

ASTON FENCE J & I SCHOOL



SCHOOL PROSPECTUS 2023/24



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Dear Parents

May I take this opportunity to welcome you and your child to Aston Fence School. The staff and I hope this will mark the beginning of a long and happy relationship with us.

We believe that it is vitally important that we recreate the security, care and understanding that you give your child at home.

We also firmly believe that education is a partnership between home and school, and regard you as an active partner in our school's development and value your interest and support.

I hope this booklet will give you some insight into how the school works, what will be expected of your child and how together we can provide the best working and learning environment for your child.

Yours sincerely

C.L. Dawson
HEADTEACHER

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Our school opened on 10 September 1877 and we are proud of its beautiful, unique building and spacious playing field.

Children start school in September of the academic year in which they are five years of age and leave us to transfer to secondary school at eleven. Continuity is important to us and our children find happiness and reassurance in knowing all the staff and in the consistent teaching methods, progressive curriculum content, consistent routine and high academic standards.

The word with which we want our school to be associated is “*Quality*”. We expect high quality in everything we do and with this in mind we always provide the best resources and materials in order to achieve it.

School Classification: Day Primary Mixed
School Hours: 8.45am – 12.00pm
 12.55pm – 3.15pm (Y1-Y6 children) 3.10pm (FS2)

Please note: School cannot accept responsibility for your child until 8.45a.m. Arrival prior to this will be the responsibility of the parent.

STAFFING:

Chair of Governors:	Mrs L Ward
Headteacher:	Mrs C Dawson
Assistant Headteacher:	Mrs E Naidu
Assistant Headteacher:	Mrs A Finn
Teachers:	Miss E Storey Mrs R Steeple Miss R Jaouane Miss L Rigby Mr T Crossley Mrs E Hanson Miss A Richardson
HLTA	Miss L Halfpenny
HLTA	Mrs C Firth
HLTA	Mrs A Marshall
TA	Mrs Y Oldale
TA	Mrs D Turner
TA	Mrs D Jubb
TA	Mrs L Oxley
TA/HLTA	Mrs M Robinson
TA/LSI/ALS	Mrs A Walker
TA	Mrs D Hogan
TA	Mrs K Wild
Child Counsellor	Mrs S Draycott
Finance/Admin:	Mrs W Taylor
Governors/Admin	Mrs A Montisci
Site Manager:	Mr D Needham
Cook:	Mrs W Webster
Dining Room Assistants:	Miss S Harris Mrs S Asghar
School Meals Supervisory Assistants: (SMSA)	Mrs D Hogan Mrs K Wild Miss D Crabtree and various staff
Brass:	Miss C Daws
Peripatetic Woodwind:	Miss K Fountain
Guitars:	Mr J Drown
Learning Support Services:	Mrs J Green

AIMS



VISION STATEMENT

At Aston Fence, we strive to give every child the life chances they deserve, no matter what their starting point. We constantly aim for excellence through a broad, balanced and creative curriculum. We have a vision of a school where outstanding practice, high standards, equality and wellbeing are at the heart of all we do. We want the children to learn in a vibrant and creative environment, where they are all challenged and experience the excitement of learning for life.



We are proud to announce that Aston Fence holds the following awards:

Yorkshire Sport – Centre of Excellence for Physical Education and Sport

We are delighted to have been recognised as a Centre of Excellence for sport by Yorkshire Sport Foundation. Centres of Excellence are judged to be hubs of experience and outstanding practice in a specialist area. The centres have a proven track record of securing improvement outcome for young people. Our school offers support to other practitioners in terms of resources, training opportunities as well as any bespoke support required.

School Games Gold Award

We are delighted to announce that we have been awarded the Gold Standard School Games Mark. As I am sure you are aware, we pride ourselves on the quality of P.E. which we offer to all our children and it is a great honour to achieve such fantastic recognition.

Warwick Enterprise Award

This award recognises the quality of achievement in Enterprise Education.

Key enterprise education themes for consideration

Creating enterprising young people by ensuring that they can cope with current and future change

Looking towards the future needs of Rotherham

Raising pupil aspirations

Creating a positive self-image

Understanding the world of work, including the impact of business

Developing key skills including decision-making, problem solving, group work, managing their own learning, leadership

Encourage youngsters to look outside the Rotherham area

Encourage creativity and initiative

Focusing on pupil-centred and activity-based learning

Developing self-confidence and overcoming shyness

Carnegie Mentally Healthy Schools Award

We were very proud to receive the silver level award in July 2021 in recognition of our whole school commitment to the mental health and social wellbeing of our pupils, families and staff.

Anti-Bullying Award

We are delighted to hold the Anti-Bullying award at silver level for the work we carry out within school.

Mental Health and Wellbeing

At Aston Fence J & I School, the wellbeing and mental health of our pupils, staff and parents are at the forefront of our school's vision of leading a mentally healthy school.

We are delighted to confirm that following verification, Aston Fence has been awarded the Carnegie Centre of Excellence for Mental Health in Schools 'School Mental Health Award' – Silver Status. We are very proud of the work that continues to take place in school to support the well-being of all our pupils, families and staff and would like to thank Mrs Draycott for her hard work and dedication in this area too.

In addition to Mrs Draycott's work, a number of our children benefit from sessions with Mrs Firth who is a qualified ELSA (Emotional Literacy Support Assistant).

