



Littleport Community
Primary School



'Littleport Community Primary School is a vibrant and a happy place to learn. Staff, parents and carers, and pupils alike clearly enjoy being part of the school community.'
(Ofsted, September 2018)

Welcome! We are delighted that you have chosen to send your child to our school. We hope that this new brochure for 2019 will give you a taste of what's in store at Littleport.

Every day children succeed in a variety of ways and our staff are fully committed to enabling and nurturing the young minds of today to become the best possible learners of tomorrow – we want everyone to be able to not only reach their potential, but exceed their expectations and 'Spread their Wings and Fly!'

All children need an excellent education, and we help them develop the confidence, skills, curiosity and understanding at each stage of their learning so that they can grow academically, socially and emotionally, and achieve well. We believe strongly in educating the 'whole child', and our personalised approach to learning means that all children are supported, challenged, stretched and inspired in a wide range of learning opportunities through our exciting and inspirational curriculum.



Active learning happens in a variety of places and at different times: in the classroom, hall, corridor, nature area, school field, wooded area or on a visit outside of school. We enjoy learning throughout the day; we offer a wide range of extra-curricular clubs in sport, the arts, music, languages, dance, ICT, cooking and gardening, all provided free of charge by staff at lunchtimes or after school to all ages.

Our success is based on our passion for teaching and learning, and the fact that we are a highly inclusive school where everyone is equally valued. As a Research School, we pride ourselves on being at the forefront of educational thinking and our policies and practice is informed by research. Our professional and highly supportive staff work closely with parents, families, governors, volunteers, outside agencies and the wider local community to bring about the best possible provision for our pupils. Our school building is also a very special place to learn with modern facilities, which we share with Littleport Community Pre-School and the Children's Centre.

Our PTFA (Parent Teacher Friends Association) and Governing Body are also highly inclusive and welcoming groups who are keen to get your feedback or involvement in the wider life of the school.

Please contact us if you have any questions, suggestions or if we can help in any way – we are proud to be a friendly, honest, open and warm school. You can also get more of a flavour of life at LCPS by visiting <http://www.littleport.cambs.sch.uk/>

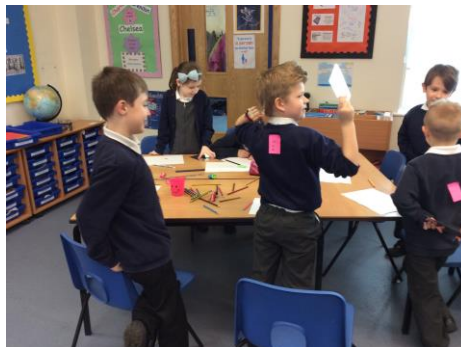
We look forward to meeting you!

Adam Rivett, Headteacher June 2019

The School Day

Doors open and children are welcomed into classrooms from 8:45. To reinforce the positive relationships between home and school, staff are out on the playground from 8:40 for you to pass on any brief messages. It is important that children arrive at that time, as it is when early morning work is completed, routines are set up and key information is shared with children. Registration is from 9:00.

8:45	Children arrive at school
9:00	Registration
9:05	Morning sessions
10:30	KS2 Break
10:45	KS2 sessions
11:00	KS1 Break
11:00	KS1 sessions
12:30	Lunch Break
1:30	Afternoon sessions
3:15	School Day ends



Our Curriculum

'Your strong and passionate leadership team share your exciting vision to improve pupils' outcomes across all subjects. Together, you have reviewed and designed your curriculum with a view to support pupils' learning at a deeper level across all curriculum subjects. You work closely with other schools, using educational research to develop staff knowledge and understanding.' (Ofsted, 2018)

We are proud of our exciting, innovative and rewarding curriculum at Littleport Community Primary. We believe that the best curriculum is one which inspires children, challenges them, offers new experiences, and, one which places our children at its heart. We also believe that every subject should be valued and that all children's achievements should be recognised. Our curriculum is driven by a subject-specific approach, where all subjects are valued, and knowledge and skills particular to that subject are taught explicitly. We are also proud of our extensive school grounds, and lessons actively include outdoor learning experiences, whether this is through Forest Schools in our own wood, work in our allotments or the use of our very own wildlife garden and pond. Our curriculum is always changing, always adapting and always growing.



English

English underpins our whole curriculum at Littleport. Reading, writing, speaking and listening are essential skills for life and we are passionate about creating opportunities to develop them in a variety of contexts.

