One-piece swimming costume / swimming trunks (no Bermuda shorts)

A hair band to tie back long hair.

Please note: for boys' and girls' hair should be one natural colour and worn in a sensible style. Make up, including nail varnish, should not be worn.

To help alleviate the problem of lost property, all clothing, including footwear, should be clearly marked with the child's name.

All P.E. kits should come to school in a drawstring school coloured bag.

Cloakroom space is very limited and does not afford room for large and long sports' bags. Any concerns with the uniform should be discussed with the Headteacher.

Property

Valuable items should not be worn or brought to school. Children are advised not to bring items to school that are not essential for either their school work or the school day. Storage is limited and we cannot take responsibility for loss or damage.

Money

Our school operates an online cashless system, ParentMail, so unless it is for a specific purpose, such as charity or book fair, money should not be brought to school.

Jewellery

Jewellery should not be worn to minimise the risk of accidents and the possibility of loss or damage. The only exception is for children with pierced ears who may wear a small, single stud in each ear, provided they are removed for PE and swimming lessons. The children are responsible for removing their studs themselves and if this is a concern to parents then we recommend that studs are not worn on days when there is PE or swimming. The school is unable to accept responsibility for accidents involving studs or other jewellery. In addition, children may wear a watch. The children are responsible for removing and collecting watches before and after PE lessons.

Mobile Phones

Mobile phones are not permitted in classrooms, around school or in the playground. Any parent who wishes their child to carry one for travel/arrangements outside school should ensure that it is handed in to the school office for safe-keeping during the school day and switched off.

Photography

During their time at school, there may be opportunities to publicise some of the activities in which your child is involved. This may well involve filming or photographing children for use in the local media, on our school website or social media accounts (Facebook and Twitter). As a school, we welcome these opportunities, believing that positive publicity benefits all involved with the school, and we hope that you do too. There may be occasions when we arrange photography for our own purposes, such as displays and school brochures, or events where parents wish to take photographs e.g. sports day and concerts.

Photography or filming will only take place with the permission of the Headteacher, and under the supervision of a teacher. All parents receive a photographic consent form. However, a form can be obtained from the school office to refuse permission or withdraw consent at any time for their child's image to be used.

Additional Information

Details of annual school attainment and achievement, the latest Ofsted Report and information about term dates are all published on the school website. Copies can be obtained from the school office. Please contact the school office should you require this.

Inspection Reports

We are delighted that our recent inspection report (November 2018) reflects the hard work that has been put in to the school by the children, parents and staff over the recent years. Below are a few extracts from our most recent one. The full version can be downloaded from our school website.

“Leaders have established a school community united by a caring ethos in which pupils, regardless of their backgrounds or abilities, make good progress.”

“Leaders and governors have an accurate view of the school’s strengths and weaknesses and implement effective improvement plans.”

“The quality of teaching, learning and assessment is good in most subjects. Leaders hold teachers accountable for their work and provide effective professional development.”

“Disadvantaged pupils are fully included in the school. They achieve well as a result of well-considered use of extra funding.”

“Teachers ensure that pupils work hard and concentrate on their learning, including when they find the work difficult.”

“The teaching of reading is good. Pupils use the skills from English well in most other subjects across the curriculum.”

“Leaders’ actions to improve behaviour have been successful.”

“Pupils treat each other and staff with care and live up to the expectations of leaders and teachers.”

“Pupils with social, emotional and/or mental health difficulties are well supported and make good progress.”

“Leaders’ determination to improve attendance has been successful. Pupils’ overall attendance has risen in the last twelve months and continues to improve. It is in line with the national average and improving strongly.”

“Improved teaching, learning and assessment have led to better outcomes in reading, writing and mathematics.”

“Most pupils’ achievement is good and some is even better.”

“Safeguarding is effective. Staff are vigilant and act effectively to ensure that pupils are safe from harm.”

Our Pupils' Views

"I like going to the library."

"I really enjoy using the Chromebooks and the IPADs to find new things out."

"I like the staff and pupils because they are all friendly and understanding."

"You can talk to anyone when you have a problem."

"I feel proud when I earn House Team/Dojo points and merits."

"I cannot get enough Maths; I love it."

"I love writing!"

"I like being part of the school family!"

"School has taught me things that my parents were not taught before."

"There are always friends beside you."

"We have fun!"

"We learn so much in the Immersive Classroom – Ormesby-Verse!"

"I love going in the N.E.S.T. because it really helps me cope."

"We have lots of people helping us to be kind."

"I like school because I like to learn."

"I love school because it makes me feel safe."

Nurture

We are very lucky at Ormesby Village Junior School to have wonderfully trained staff skilled in supporting pupils pastorally. All staff promote our nurturing values throughout the whole school and make our school feel like a real family. Our pastoral support can be evidenced in a number of ways in school, using our N.E.S.T. (Nurture, Emotional Support and Therapy) space:

Nurture Groups

Some children will be invited to join our nurture group during their time at Ormesby Village Junior School. Inside these small groups pupils are encouraged to improve their self-belief, promote good behaviour, teach basic skills and/or develop friendships. Children will generally attend for half a term but may stay longer if needed.

Toast Time

We offer Toast Time to selected children on a daily basis when needed. Toast Time is a chance for children to sit down around a table with others and share food and drink. It teaches children to communicate effectively, calm and regulate mood, develop table manners and it helps to create friendships. During Toast Time the adults model behaviour and set a good example for children to copy.

Family Support

Our pastoral support is not just there for the children. They offer a fabulous service for families too. Staff members are available to listen and offer advice on a variety of family issues. They can help to put support in place and liaise with other agencies for you.



Home-School Agreement

Child's name

The School will:

- encourage children to achieve their potential and develop as individuals
- encourage children to take care of themselves, respect others and their surroundings
 - endeavour to provide a safe and caring environment for your child
 - inform parents/carers of their child's progress at regular meetings
- inform parents/carers about what topics the school aims to teach the children each term
- inform parents/carers about any concerns that affect their child's work or behaviour
 - keep parents/carers informed about school activities, dates and special events

Signed..... (Headteacher)

Date

Parents / Carers will:

- support the school
 - make sure my child arrives in school for an 8.45 start
- make sure my child attends regularly and provide a note of explanation and/or phone call by 9.00 am on the first day of absence
 - attend parent-teacher meetings to discuss my child's progress
 - support my child in homework and other opportunities for home learning.
- let the school know about any concerns that might affect my child's work or behaviour
 - get to know about my child's life at school
 - prepare my child for school life by teaching basic skills and routines at home

Signed(Parent/Carers)

Date

The Child will:

- do my best work with a positive, growth mindset
- be polite, sensible and honest and follow the Golden Agreement
- be respectful, caring and be sensitive to others and their property
 - be patient, enjoy myself and co-operate with others
 - tell an adult if there is a problem

Signed(Child)

Date