SFVS

We achieved School's Financial Value Standard in March 2023. This is awarded to school for good financial management practices.

GENERAL INFORMATION

Absence

If a child is absent, then school has to be informed either by text, telephone or by email otherwise, your child's absence will be deemed **unauthorised**.

You can also text school if they are going to be late - school mobile number **07494 245043**.

Admissions

No child will be refused admission to the school on any grounds other than if the limit, set by the Governing Body, has been reached in a particular year group or if to admit a child would prejudice the efficient education of children already in the school. The Governing Body supports a maximum class size of thirty. Children enter our FS2 class (Foundation Stage 2) in September.

Before children can be admitted to the school, details must be given to Primary Admissions at Rotherham Metropolitan Borough Council and thereafter on the admission form in school. A birth certificate should be presented prior to starting full-time education. **The school should be notified immediately of any change of address or telephone number.**

All parents/carers wishing to visit the school before applying for admission for their child are more than welcome to do so. Please contact the headteacher, who will be happy to take time to show you around, discuss the school and answer any questions you may have.

During the autumn term, a letter will be sent to you by the LA with forms on which you may express a preference for which primary school you would like your child to attend. If you do not receive a letter, please telephone the admissions office at the LA.

For admissions criteria, please see the Local Authority Admissions Policy.

Children's Appointments

We cannot allow children to go home during school sessions without a parent or guardian. We would also appreciate you letting us know if your child is going to be late, for example, because of medical or dental appointments.



Year 4 Artwork

Clothing

The Parents and Governors have agreed, that as a matter of policy, children should have a school uniform. We hope that you will support this decision. In order that the school can function effectively, we ask for your co-operation with the following:-

- ❖ Emerald or gold – polo shirts
- ❖ Emerald – cardigans, pullovers or sweatshirts.
- ❖ Grey or black – trousers, shorts, skirts or pinafore dresses preferred to denim.
- ❖ Emerald or gold and white gingham dresses.

Please ensure that all clothing is clearly marked with your child's name

Footwear

- ❖ Sensible flat shoes, preferably black, must be worn as there are steps in school.



Our School Hall

P.E. /Games

For reasons of basic health and hygiene, it is important that all children have a change of clothes and footwear for games. All indoor P.E. is carried out barefoot.

To gain a degree of uniformity and to enable children to take a pride in their appearance, boys will require a white t-shirt and black shorts. Girls will require a white t-shirt and black shorts/black gym skirt or black leotard. A tracksuit is required for outdoor P.E.

Trainers/football boots must be worn for outdoor games. In wet weather, children without appropriate footwear will not be allowed to take part in outdoor games lessons.

We follow the BALPE Safe Code of Practice for PE and Games lessons. Boys and girls with long hair should have it removed from their face, by whatever means, for outdoor games and tied back for apparatus and gymnastics.

In year 4, children go swimming and will require a costume/trunks, towel and plastic bag to put them in afterwards.

Please ensure that all games/P.E./swimming kit is clearly marked with your child's name.

The P.E. curriculum consists of educational gymnastics, dance, games, swimming and outdoor adventurous activities which are delivered to all children. There are links with many outside agencies that provide extra coaching sessions. These include football, rugby, cricket, hockey and golf.



Lunch Time and Break Time

Children are always supervised throughout the school day. The children are well cared for by trained supervisors. A senior member of staff is always available to deal with any difficult problems or emergencies.

Many children have school dinners, which are cooked on the premises. If you prefer your child to have sandwiches, it is advisable that they are contained in a small airtight container. Your child may also bring a cold drink in an unbreakable container or flask. **NO GLASS BOTTLES OR FIZZY POP**, please.

Children who go home for lunch must not return until 12.50 pm.

Dinner Money

From September 2014, all pupils in Foundation Stage 2 (FS2), year 1 and year 2 in state-funded schools in England are eligible for free school meals.

From year 3, if your child stays for school dinners, the price per week is **£12.25** (i.e. £2.45/day). To pay for your school meals, please log onto the following website: www.parentpay.com

Parents receiving Income Support are entitled to free school meals. Applications can be made on www.rotherham.gov.uk/freeschoolmeals or telephone 01709 336065. All enquiries are treated confidentially.

Holidays

Many of you will be aware of important changes to legislation announced by the DfE regarding holidays in term time. Previously, headteachers in England were able to grant up to 10 days leave a year for family holidays in “special circumstances”. Headteachers are now no longer able to grant any absence in term time except under “exceptional circumstances”. However, this is unlikely to be granted for the purpose of a family holiday.

Requests for leave of absence must also be made to the school in advance. DfE regulations do not allow any absences to be authorised after they have been taken.

The DfE has also stated that parents can be fined by the local authority for taking their child on holiday during term time without consent from the school. Further information about this can be found at www.dfe.gov.uk

SCHOOL HOLIDAYS 2023/2024

HOLIDAYS	SCHOOL CLOSES	SCHOOL OPENS
School re-opens		Monday 4 September 2023
Autumn Half Term	Friday 20 October 2023	Monday 30 October 2023
Christmas	Friday 22 December 2023	Tuesday 8 January 2024
Spring Half Term	Friday 9 February 2024	Monday 19 February 2024
Easter	Thursday 28 March 2024	Monday 15 April 2024
May Day	Monday 6 May 2024	Tuesday 7 May 2024
Spring Bank	Friday 24 May 2024	Monday 3 June 2024
Summer	Tuesday 23 July 2024	

Monitoring Attendance

Absence or lateness, for whatever reason, will adversely affect children's education. It is a legal obligation for children to attend school regularly and punctually.