Children are encouraged to develop a life-long love of reading, through sharing a wealth of books in school. When children start school in Early Years Foundation Stage, they begin to learn to read through daily phonics lessons, which help them develop knowledge of how sounds are written in English. These phonics lessons also continue into Year One and are

important building blocks for helping children to develop the skills to read and write words. Reading is taught in whole class English lessons and also in small guided groups. As well as teaching children to read fluently, we work on developing their comprehension skills. Children in EYFS and Key Stage One take a reading book home to share with parents, while Key Stage Two children can borrow a book from our well-stocked library to read at home. We use the Accelerated Reader program in Key Stage Two, through which children can take quizzes after reading a book. Our children really enjoy building up points for passing quizzes and receiving certificates to celebrate their reading. We are very aware of the importance of the role of families in helping develop our children as readers and encourage parents and carers to make reading with their children a regular part of their day.

Our English lessons give children the opportunity to write in a variety of styles, including stories, plays, poetry and non-fiction texts such as information texts and instructions. Teachers use a variety of books to inspire children's writing and throughout their time with us, children will be encouraged to develop their writing style so that they can communicate in writing in an increasingly effective way. Children are taught the technical vocabulary for grammar so that they can discuss their writing and choose increasingly sophisticated ways of expressing themselves. Developing a fluent handwriting style is an important aspect of writing and we encourage children to develop a neat, joined script once they have mastered basic letter formation. Developing spelling strategies also helps children to be able to write more fluently. Children are taught various spelling strategies and rules within school and are also given a list of spellings which are examples of that pattern or rule to practise each week at home.

Speaking and listening skills are integral to our whole curriculum and we encourage children to become more confident communicating with their peers and with a wider audience. Children have regular opportunities to discuss their learning in pairs or groups in all areas of the curriculum. They also have opportunities to speak in front of an audience, whether on a smaller scale by presenting a group project or a drama activity to their class, or on a larger scale through performing a class assembly.



'Your current curriculum design encompasses reading so that at the beginning of a new topic a class book is read and learned to give pupils a range of experiences. This is enabling pupils opportunities to build vocabulary and deepen their knowledge and understanding before writing. Pupils in Year 6 were very keen to tell me how much they love reading, and how reading gives them ideas that help them write exciting and interesting sentences with improved vocabulary.'
(Ofsted, 2018)

Maths

At Littleport, we are committed to delivering a lively and interesting mathematics curriculum which engages all our pupils. We believe that maths gives children a powerful set of tools to help them make sense of the world around them, through developing their ability to calculate, reason and problem solve. Our curriculum is designed to allow learners to achieve a secure and deeper understanding of each mathematical concept through the use of a range of resources, models and images. Regular revisiting of key concepts ensures that all children have the opportunity to make progress. Fluency is an important aspect of being a confident mathematician and therefore each lesson begins with number facts, including times tables, as these skills underpin so many other areas of this subject. Being challenged, developing independence and resilience are also important aspects of our mathematics curriculum so we give children the opportunity to apply their skills to rich problem-solving activities and to other subjects such as geography and science. Children are encouraged to have a positive attitude and reminded that making mistakes is an essential part of learning! We believe that parental support is very important in developing a child's confidence in mathematics. There are lots of ways to help your child including talking about numbers, playing counting games, telling the time and learning times tables.

'Pupils have opportunities to apply and practise their mathematics skills in a range of problem-solving tasks. I observed pupils in key stage 2 confidently and systematically using a variety of ways to work out mathematical problems.' (Ofsted, 2018)

Science



Science encourages children's curiosity about phenomena and events in the world around them. The science curriculum develops children's understanding through practical experience, along with ideas and key concepts which engage the children's interests. Children are taught units of work through Physics, Biology and Chemistry strands and as they move up through the school, they become more aware of how different areas of science fit into these categories.

In Key Stage One, children observe, explore and ask questions about living things, materials and the world around them. They work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas and share their ideas using scientific language, drawings, charts and tables. In Key Stage Two, children further develop their knowledge and understanding by making links between ideas to explain how and why things occur, using simple models and theories. They use a range of sources in their work and communicate ideas using a wide range of scientific language, diagrams, charts and graphs. Throughout their learning children are encouraged to research and understand the work of key scientists to promote their understanding of science. Throughout the school, we try to encourage science learning to take place both in and outside of the classroom, using our school grounds and nature area.

All children develop their scientific enquiry skills through observations, planning, obtaining, presenting and evaluating evidence as well as making links with other curriculum areas. To further children's interest in the world around them we create opportunities to explore STEM (Science, Technology, Engineering and Maths) in a raft of activities drawn together in

STEM week. The energy and enthusiasm sparked during STEM week 2019 spread across the school and raised the profile of STEM with all of the children and their families.



