



Welcome

to

Loddon Primary Federation



School Brochure 2017 / 2018

Headteacher
Deputy Headteacher
Chair of Governors
Type of School

Mr R Burbage
Mrs J Young
Miss H Tew
Foundation

Safe **T**houghtful **A**chieving **R**espectful **S**uccessful

Headteacher's Welcome

Welcome to Loddon Primary Federation

LODDON INFANT & NURSERY SCHOOL
KITTENS LANE
LODDON
NORFOLK
NR14 6JX
Tel: 01508 520118



LODDON JUNIOR SCHOOL
KITTENS LANE
LODDON
NORFOLK
NR14 6JX
Tel: 01508 520392

Headteacher: Mr R Burbage
www.loddonprimaryfederation.co.uk

Dear Parents and Carers

Welcome to Loddon Primary Federation

On behalf of the staff, pupils and governors, I would like to welcome you and your child to Loddon Primary Federation.

Our aim at Loddon is to help each child develop their own potential, together with key life skills such as confidence, responsibility and teamwork. Above all, we wish to give them a love of learning.

It is our firmly held view that children will learn best when parents and school work closely together and we hope you will encourage your child to contribute to the life of the school and to take part and enjoy the many opportunities available.

This booklet aims to answer any questions you may have about how our school is organised and to help you understand more about Loddon Primary Federation. As a school, we look forward to sharing this period of your child's life with you.

I very much look forward to meeting you and wish your child every success and happiness at Loddon.

We hope your relationship with the school is a long and happy one.

Yours sincerely



Mr R Burbage
Headteacher

Introduction

The Head Teacher and Governors of the school thank you for your interest and hope you find this booklet informative.

This prospectus provides information about Loddon Primary Federation for new parents and others. Although the particulars are correct at time of publication, it should not be assumed that there will be no change affecting the relevant arrangements before the start of the year or during the year, or in subsequent years.

The prospectus has four sections.

The first section describes the school organisation, its environment and its Admissions Policy. The second section outlines the relationship between parents and the school, and covers visiting arrangements and how parents can help. The third section covers education – the curriculum and extra-curricular activities, their aims, policies and organisation. The final section contains general information such as where to obtain more detail, the school uniform, and the procedure for making a complaint.

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MISSION STATEMENT AND VALUES

Mission Statement

Working together, Learning together, Growing together

Safe **T**houghtful **A**chieving **R**espectful **S**uccessful

Our Values

We aim to: -

- Inspire children to have a love of learning
- Enable our children to be part of our school community built on teamwork, kindness and consideration
- Ensure our children understand the importance of caring for our world
- Nurture our children to respect and care for each other
- Create a safe happy and secure learning environment
- Build a school in partnership with parents, families and the wider community.

The School Environment

Loddon, together with the adjoining parish of Chedgrave, lies about fifteen minutes drive south-east of the city of Norwich along the main A146 and a similar drive from the Suffolk town of Beccles. Loddon Infant & Nursery School and Loddon Junior School are part of the Loddon Primary Federation working together to serve the children of Loddon, Chedgrave and the other local parishes.

Loddon Infant and Nursery School was built in 1960, with extensions in 1976 and 1996. Loddon Junior School was built in 1969, with extensions in 1993 and 1998. The 2 school sites are on the same road, 5 minutes walk apart. The schools run as a primary school, with the Headteacher and Deputy Headteacher working across both sites.

The school prides itself on having effective and productive links with parents, the local community and other schools in the neighbourhood. The school is well supported by parents. There is a strong PTA who organise a full and varied range of activities for children and adults and also raise significant sums of money to support the school.

The school and class councils play a significant role in decision making in the school. Parents are regularly consulted via questionnaires and there is a strongly supportive Governing Body.

The school has a dedicated, highly professional team of staff, who work together to promote its aims and values.

We believe that our school is a safe environment, where each child can be an individual, is the best possible start to a child's education.

The School Day

Nursery:

Morning Nursery 9.00am – 12.00pm

The first 15 hours of Nursery provision are funded by the government.

Infants

Years R, 1 and 2 8.50am – 3.15pm

Children assemble on the Infant Playground where they line up after the bell has gone at 8.50am. Class teachers then lead their classes into school.



Juniors

Years 3, 4, 5 and 6 8.55am – 3.30pm

Children assemble on the Junior Playground where they line up after the bell has gone at 8.55am. Class teachers then lead their classes into school.



School Meals

All children may choose to use the School Meals Service provided by Vertas. Alternatively, children can bring their own packed lunch.



Attendance

The pupils' high motivation is reflected in our good attendance record. We rely on parents to inform us if there is a need for a child to be absent.

Absence from school

It is essential for us to be informed of any form of absence including illness, hospital appointments etc. This should be done by telephone on the first day of absence.