- ❖ We operate a first day call system for all absent children.
- ❖ A phone or email message must state the reason for the absence.
- ❖ Frequent or unexplained absence will be reported to the relevant parties.
- ❖ The registers are monitored regularly by the LA.
- ❖ Please notify the class teacher or the school office of any medical or dental appointments, etc.

Punctuality and Attendance

We would be most grateful if children could arrive no earlier than 10 minutes before school starts. No responsibility for accidents or injury will be accepted for incidents occurring before that time as safety cannot be assured.

Punctuality is of vital importance. With the pace of teaching and learning, missing the first ten or fifteen minutes may set a child back for the whole day.

Similarly, please make every effort to ensure that your child attends school every day: missed days are extremely difficult to catch up with.



Education Welfare Report

Schools are now required to publish the authorised and unauthorised absence statistics for school attendance (shown as a whole school figure).

	PUPILS ON ROLL	POSSIBLE ATTENDANCE	% AUTH ABSENCE	% UNAUTH ABSENCE
SUMMER 2022	211	23280	3.1%	2.2%
AUTUMN 2022	210	24840	3.3%	0.9%
SPRING 2023	211	20416	3.0%	0.5%

Emergency Phone Numbers

Parents are asked to ensure that we have up-to-date information about their places of work, telephone numbers and/or a contact person. This information is very important in case children are taken ill or are involved in an accident.

Statement on Child Protection

Aston Fence School has a duty to refer to Social Services and/or the Police, any actual or suspected concerns of child abuse. Mrs Dawson is the designated teacher with responsibility for Child Protection Liaison. There is a policy which outlines the steps to be taken should abuse be suspected or alleged. The policy follows the procedures approved by the Rotherham Area Safeguarding Board, of which the DfE is a member. A copy of the procedures is held at the school.

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff, governors, lunchtime supervisors and volunteers have undertaken an Enhanced DBS Disclosure Check before they are allowed to help in any way at all with the children in our school.

Safety

Whilst every care is taken to ensure the safety of the children, accidents can and do happen. We provide the maximum supervision of the playground at all times. Lunchtime supervision is above the nationally recommended levels, and the children are actively made aware of any potential dangers both inside and outside the classroom.

Whilst schools are under a duty to take reasonable care for the health and safety of its pupils, they are not legally required to insure pupils against accidental injury or to inform or advise parents of the desirability for personal accident insurance. However, because of the potential danger of permanent injury, which could affect the economic and social wellbeing of pupils both now and in the future, the authority has negotiated a personal accident scheme for compensation for death or permanent injury where such death or injury arises out of the pupil's participation in organised sporting activities, e.g. PE.

Insurance is also available to provide comprehensive cover to pupils and accompanying adults for any school journey approved by the Governing Body or headteacher.

The public liability policy provides the school with an indemnity against its legal liability to pay compensation to a third party for accidental bodily injury or damage to property. Claims may be received from:

- (i) Visitors to the school
- (ii) Parents on behalf of pupils from the school
- (iii) Members of the public who have sustained injuries caused by participants of approved school journeys or activities outside the school premises and outside normal hours. Such claims may relate to an action (or non-action) of staff and/or damage to property suffered by a third party as a result of inadequate supervision and/or unsafe premises, equipment and materials provided by the school.

Special risk assessments are carried out before school visits take place. Some of these are standard and once they have taken place, do not have to be done again - just checked and updated. For other visits, a new risk assessment must be completed each time. The aim of this is to greatly improve the planning and safety of school visits.



Residential Visit to Hathersage



Our Foundation Stage play area

Policy on the wearing of jewellery in school

After noticing an increase in the amount of jewellery being worn in school by both boys and girls, particularly body piercing, the governing body discussed the issue in depth and came to the following decision:

The wearing of jewellery of any sort (including stud earrings) is strictly forbidden during games, P.E. and swimming lessons. Any items worn must be removed before the lesson begins.

- Pupils are not to be allowed to participate in any potentially hazardous activity, i.e. P.E., games or swimming for a period of six weeks after any body piercing takes place unless the jewellery is removed. Taping of the jewellery is not sufficient in terms of both health and safety.
- Pupils are to be responsible for the removal and safe keeping of their jewellery.
- Staff are not allowed to remove jewellery.
- Pupils cannot assist in removing the jewellery of other pupils.
- If jewellery cannot be removed by the child, then that child will be excluded from participating in the potentially hazardous activity but allowed passive involvement if possible.
- We suggest that parents remove any relevant jewellery in the morning before a child comes to school when P.E. is on the timetable.
- We suggest that should parents wish their child to have any body piercing, that it is done at the beginning of the summer break.
- Children are not allowed to wear rings in school.

Governors agreed that the wearing of a watch and possibly something small of a religious nature be allowed. The governing body stress that their prime concern, and that of the school, is the safety of its pupils and are following guidelines from the Health & Safety at Work Act and guidelines detailed in the DfE booklet entitled 'Safe Practice in Physical Education'.

We understand the pleasure that the wearing of jewellery gives to children, particularly when it is new, but we consider the risks of accidents involving the wearing of jewellery are great when children are involved in the day to day activities of school life.