'The research programme has helped leaders identify areas for improvement and deliver relevant staff professional development. Leaders' research work undertaken so far continues to inform your planning of the curriculum effectively.'
(Ofsted, 2018)

RE (Religious Education)

We want our children to enjoy learning, become confident individuals and, in time, responsible citizens who make a positive contribution to society. In Religious Education the children find out about the major religions of the world, making links between them and with their own experiences, ideas and viewpoints. In the process they are encouraged to develop an open-minded and respectful approach to different beliefs and religious practices. They are encouraged to ask questions about life, exploring a range of answers, and express their views about spiritual, moral and ethical issues. As part of their learning, the children have the opportunity to visit different places of worship and visitors are invited into school. Lessons may include drama, artwork or taking learning outdoors.



ICT (Information and Communication Technology)

Our computing curriculum aims to equip pupils to use computational thinking and creativity to understand and change the world. We recognise that in today's society there is a rapid pace in use of technology and that it plays a vital role in our lives. We embrace and support this by introducing pupils to computers and other technology resources as soon as they join us and continue to develop them.

Children have regular access to a range of technology, allowing them to continually practise and improve the skills they learn. This helps them to become digitally literate as they express themselves and develop their ideas through information and communication technology.



The computing curriculum is set out into four strands which are Understanding Technology (being able to understand technology; both how it works and what it can do for us), Programming (this encourages creativity, logical thought, precision and problem-solving, and helps foster the personal, learning and thinking skills required in the modern school

curriculum), Digital Literacy (being able to create and present information digitally) and E-safety (being responsible, competent, confident and creative users of information and communication technology).

E-safety is a significant aspect of the computing curriculum at Littleport Community Primary School and our children are aware of how to stay safe whilst using the Internet on computers and on a range of mobile devices. E-safety has a high profile around school with children receiving important messages through discrete E-safety lessons within the computing and PSHE programs of study as well as via whole school assemblies and displays around school. We encourage parents to support our important work by attending E-safety workshops at school and reading E-safety materials published on our website.

PSHE (Personal, Social and Health Education)

'You have created a strong sense of equality and an appreciation of diversity that permeates your school.' (Ofsted, 2018)

PSHE helps our pupils to lead confident, healthy and responsible lives as individuals and members of their community. Through work in lesson time and a wide range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and reflect upon their position within the world in which they live. Through activities such as Circle Time, PSHE supports our pupils in understanding and managing their friendships, feelings and emotions as well as showing respect for the diversity of, and differences between people. It also develops pupils' well-being and self-esteem, encouraging belief in their ability to succeed.

Through our PSHE curriculum, we also look at important whole school themes, such as Anti-Bullying, Sex and Relationship Education, as well as Conflict Resolution, and work closely with the county's PSHE service to ensure we are teaching age-appropriate material. We also have regular visitors to school such as theatre groups during Anti-Bullying Week or the 'Life Education Bus,' which supports our health education program.

PE (Physical Education)

At Littleport Community Primary School we strive to provide high quality P.E. and sport to improve children's skills, to enable them to lead healthy and active lifestyles whilst encouraging lifelong participation in sport and physical activity. There are plenty of opportunities for pupils to try their hand at a range of sporting activities such as Tri-Golf, Rounders, Netball, Football, Athletics, Hockey, Dance and Gymnastics, to name but a few. Swimming lessons for Years 4 to 6 take place at the local Hive Centre in Ely, which focus on improving children's skills and techniques. We are a member of the Witchford Schools' Sports Partnership and they organise sporting events so that our children can develop their skills in competitive matches against pupils from other local schools. We also have Sports Crew and Leaders who join together to develop, organise and promote school sport and Level 1 (House) and Level 2 (Inter-school) sports competitions. So that they can lead a variety of activities, they receive



training throughout the year. We offer a wide range of after school sports clubs, providing further opportunities for children to have fun and develop their skills.

Geography

Our aim is to inspire in pupils a curiosity and interest in the world around them. We want our children to learn about the diversity of people and places and to acquire a deep understanding of the Earth's physical features. As they progress, pupils explore how changes to places and environments happen and affect us, both as a result of natural processes and through human activity.

At Key Stage 1, children develop locational knowledge of the continents and oceans of the world and the countries of the United Kingdom. They investigate places and begin to explore Geographical similarities and differences by studying the human and physical Geography of a small area of the United Kingdom and comparing with a small area in a contrasting non-European country. Children study their locality and investigate using fieldwork skills to study the Geography of the school and its grounds.

At Key Stage 2, children extend their knowledge and understanding to include a greater depth of locational and place knowledge, incorporating the United Kingdom, Europe, and North and South America. They explore the similarities and differences through the study of human geography including settlements, land use, economic activity.

Geography is well resourced, not least in our extensive school grounds, and opportunities continue to be developed to include both visitors and visits in order to provide a relevant and engaging curriculum.

History



We believe that our history curriculum should encourage pupils' curiosity about the past through the study of key events and the lives of significant individuals, both in the UK and the wider world. As they progress through the school, pupils develop a good understanding of chronology through investigating key periods of British and world history, such as the Anglo Saxons and the Ancient Egyptians. We encourage children to be detectives when investigating the past: sifting through evidence, engaging in active discussion and drawing their own conclusions. Our school aims to provide 'hands-on' experiences using artefacts, photographs and information gained from organised trips, as well as from visitors to school. As we value a cross curricular approach, our pupils communicate their understanding of history in a variety of ways, including writing, drama and art.

Music

We are passionate about music at Littleport Community Primary School. As well as class music lessons, children are given the opportunity to learn to play instruments with tuition being provided by visiting musicians who share their expertise and passion for music with our children. We offer small group or individual tuition on violin, brass, piano and guitar. There is a small charge for this but all lessons are subsidized by the school as we believe that it is important for children to have these opportunities. In addition to these lessons, there are clubs run by school staff at lunch times and after school, including a lower school and an upper school choir. We also welcome musicians into school who regularly hold workshops for the children. Recent guests included award-winning folk group The Young 'Uns and Travelling Tuba!

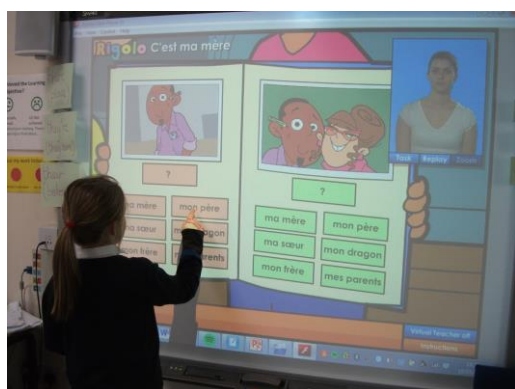


In recent years our older children have taken part in the 'Young Voices' concert at the London O2, a truly amazing and inspiring event. Children also get the opportunity to perform in local events outside school. We regularly take part in the Ely School's Music Festival and also sing at many events throughout the year. Our choir also have a very busy festive season – regularly singing at various opportunities throughout December. Singing is very important in our school - all children take part in a weekly singing assembly where new repertoire is regularly introduced.

Art

When you come for a visit to Littleport Community Primary School, you will see how important art is to us as a curriculum subject; our displays around the school showcase the artistic talents of our children and we are proud of the artwork that they produce. Our belief is that every child is an artist. During their time at Littleport, pupils learn to develop skills and techniques using a range of media, such as painting, printing, textiles, 3-D art and more. Art is fundamental to our curriculum. We believe that children should develop their artistic techniques and use of various media in order to make choices about how to express themselves, their imagination or an idea that they might have. To this end, pupils are encouraged to 'tinker' with media, methods and ideas which is evident in their sketch books. Children in our school are also made aware of important artists and designers throughout history; investigating key art works and trying out established techniques before making their own decisions about their own products. There are also opportunities throughout the year to enter artistic competitions – we also have strong links with the Babylon Gallery in Ely and regularly have art work displayed there.

MFL (Modern Foreign Languages)



Children at Littleport learn French in Years 1,2 and 3 and Spanish in Years 4, 5 and 6 so that by the time they leave they will have the confidence to communicate and enjoy other languages. These days, access to the world has become readily available to our children, and learning other languages raises awareness of the multi-lingual and multi-cultural world we live in. Therefore, our goal is that children discover and develop an appreciation of the language studied and a desire to learn even more languages in the future. They might do this through songs, action rhymes, video clips, creating their own conversations, developing listening skills and most of all having fun!

more languages in the future. They might do this through songs, action rhymes, video clips, creating their own conversations, developing listening skills and most of all having fun!

We aim to break down barriers, learn about other ways of living and celebrate cultural differences. We also hope to create links with schools abroad in order to share our experiences with children around the world.