We would appreciate your support with this matter.

Text Messaging/Email Service

We have a text message and email service and this will be an increasing form of communication with parents/carers. Please make sure that we have an up to date mobile numbers/email addresses in school. Text messages to school can be sent to the school mobile number **07494 245043**.

Valuables

Valuables should not be brought to school, as the school cannot be held responsible for valuable items misplaced.

Parental Contact

Open evenings are held three times a year. Parents are invited to discuss their children's progress and behaviour with class teachers.

Concerts are held at Christmas for all children and for Year 6 at the end of the school year.

We have a growing team of parents and friends who come into school regularly to hear children read. You are welcome to come and read with your child – and other children too!

We also hold several workshops throughout the year to support you with your child's learning. The workshops always prove to be popular and enjoyable. Details will be sent home with your child with dates, times and course content.

We are always pleased to see parents in school and it is very important that children should see their parents and teachers getting on well together. Please try to get to know your child's teacher - but remember that they cannot stop and talk to you if there is a class of children demanding their attention. We ask parents to contact the school office to make a face-to-face or telephone appointment at a mutually convenient time should they wish to discuss something with a member of staff.

Please feel free to discuss your child with us.

IF YOU NEED TO SORT OUT A PROBLEM, WHO WILL HELP? TO WHOM SHOULD YOU GO FIRST?

Your child's class teacher can deal with most problems first. If it is a more serious problem, please:-

1. Give the teacher time to deal with it, then go back to find out the result.
2. If there is still a problem, ask to see the headteacher. Explain your concerns. Give time for an investigation into the problem.
3. In an extreme case, make an appointment with the Chair of Governors.

Raising Concerns and Resolving Complaints

From time to time, parents and others connected with the school, will become aware of matters which cause them concern. To encourage resolution of such situations the Governing Body has adopted a "School Complaints Procedure".

The procedure is devised with the intention that it will:

- Usually be possible to resolve problems by informal means
- Be simple to use and understand
- Be non-adversarial
- Provide confidentiality
- Allow problems to be handled swiftly through the correct procedure
- Address all the points at issue
- Inform future practice so that the problem is unlikely to recur.

Full details of the procedure may be obtained from the School Office or from the Clerk to the Governing Body.

The Children of Aston Fence devised their own

Behaviour Principles

- ❖ Everyone has the right to be safe – physically and emotionally
- ❖ Everyone has the right to learn
- ❖ Everyone has the right to respect

Discipline

We have very high standards of behaviour in this school through our policy of promoting self-discipline in the children.

The teachers aim to produce a happy environment, free of tension where children can grow and learn to the maximum of their potential. We achieve our high standards of behaviour by:

- Building self-esteem
- Recognising and praising good behaviour
- Encouraging children to be responsible for themselves, their actions and the consequences.
- Ensuring that criticism is constructive.
- Involve all parties in deciding sanctions.

Good behaviour and attitudes are encouraged at all times and codes of behaviour and good manners are set by example and always expected. However, on very rare occasions, children do misbehave and cause problems. If this is ever the case, then parents are invited into school to discuss the problem and find a solution.

Very rarely, and hopefully never, there may be a case of repeated misbehaviour. If this is at lunch times, then the headteacher may exclude the child from the school premises at lunchtime for a fixed period of time. Twenty four hours' notice will always be given if this is the case.

Similarly, if there were ever a case of really serious misbehaviour, the LA's procedures for exclusion would be followed by the school.

Use of reasonable force (DfE Guidance 2011) – All staff have the right to use reasonable force where it is absolutely necessary to protect the welfare of children and adults and the good order of the school and its property. Force will not be used as a punishment. A copy of the Use of Force Policy is available from the school office.

Bullying in any form is not tolerated.

Promoting Positive Behaviour

Each year, we talk to the pupils about the need for rules within school and they are encouraged to discuss these during class circle times. All staff work hard to promote positive behaviour and keep in close contact with parents in order to share information about your child.

We have a negotiated system of rewards that encourages pupils to work together as a team and to work to the best of their ability within school. Pupils are grouped within four house teams – Ignis, Ventus, Aqua and Terra and are awarded points for the team on a daily basis. At the end of each half term, the team with the most house points takes part in a rewards afternoon.

We have a special weekly assembly to share the results of the week.

Children are also given stickers to reward good work and positive behaviour and attitude.

Bullying

Any physical, verbal, psychological or other form of aggressive behaviour calculated to hurt others, especially if it has been occurring over a lengthy period of time, will be considered bullying and will be dealt with in line with School Behaviour Policy and the School Anti-Bullying Policy.

Personal, Social & Health Education

We are very proud of our PSHE. work. We have a positive and active policy aimed at raising self-esteem, developing skills of co-operation and independence and accepting responsibility. Children are encouraged and rewarded in a variety of ways and we always concentrate on the positive side of a child's performance rather than the negative. We constantly review our approach to this important aspect of a child's development and your support is of vital importance.

We also have a School Council, which meets on a regular basis, to discuss issues that arise through Class Council meetings.