DT

Design technology is a valuable subject which helps children develop long life skills. Various units of work are covered during children's time in school:

- Textiles and combining fabrics
- Mechanisms using levers, wheels, gears or pulleys
- Structures – freestanding, shelled or framed
- Electrical systems using switches and circuits
- Food technology, preparing and cooking food in accordance with nutrition requirements (we also have a cookery club)



Design and Technology gives children the opportunity to develop skill, knowledge and understanding of designing and making functional products. We feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work. We encourage children to take inspiration from designs throughout history by giving them the opportunity to research products first. Design technology can be linked closely to other subjects, such as mathematics or science.

'Your staff appreciate the support and continued professional development they regularly receive. In all classes I visited, teachers demonstrated confidence, secure subject knowledge and enthusiasm for teaching.' (Ofsted, 2018)

Forest Schools

Children at Littleport Primary School have the opportunity to take part in Forest School sessions which take place in the wonderful on-site woodland; a great setting for education. The aim of these sessions is to encourage and develop creativity and motivation, build self-confidence and independence, encourage risk taking and develop a respect for nature.



This is achieved through a range of exciting hands-on learning experiences, including shelter building, tool use, cooking over an open fire, team-building activities and above all having lots of fun!

Home Learning

Littleport Community Primary School has a policy of setting home learning for all pupils in the interest of raising levels of attainment and enabling parents to be involved in their child's school work. Education of the child is something that happens at home as well as at school so all activities and experiences suggested by the school enable the child to develop in a variety of ways. In consultation with parents and pupils, we have devised an approach to home learning known as *'Takeaway Learning'*. Each term, children are given a learning menu consisting of a wide variety of activities linked to classroom learning. From this, children are able to select the activity they wish to complete at home. Even though a choice of activities is provided for children to work through, children are encouraged to use their own initiative and approach their class teacher if they have their own ideas about a task they want to complete; creativity is always rewarded.

Assemblies

Children attend assemblies at school every day, either as whole school or as separate 'Lower' or 'Upper' School assemblies. We organise a theme each week and assemblies are led by staff members or visitors to our school. We also sing as often as we can!

Often assemblies have a focus of one of our Golden Rules or our School Values, but we also think about special days of celebration around the World and religious festivals. We also share achievements and award certificates for excellent learning and progress throughout the year.



Our Golden Rules are:

We are kind with our words and actions.

We listen and follow instructions.

We are honest and tell the truth.

We work hard and always try our best in everything we do.

We are safe because we think before we act.

Our School Values are:

L - Learning and Laughing

C - Creative and Challenging

P - Persevering and Proud

S - Self-motivated and Successful

We are very proud of these values, as the words have been created by the whole school community and they sum up perfectly what we want our learning experiences to be like and how we want our pupils to be.

These values underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens and learners for life.

'On inspection, I saw pupils who are keen to learn, engaging positively in whole-class learning. Teachers encourage pupils by providing carefully chosen activities, so that they can participate and share their understanding with confidence.' (Ofsted, 2018)

Early Years Foundation Stage

Starting school is one of the significant milestones in a child's journey towards adulthood. At Littleport Community Primary School we recognise that all children are different and that some cope with the routine of school life more easily than others. It is our aim to make sure that everyone feels valued, included and welcome.

We have a carefully planned transition time which incorporates a variety of activities, which we hope will make children and their families feel relaxed and at ease. However, there are ways in which parents and carers can help a child and make starting school much easier.

It would be helpful if children could:

- look at and talk about simple books with adults
- join in with rhymes and songs
- talk about the things they see and do
- share and take turns
- ask an adult for help when necessary
- recognise their own name
- be happy to be left
- dress and undress for P.E.
- put coats, shoes and socks on
- use the toilet and wash their hands independently
- follow simple instructions given by an adult



The Early Years Foundation Stage (EYFS) curriculum is 'hands on' and active. Learning takes place both indoors and outdoors. The classrooms and outdoor courtyard area are well resourced and we also take full advantage of the stimulating and exciting school grounds. Once a week we use the woodland area on our school boundary to learn in our Forest School, which has proved to be one of the highlights of the week!

'Parents who responded to Ofsted's free-text questionnaire were hugely positive about their children's experiences at the school, saying that 'Littleport is a wonderful school with caring adults.' Another parent added, 'My son has made amazing progress, not just academically but in his whole outlook to work and his confidence.' These were just a few comments echoed by many other parents.' (Ofsted, 2018)



Life in Year 6

Being in your final year at primary school is an important and special milestone in the lives of all children. We take pride in our Year 6 children and value their part in the school community as role models for our younger pupils and ambassadors for visitors. Many children in Year 6 particularly enjoy supporting EYFS and KS1 through our playground buddy scheme. Some of them can even remember their playground buddies and have waited years for their opportunity to take part!

There are also many special events for Year 6 children to get involved in. Early in the autumn term, they spend three days at Grafham Water (a residential centre specialising in outdoor and adventurous activities). This is a great way to develop team-work and problem-solving skills and gives the Year 6 team a fantastic opportunity to get to know their classes. Other opportunities in Year 6 include: running a coffee morning to support MacMillan; taking part in 'Bikeability' – a four day course to promote safer cycling; visiting Anglia-Ruskin university; and taking part in the Year 6 theatrical performance.

Transition to the next stage in your child's education is very important and lots of work undertaken in the summer term is around the excitement, but also the anxiety, that some children may have in moving from primary to secondary education. We work closely with

the local colleges, including Littleport East Cambridgeshire Academy (LECA), to ensure a smooth transition.

Year 6 is an important year academically but also one in which many long-lasting and happy memories are made.

School Trips and Residential Visits

We encourage learning to happen in many different places; going on a 'school trip' can be one of the best and most memorable ways of enhancing learning, and gives children the chance to see that learning happens everywhere.

From visiting Anglo-Saxon sites to Hunstanton beach, to walking around Littleport to learn about our fascinating local history, to visiting London in Year 6 to see a West-End production, children gain many opportunities to experience new things and learn about their topics further. We ask for voluntary parent contributions for many trips, to ensure they go ahead, and we also support many families with meeting costs.

Our Year 5s also spend a night away at Aylmerton, an outdoor activity centre in the heart of Norfolk. Here they take part in various outdoor and adventurous activities, such as den building, problem solving activities which involve team work, and also a fantastic nature walk at night time –a highlight of the visit!



Year 6 children take part in the school's residential visit to Grafham Water. This takes place in September and sets the scene for an exciting year, with children challenged to get out of their comfort zone, take risks, build team work skills and experience new things on water and dry land! Children are away for two nights and there are a wide range of exciting activities, combined with wonderful food, growing up a great deal and having fun. The school meets some of the costs of this visit, and supports many families in a variety of ways to ensure that every single child in Year 6 can take part.

Attendance and Punctuality

It is essential your child is in school and on time every day. This will help them settle in to their learning in a more confident and positive manner, and their social skills will grow from being with their peers and the staff everyday in an exciting and varied environment.

Our target is for all children to be in school for 96% of sessions. A child who has an attendance of 90% over the year will have missed the equivalent of 4 whole weeks away from school.

As a school we meet regularly with the Education Welfare Officer, EWO. They look at children's attendance percentage, if anyone is close to, or under 90% we ask them to support us by arranging meetings or becoming directly involved with the family.

However, we do understand children become ill and may need time off occasionally. You can help us by;

- Informing school before 9:00am, otherwise the attendance may be unauthorised
- Providing evidence of their time off, appointment cards, medical notes or a note from the GP stating how long they need to be off school.
- Contacting school and speaking with the class teacher or the Children's Support Worker if you, or your child, needs support relating to any area of concerns you may have.

We celebrate good attendance in school by giving out certificates for individuals as well as class attendance on a regular basis to show children how important attendance is to us all.

Requests for time away from school during term time are mostly unauthorised. This will only be the case if the request meets very strict criteria. If you would like to request time away from school, you will need to complete a form from the school office, and there may be further phone calls and meetings. We treat each request on a case by case basis. In certain cases, adults will be fined for taking children out of school during term time. This is in line with DfE guidance to schools and the Ely Schools' Partnership Attendance Policy.

School Uniform

We encourage all our children to wear our smart, practical school uniform, which is available new from the school office. With more of our learning happening outside, it is really important that children come to school suitably dressed – it can be cold, wet or very warm and we like to go outside! Please ensure your child's name is marked on all items of clothing.



Children have the choice of wearing: Grey or black pinafore, skirt, trousers or shorts; white polo shirt or white school shirt; dark blue sweat shirt or cardigan; black flat shoes.

PE Kit: White school t-shirt, plain dark shorts or PE skirt, plimsolls/trainers (for PE only).

Please come to the school office for more information or visit our website at: <http://www.littleport.cambs.sch.uk/school-uniform/>

Assessment

At Littleport Community Primary School, we are continually developing our assessment practice in line with educational advances. We use a range of assessment techniques to record pupil progress and attainment. Assessment is ongoing and occurs as part of the daily teaching routine, as well as through more formal tests. These diagnostic assessments provide teachers with the strengths and weaknesses of pupils so that a child's individual learning needs can be best addressed. Pupil progress is rigorously tracked each academic year and this is reported to parents at regular intervals through parent consultations and termly reports. We also aim to involve pupils in this process through mentoring meetings so that they are informed about the next steps in their learning; equipping them with the knowledge and understanding to support their progress.