Charges and Remissions

A full copy of the Governing Body's "Charging Policy" is available on request. The main points are these:

- ❖ **Damage/Breakages** - In certain cases parents may be asked to pay for these when they are the direct result of a pupil's behaviour.
- ❖ **Day Visits** – During the course of the school year, many visits will be organised for classes. These form an essential part of the curriculum. The cost of these is kept to a minimum and may be completely free. When there is a cost involved, in theory it must be optional, and no child will be prohibited from going on such a visit on the grounds of no payment being made. However, parents need to be aware that if some children do not pay, it may mean that a visit cannot take place at all.

- ❖ **Residential Visits** – These have always had a high priority in our school and they benefit the children enormously. Parents should rest assured that the cost is always kept to a minimum. The school subsidises these visits and we would like parents to allow their child the chance to go on them.

As well as contributions outlined for educational visits, any repair or damage to premises or equipment caused by children can be charged for. It may be necessary to ask parents to provide their child with protective clothing for such activities as art or baking (an apron or an old shirt) and also to provide specialist clothing for P.E. and games. Optional items such as baking, sewing, models, which the children bring home, **will not** be charged for by the school.

The LA has introduced a new scale of fees and charges into the School's Music Service. The cost of a pupil receiving instrumental tuition is £255.00 per year.

School Fund

From time to time, we have activities such as raffles and sponsored events to raise money for the school fund. This money goes towards Christmas activities, educational visits, visits from Theatre Groups, etc. as well as lots of extra items of equipment that cannot be afforded from within the school budget.

Fire Drill

We have a practice fire drill at least once a term. The premises and firefighting equipment are inspected regularly to ensure safety standards.

Medication

If possible, a child's medication should be administered outside the course of the school day. However, for some children it may be necessary for them to bring medication to school. If the timing of the medication is essential during the course of the school day, it is essential that the smallest practicable dose should be brought to school. Clear written instructions as to the name of the child, name of medication, the dosage and how it is to be given should be sent. Glass containers are unsuitable to be carried by children. The medication should be taken to the general office and children should report there for the administration. These requirements also apply to asthma medication that has to be brought to school on a regular basis.

Parents of children who become unwell at school or have had an accident will be contacted. It is the responsibility of parents to make arrangements for ill children by collecting them and taking them home, to the doctor, or to the hospital. It is important, therefore, that school has access not only to home telephone numbers, but work numbers and other emergency contact numbers such as those of relatives, and that these are correct and up-to-date. We would be grateful, therefore, if any circumstances or telephone numbers alter, that we are informed.



Year 2 Artwork

HEALTHY SCHOOLS

We have implemented many new initiatives which will make our school a healthier place to be. For example, we encourage children to drink water, we provide fruit, we offer opportunities for exercise for children and we have replaced old and outdated toilets.

We have achieved “Advanced Healthy School” accreditation and were awarded re-accreditation based on the new National Healthy Schools Programme 2013.

Mental health and emotional wellbeing are also central to our ethos and vision. We employ a trained child counsellor who works within school to support pupils through non-directive play therapy.

School Health Advice

The principal School Medical Officer has provided the following list, as a guide to the time children should be away from school if they have any infectious illness:

Infectious Diseases

Chickenpox	Six days from onset of rash
German Measles	Four days from onset of rash
Measles	Seven days from onset of rash
Mumps	Minimum of seven days (until swelling goes)
Whooping Cough	21 days from onset of paroxysmal cough
Infective Jaundice	Should be excluded from school for not less than seven days following the appearance of jaundice. Or until clinical recovery.
Streptococcal Tonsillitis	Until clinical recovery

Contagious Diseases

Conjunctivitis	Exclusion unnecessary
Impetigo	Until skin has healed
Lice	Until treatment has been received
Verrucae	Exclusion unnecessary
Ringworm of feet and Athletes Foot	Until treatment has commenced
Scabies	Child can return after first treatment
Threadworm	Exclusion unnecessary. Treatment advisable.
Dysentery	Until clinical recovery

PLEASE DO NOT SEND CHILDREN TO SCHOOL IF THEY HAVE HAD VOMITING AND/OR DIARRHOEA UNTIL THEY HAVE BEEN CLEAR FOR AT LEAST 48 HOURS

Health

The School Nurse visits regularly for sight, hearing and medical checks. Parents are kept informed of any impending medical examinations.

If you have any concerns about your child's health or development, please contact the school as appointments can be made with the appropriate department – Nurse, Speech Therapist, etc.

Routine hair inspections are no longer carried out so we urge parents to inspect their child's hair every day. If you should find any head lice, don't panic, they like clean hair! Please inform the school, treat your children at home and return to school as soon as possible. Special solutions are available from the local clinic and it is a good idea to use a fine tooth comb regularly.

If your child's performance at school may be affected by something at home, please inform us so that we can take this into account. Similarly, if there are any symptoms and/or treatments of medical conditions, please inform the school as this knowledge may be invaluable in an emergency.

It is also very important that you inform the headteacher of any infectious diseases, as other parents may wish to take preventative measures.

If your child needs regular medication, then please take these into the school office. Mrs Taylor or Mrs Montisci will administer or supervise the administration of any tablets or medicines and they will be kept in the school office and returned to the child at the end of the school day. Parents must complete a form before any medication can be given to a child.

Relationships & Sex Education (RSE)

RSE is taught within the whole school PSHE curriculum. In class 6, we also teach the biological aspects of sex education. Parents have the right to withdraw their child from the year 6 sex education lessons, but from September 2020, no longer have the right to withdraw their child from the wider RSE curriculum.