There are a number of statutory assessments that happen over the course of a child's journey through school. An important assessment to inform progress is the Baseline Assessment undertaken by children upon entry to the Early Years Foundation Stage. Children in Year 1 complete a short Phonics Screening Check, which assesses their ability to decode to an appropriate standard by the age of 6. Standard Attainment Tests (SATs) and teacher assessments are used to determine pupil attainment in Years 2 and 6; the results of which are included in the end of year reports to parents.

'Presentation was of a high standard and it was evident that many pupils made good or better progress. Pupils self-correct and teachers' guidance moves pupils' learning on effectively. Pupils I spoke with were able to tell me what they needed to do next in their writing and that they appreciate the feedback they get from their teachers about how to improve their work.' (Ofsted, 2018)



Our School Council

Everyone here at LCPS is valued and has a voice in terms of what happens in the school. Our job is to make sure students' voices are heard. There are two School Councillors in each class, and they regularly meet to talk about what's on the agenda for people in our classes. Some of the things we have done this year include, creating new signage for the dining hall, suggesting ideas for new playtime resources and even getting to meet HRH Prince of Wales and the Duchess of Cornwall.

School Councillors

Inclusion, Special Educational Needs and Disability

Inclusion - ensuring equality of opportunities and participation - is at the heart of our ethos and practice here at Littleport Community Primary School. We have high aspirations for all and promote a personalised approach to learning where everyone is valued as an individual who has a voice and who plays a full part in the life of the school community. Children with Special Educational Needs have a Learning Plan that identifies their individual needs as well as taking into account their views and those of their parents. In this sense, Special Educational Needs is part of our inclusive approach where barriers to learning are overcome and each child is supported to achieve his or her full potential regardless of any difficulties they may face. Our school policy and Information Report for Special Educational Needs and Disability are on our website. Our school is on one level, has two disabled toilets (both of which are 'wet rooms') and wide corridors for ease of access. Each classroom has an outside door exit, and we have disabled parking spaces in our car park.

'Your leader for disadvantaged pupils works with other schools to share and improve practice. Actions have been particularly effective in ensuring that these pupils make strong progress in reading.' (Ofsted, 2018)

Behaviour

'Pupils who I spoke with told me they feel safe at school and all staff who completed Ofsted's online staff survey agree pupils are safe. Parents who responded to Ofsted's online questionnaire, Parent View, overwhelmingly agreed that their children are safe and happy at Littleport Community Primary School.' (Ofsted, 2018)

We have high expectations of behaviour for learning and children at our school. Children are very-well behaved and direct their learning behaviours towards developing their social and academic skills as well as progress towards their learning targets. We have a clear system of rewards and consequences detailed in our behaviour policy, and we have a strong pastoral ethos in supporting children to develop self-discipline and confidence in their everyday lives. The very positive and polite behaviour of Littleport pupils is always noticed when we are out in the community and often commented on by visitors to our school.

Bullying

'Concerns about pupils are recorded appropriately, suitably organised and actions are timely.' (Ofsted, 2018)

Bullying of any kind is not accepted at Littleport Community Primary School. Any instances are dealt with promptly and robustly. We also ensure children are educated about and understand what to do if they encounter bullying behaviours. In PSHE Lessons, children learn about the consequences of bullying, not only for the victim but also for witnesses and everyone involved in bullying behaviour. Children tell us and report to us in questionnaires that they are very confident that the school will deal with bullying, and we have meetings with children and parents if necessary to ensure it stops. Our message for children is, if you know about it 'tell someone'.

Issues of diversity, tolerance and acceptance are addressed through school assemblies and the PSHE curriculum. Incidents of bullying and discrimination are recorded with the Local Authority.

Outdoors at Break and Lunchtimes.

Children have fun at breaktimes, and we go outside whenever possible, even if it is cold, windy, light rain, hot or snowing! It is only if it is raining heavily that we will not go outside, so it is essential that children bring the right outdoor clothing and footwear.

We use our large school field and playground for children to play on, and there are many resources such as balls, skipping ropes and other equipment for children to play with. If children stay indoors due to the weather they take part in indoor activities such as playing board games, drawing, reading or talking to their friends.