Staff are aware that the older girls in school may at some stage need reassurance and explanation at the onset of menstruation. At such a time, a member of staff will offer support.

Policies in School

The following policies can be obtained from the school office or downloaded from our website www.astonfence.co.uk These include the Curriculum, Promoting Racial Equality, SEND Information Report, Single Equality Policy, Behaviour and Discipline, Attendance, E-Safety. A full list of policies is also available in the school office.

Smoking

The school premises are a non-smoking zone.

Animals

No animals are allowed on the school premises without the permission of the headteacher. The only dogs allowed onto school premises are seeing-eye dogs working with a blind person or therapy dogs.

Parking

If your child is brought to school by car, please drop them or pick them up without **blocking** the main school gate.

Year 3 Study of the Seaside



CURRICULUM

The children are taught throughout the school according to their age, aptitude and ability, through a cross-curricular, experiential approach. Each child is encouraged to develop their full potential academically, physically, socially, artistically, technologically, spiritually and morally. We pride ourselves on our creative approach to the curriculum. Staff always display work from projects attractively, reflecting our quality learning environment. The corridors also have a high standard of work on display. We have many visitors to school from around the country to study our approach to the curriculum.

We are extremely proud of the curriculum we offer at Aston Fence Junior and Infant School and of the excellent standard of work produced by the children who come here!

The school follows the new National Curriculum which became statutory in September 2014.

The basic curriculum is made up of Core and Foundation subjects of which there are ten:

Core Subjects

English, Mathematics and Science.

Foundation Subjects

Geography, History, Art, Music, Computing, Physical Education and Design Technology. Religious Education is also taught in school.

We have clear schemes and guidance to inform the teaching and learning in the school, and to help ensure that all children, no matter what their ability, achieve their full potential.

In primary school, there are three “Key Stages” for the different age groups:

- ❖ The Foundation Stage: 4 to 5
- ❖ Key Stage One: 5 to 7
- ❖ Key Stage Two: 7 to 11

From 2015, children aged 11 have been assessed in line with the new National Curriculum assessments. Children are assessed by way of a formal test in Mathematics, Reading and English, Spelling, Punctuation and Grammar. Writing is assessed through teacher assessment and judgements are verified through moderation meetings.

Children in the Foundation Stage complete the statutory baseline assessment on entry and then evidence is collected throughout the year to provide a profile of their attainment against the early years curriculum. On leaving foundation stage at the end of the year, children are considered to have a 'good level of development' (GLD) if they have achieved expected in PSE, Physical Development, Communication and Language, Literacy and Mathematics.

At the end of Year 1, children are assessed on their knowledge of phonics and in Year 4, children complete a times table check.

All children are assessed throughout school using a range of tasks and assessment procedures which provide a clear indication of their progress and needs.

Record of Achievement - End of Year Teacher Assessments

Every school's curriculum has a system in place to assess what children have learned and whether they are on track to meet the expectations for their year group and key stage. In England, schools are responsible for developing their own assessment system; there is no common system applied nationally.

At Aston Fence, we have spent a considerable amount of time developing an assessment system which meets these national expectations.

Our assessment and reporting system includes:

- On-going assessments by the class teacher throughout each lesson through questioning, observations and dialogue.
- Children knowing what they are being asked to learn and more importantly - why.
- Success criteria set and discussed with the children - work is then assessed against these.
- Written or verbal feedback between the teacher and the child identifies the next step in their learning.
- Regular work scrutiny and opportunities to talk to children about their learning.

There is no longer any requirement that children progress between levels. Now a child will aim to achieve the expectations for their year group and assessments will reflect the stage of their learning against these.

The following statements reflect our assessment process for attainment:

- **Emerging – a child who is working towards the expected standard for their year group.**
- **Expected – a child who is working at the expected standard for their year group.**
- **Embedded – a child who is working at greater depth within the expected standard.**

Early Years Foundation Stage Profile 2023 – School Report

For each Early Learning Goal, these tables show the percentage of pupils in the school at each level in 2023 and the percentage of pupils nationally at each level in 2022.

Percentage of all pupils at each level for each Early Learning Goal

	School Emerging	School Expected	National Emerging	National Expected
Communication and Language				
Listening, Attention and	10	90	17.8	82.2
Speaking	10	90	17.4	82.6
Personal, Social and Emotional				
Self-Regulation	13.33	86.67	14.9	85.1
Managing Self	6.67	93.33	12.9	87.1
Building Relationships	6.67	93.33	11.4	88.6
Physical Development				
Gross Motor Skills	0	100	7.9	92.1
Fine Motor Skills	0	100	14.2	85.8
Literacy				
Comprehension	16.67	83.33	19.7	80.3
Word Reading	23.33	76.67	25.3	74.7
Writing	23.33	76.67	30.5	69.5
Mathematics				
Number	26.67	73.33	22.2	77.8
Numerical Patterns	26.67	73.33	22.8	77.2
Understanding the World				
Past and Present	13.33	86.67	18.3	81.7
People, Culture and Communities	13.33	86.67	18.7	81.3
The Natural World	13.33	86.67	14.7	85.3
Expressive Arts and Design				
Creating with Materials	0	100	12.8	87.2
Being Imaginative and Expressive	0	100	13.1	86.9
Achieved a Good Level of Development		0		65.2

Percentage of pupils not assessed: 0

Year 1 Phonics Screening Check 2023

SCHOOL RESULTS

National Results

The following table compares the percentages by phonics result for the school in 2023 with the national results for 2022.