We also have trained 'play leaders' who are older children who play with younger ones, teaching them a range of games and how to take turns, cooperate and win and lose.

Snacktimes

Children in Foundation and Key Stage 1 receive free fruit every day. We encourage older children to do the same and bring in a healthy snack for break time. This is particularly important as our lunchbreak is not until 12:30 and gives children the energy necessary to sustain them through morning activities.

Lunchtimes

We provide a 'pupil choice' menu at school and our lunches are hot, tasty and nutritious. Norse Catering provide our meals which are cooked freshly onsite.

Every morning at registration time, children are shown the menu for the day and they can choose from the following:



- A hot meat dish (except on Meat Free Mondays)
- A hot vegetarian dish
- A seasonal dish

Children are given a coloured band depending on their choice, and then served their dish when they come into the hall. There is also a salad bar where they can choose extra salad and vegetables to go with their meal, as well as all meals being served with water and freshly baked bread. All meals are balanced and come with a hot or cold dessert or fruit as well.

We are able to cater for a wide range of dietary needs and food allergies – please inform the school office if your child has particular needs.

Families on lower incomes and/or benefits may be entitled to Free School Meals, which also generates extra funding for our school in the form of 'Pupil Premium' payments. Please come to the office and ask – we already have a good number of children who receive Free School Meals, and all of that information is shared only with the necessary people.

Alternatively, children can bring their own packed lunch from home. We are a 'healthy school' and we want children to be given energy and good concentration levels by what they eat. Fizzy drinks and sweets are not allowed in lunch boxes. A balanced packed lunch with a choice of sandwiches, rolls, wraps, fruit, vegetables, dessert and water is heavily encouraged as this helps with their concentration levels in the afternoon. Since April 2017, we have been a 'water only' school so unless your child has a medical need please only provide water to drink at school.

Please ensure all packed lunch boxes are clearly labeled.

First Aid

There are several members of staff who have 3 day specific paediatric training and at least one of these is always on the premises when pupils are present.

All first aid treatment is logged in the accident book, detailing the injury and treatment; this is monitored regularly by the Headteacher.

Minor accidents are treated following the first aid procedure determined as sensible and reasonable by the First Aider. Where the injury is an emergency an ambulance will be called, following which the parents will be contacted. For more serious injuries not requiring emergency assistance, once first aid has been administered we will always contact parents in order for them to take over responsibility for the pupil and ensure we work together in the child's best interest.

Every accident and injury which requires medical treatment (at a doctors or hospital) is reported to the Local Authority, this is then investigated by the Health & Safety team to ensure compliance and minimise the risk of recurrence wherever possible.

The Governing Body

Our Governing Body is at the heart of how our school operates and is the school's accountable body. Governors make decisions which are in the best interests of the children and young people and provide a strategic view of the school within an agreed policy framework. Governors visit the school to find out more about practice, and to ensure the school's Improvement Plan is impacting positively on the direction of the school. They also attend meetings each term, as a Full Governing Body or one of our Committees: Resources or Standards. The Governing Body is made up of four groups representing parents, staff, the community and the Local Authority. Governors are committed to the way their school makes decisions, and volunteer their time to making a difference to children and the local community. If you are interested in joining our friendly and proactive Governing Body, please contact the Chair of Governors, via our School Office or website.

Ely Schools Partnership

We work closely with other schools locally, via the Ely Schools Partnership. Most of our children transfer to Ely College, and the Summer Term in Year 6 is spent preparing children for life at secondary school. We also work closely with Millfield Primary School regarding transition from pre-schools to our Foundation Stages, as well as having other partnerships with other primary schools about a range of educational programmes and initiatives.

'Your staff appreciate the support and continued professional development they regularly receive. In all classes I visited, teachers demonstrated confidence, secure subject knowledge and enthusiasm for teaching.' (Ofsted, 2018)



Information about Admission

Please visit <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/apply-for-a-school-place/> for more information or contact admissions on 0345 045 1370.

Places are allocated on the basis of the published Admission number (this is 60 for Reception 2019). In the event of over subscription the following criteria will be used to determine priority for places.

Oversubscription Criteria:

Under the co-ordinated scheme, the LA (Cambridgeshire County Council), as the admission authority will set and apply the oversubscription criteria for all maintained community and voluntary controlled schools. More information can be found here:

<https://primariesite-prod-sorted.s3.amazonaws.com/littleport-community-primary-school/UploadedDocument/96a88fd0fc9448afa12b1e953d2e1c35/2-determined-co-ordinated-primary-admissions-scheme-for-2019-20.pdf>