		Wa	Wt	A	D
All Pupils	National	75	23	0	2
	School	96	4	0	0
Boys	National	72	25	0	3
	School	93	7	0	0
Girls	National	79	19	0	2
	School	100	0	0	0

Figures may not add up to 100 because of rounding and because percentages for L and Q marks and missing marks are not included.

Assessment Grades

Grade	Description
Wa	Took the phonics screening check and met the required standard
Wt	Took the phonics screening check and did not meet the required standard
A	Absent
D	Did not take the phonics screening check
L	Left the school
Q	Maladministration

National Curriculum Assessment Results 2023

Key Stage 1

EXS working at the expected standards

GDS working at greater depth within the expected standard

	School EXS+	National	School GDS	National
Reading	73%	68.%	10%	18%
Writing	66%	59.4%	3%	7.5%
Maths	87%	70.3%	7%	15.6%

Key Stage 2

	School Results	National Results
Reading, Writing, Maths	75%	59%
Pupils achieving greater depth	6%	8%
Reading		
Pupils achieving expected standard	88%	73%
Pupils achieving greater depth	31%	29%
Writing		
Pupils achieving expected standard	91%	71%
Pupils achieving greater depth	9%	13%
Maths		
Pupils achieving expected standard	91%	73%
Pupils achieving greater depth	28%	24%
Spelling Punctuation and Grammar		
Pupils achieving expected standard	97%	72%
Pupils achieving greater depth	38%	30%

Organisation

Classes are organised in single year groups - numbers in school being equivalent to seven classes. Teaching is differentiated according to the pupil. This is very important and caters for all children – we teach the child not the class!

Classes are organised according to a child's age only – not ability.

Educational Visits

Children undertake a half or full day visit each term to enhance the 'topic' being studied. Voluntary parental contributions are asked to cover any costs incurred from these activities. In the event of the voluntary parental contributions not covering the overall costs of the activity, it may have to be cancelled. The school accrues no profit from the voluntary contributions and on many occasions the school will subsidise these visits.

An optional residential visit is usually offered to the children in Year 6 and sometimes other year groups. Voluntary contributions will be requested to cover the cost of such a visit. If the costs of the activity are not met, the visit may have to be cancelled. Extended notice is generally given about such a visit and a savings card scheme is in operation to allow parents to spread the payment over an extended period of time.

Extra-Curricular Provision

We are extremely proud of our achievements in out-of-school activities. Numerous opportunities exist for children to participate in the many activities offered during the school year. These are provided for pupils after school and during lunchtimes. Activities for Key Stage 2 pupils include football, matball, athletics, netball, rounders, dance, drama, art, choir, martial arts, boxing and hockey. Opportunities for Key Stage 1 pupils include Lego, craft and gardening. Parents will be notified at least twenty four hours before a child will be staying late, unless it involves meeting on a regular weekly basis. If for any reason an activity is cancelled at short notice, parents will be informed and in extreme cases the children will be supervised in school until the allocated finish time of the activity.

There is also the expectation that once a child has committed themselves to a club, they will attend. If for any reason they cannot attend, they must inform the appropriate member of staff.

There are also regular social events such as discos and games evenings for children and parents. We see extra-curricular activities as a vital part of a child's school life and development.



Other Subjects and Activities

Although important, the National Curriculum is not the only educational experience that we offer to our children. We aim to give them a much more rounded experience. We include as an integral part of all our projects Global Citizenship, Worldwide links, Health Education, Personal and Social Education.

Through all these cross-curricular areas, we aim to ensure that we provide children with a caring, responsible and understanding attitude towards the world in which they live, their role in it and to the people with whom they will share it. We spend a lot of time developing life skills and all children will experience a variety of activities so that they may develop the skills necessary to become successful members of society.

R.E.

The majority of the work in school is based on the Rotherham Syllabus. The work in R.E. can take a variety of forms. It can be incorporated into a broad based topic, a simple religious topic, a simple expression of Bible stories or an expression of life within the community of school as seen through the school's assembly. An assembly is held every day.

Experience within religious education can assist children to acquire knowledge and respect for a variety of religious beliefs and cultural differences. Also, we hope to develop in all children a respect for people of different race, colour or creed.

Much work, and many of the attitudes developed, reflect a broad Christian ethic, and are non-sectarian. Even so, parents who wish to withdraw children from R.E. and assembly are entitled to do so.

Special Educational Needs and Disabilities (S.E.N.D)

Special Education Needs and Disabilities provision at Aston Fence is based on belief that all pupils are entitled to a broad and balanced education, which will enable them to develop to their full potential. It is recognised that some children will need extra help if this is to be achieved.

A staged approach to meeting the needs of the individual pupil operates and every effort is made to ensure that pupils and parents are involved at all stages. Pupils who have been identified as having Special Educational Needs and Disabilities are placed on the SEND register. Their work is monitored and evaluated.

Mrs Jaouane is SEND co-ordinator and she works closely with Miss Richardson (SENDCo team), Mrs J Green, Learning Support Service teacher, educational psychologists and external support agencies, as well as teaching staff within school. There are also close links with the SEND co-ordinators at Aston Academy, Wales High school and other local secondary settings to facilitate the successful transfer of pupils with SEND at the end of Year 6.

It is recognised that children of all ability levels may be in need of support at some point in their school life, from the very able to those who find learning difficult. Although Mrs Jaouane, Miss Richardson and Mrs Green, do provide extra individual help to meet some children's needs, all teachers are involved in the education of pupils with special educational needs.

Differentiation in all areas of the curriculum caters for the varying needs.

The Governing Body's full SEND policy is available on request.

Questions often asked about the curriculum

❖ Do you teach them to read?

We use the Little Wandle Letters and Sounds phonic programme to teach early reading within school. We also like our parents to get involved by regularly listening to their child read at home. This supports our belief in the importance of learning to read and the shared enjoyment of books. Our aim is to develop a real love of books and an enjoyment of reading.

❖ We learnt our tables at school – do they today?

Yes, they are expected to learn their tables but also to understand them and the nature of number, their relationships with one another and the rules of application. Mathematics is more than number and this is addressed comprehensively in our structured approach throughout the school. This approach allows us to help the more able to reach their full potential and to help those who find mathematics difficult. Mathematics is fully implemented in all classes. An emphasis is placed on the development of arithmetic skills, mental calculations and problem solving. Many homework activities will relate to these areas.

❖ History and geography – are they still taught?

These two subjects are seen as very important aspects of the curriculum and a great deal of time and thought goes into the planning and delivery of them through the topic-based approach of the school. We use a wide variety of practical, as well as more conventional approaches, to ensure that the children in our school have an opportunity to develop the skills and knowledge necessary to become successful historians and geographers.

❖ What is the schools approach to spelling?

Children are encouraged to spell correctly through our special approach to spelling where they learning the rules of spelling.

❖ Science isn't that important is it?

Science is a vitally important part of the curriculum. Children need to grasp a clear understanding of simple scientific principles from a very early age. We have organised a system that allows each child to develop the skills necessary to succeed and fully understand scientific principles and address them on a regular basis to reinforce learning.

❖ What's all this topic work about then?

Much of what we teach is organised around a central theme or topic. This enables us to look at learning in its widest sense and address skills across subject boundaries and barriers. It enables us to undertake visits on a regular basis, which serves to develop children's learning to function within the context of their own environment. What they see and do, they understand. Having said this, we are not afraid to address subjects on their own if they do not fit the pattern.

❖ **Do you have many computers?**

Yes, we accept that computing is a vital part of our children's future. We believe we are not here to teach them games or jump through hoops, but to use computers as they are used in the world today to benefit and aid humankind. We have a fully equipped, air conditioned computing suite as well as an increasing number of kindles, which are all used to deliver the computing curriculum, access the internet and enhance learning in other subject areas..

❖ **How do I know how my child is getting on at school?**

We have developed a fully comprehensive scheme for assessing children's attainment. This assessment informs us about what your child knows, what he/she has learnt and where he/she needs to go next. We report to you three times a year at formal parent's evenings but should problems occur, we will ask to see you. You will, of course, receive a Record of Achievement at the end of each year. We are always willing to discuss any problems that should arise. After all, we should work as a team.

❖ **How can I help school?**

Like you, we believe in your child and want her/him to do well. Come and help us in school - staff are always looking for willing hands.



Artwork by FS2 children



Display work following a visit to Murton Park

WORKFORCE REMODELLING

P.P.A. Time

As from 1 September 2005, it is a statutory duty (law) to provide all teaching staff with 10% non-contact time each week for planning, preparation and assessment (P.P.A.).

The purpose of guaranteed PPA time is to enable teachers to raise standards through individual or collaborative professional activity.

At the heart of the national remodelling programme, there is a fundamental belief that deep seated change can and does occur. What it requires are new attitudes and behaviours, new beliefs and values; and new skills and capabilities to be created and importantly, sustained.

The 10% non-contact time will be covered in a variety of ways. All staff have appropriate qualifications and/or experience before being deployed in this way.

PRIVACY NOTICE

Primary schools and early year's settings

Data Protection Act 1998

All organisations that collect, process and share personal data (known as data controllers) are required to comply with the Data Protection Act 1998. One of the requirements is to issue Privacy Notices so that individuals (data subjects) are fully informed of what happens to their personal data once it is collected.

Aston Fence J & I School is the Data Controller for the purposes of the Data Protection Act. We collect your child's information from you and may receive information about your child from any previous school. We hold this personal data and use it to:

- Support teaching and your child's learning
- Monitor and report on your child's progress
- Provide appropriate pastoral care
- Assess how well the school is doing

Information collected includes contact details, national curriculum assessment results, attendance information * and personal characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give any information about your child to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some of your child's information to the Local Authority (LA) and the Department for Education (DfE).

If you want to see a copy of the information we hold and share about your child then please contact **Mrs C L Dawson** in writing at: **Aston Fence J & I School, Sheffield Road, Woodhouse Mill, Sheffield S13 9ZD**

If you require details about how the LA and the DfE store and use your personal information, then please go to www.rotherham.gov.uk/privacy

If you are unable to access the Internet, please contact the LA as follows:

CYPS Information Governance Officer

Riverside House, Main Street, Rotherham S60 1AE
Tel: (01709) 382121

email: james.keeley@rotherham.gov.uk

* Attendance information is not collected for pupils under 5 at Early Years Settings or Maintained schools.



Corridor between classes showing a range of work on display