Any time missed from school has an affect on your child's learning, and we hope that you arrange family holidays within the usual holiday periods. If this is not possible for some reason, an application for time off school should be made using a 'Leave of Absence' form (available from the school office). Please note, however, that holiday during term time cannot be authorised.

Lateness

All children who arrive after 9.15 should report to the office to be recorded as late. Please help your child to be punctual. It is important that they develop good routines as persistent lateness affects a child's education. Those who are frequently late will receive a letter from the Headteacher seeking an explanation. Where lateness persists, the Educational Welfare Officer will contact parents.

Authorised/unauthorised absences

At Loddon we aim for zero unauthorised absence and always expect explanation for absences. Parents must request permission from the Headteacher for time off during school time. This is done by completing a form available from the school office or our website.

Admissions

Nursery Admissions

Children may be admitted into nursery class at the beginning of the term following their third birthday, if a place is available

Loddon Nursery offers five sessions each week throughout the school year.

Every morning 9.00 – 12.00

If we are oversubscribed, preference will be given to children living nearest the school according to the following rules in this order of priority;

1. Children with a statement of special educational needs naming the nursery
2. Children in public care who are due to access three and four year old funding
3. Children who are due to access three and four year old funding who are living in the area served by the school and nursery and who have a brother or sister attending the school
4. Children who are due to access three and four year old funding who are living in the area served by the school and nursery
5. Children who are due to access three and four year old funding living outside the area served by the school and nursery and who have a brother or sister attending the school
6. Children who are due to access three and four year old funding living outside the area served by the school and nursery

School Admissions

Children resident in Loddon have the right of admission to the school, but, under the terms of the 1988 Education Act, children may be admitted from outside parishes under certain circumstances e.g. if numbers permit and parents undertake responsibility for transport.

In the event of over subscription preference will be given to children living nearer to the school according to the following criteria, in order of priority.

1. Those living in the designated area served by the school
2. Those living outside the designated area served by the school but who will have an older brother or sister attending at the time of admission
3. Those living outside the designated area served by the school who have medical reasons and who have been professionally recommended to attend the school
4. Those living outside the designated area served by the school if a space permits.

Children receive full-time education when they reach statutory school age i.e. the term in which they have their fifth birthday, but the school endeavours to offer admission in September on either a part-time or full-time basis to those children who become five during that academic year.

Parents are not obliged to accept such places and are not bound in law to send their children to school until the term following their fifth birthday.

Children under five should be registered with the Local Authority, but a firm offer of a place cannot be given until the Summer Term.

Teaching Staff – September 2017

Head Teacher	-	Mr R Burbage	
Deputy Head Teacher	-	Mrs J Young	
Key Stage Lead	-	Mr P Graveling	
Key Stage Lead	-	Ms S Sadd	
Class Teachers	-	Mrs H King – Nursery - NK Miss L Ellis – Year R - RE Miss F Curd – Year R - RC Mrs J Young & Mrs C Ewing – Year 1 – 1YE Miss M Leggett– Year 1 – 1L Miss S Sadd & Mrs K Bond – Year 2 – 2SB Mrs J Robinson – Year 2 – 2R Miss R Jones – Year 3/4 – 3/4J Mr P Graveling – Year 3/4 – 3/4G Miss R Kendrick – Year 3/4 – 3/4K Mr M Harvey – Year 5 – 5H Miss M Crowson – Year 5 – 5C Mr M Carrington – Year 6 – 6C Miss S Bailey – Year 6 – 6B	
Pastoral Support Worker	-	Mrs E Sadler	
Admin	-	Mrs L Fulcher Mrs M Doughty	Mrs B Cant Mrs C Robinson
Caretaker		Mr D Wick – Junior Site	Mr T Purling – Infant Site

HLTAs

Mr Ian Bown	Miss A Douglas Hunt
Mrs Lynne Cleghorn	Mrs E Lentini

Teaching Assistants

Mrs A Sadler	Miss K Cannon
Mrs J White	Mrs A Jackson
Mrs D Scott	Mrs C Mayhew
Miss C Gray	Mrs S Roll
Mrs S Day	Mrs T Fletcher
Ms T Bale	Mrs A Waring
Mrs M Hill	

Midday Supervisors

Mrs S Cook	Mrs EJ Sadler
Mrs R Hayes	Mrs J Southgate
Mrs A Crisp	Mrs C Carver
Mrs J Carpenter	Mrs C Mayhew
Mrs M Hill	Mrs L Dimmock
Miss C Port	Mrs S Gilbey
Mrs J Bell	Miss L Barber
Mrs A Sadler	Mrs A Jackson
	Mrs A Waring

Governing Body – September 2017

The Governing Body is foremost responsible for the long-term management and direction of the school and the support of the Head Teacher, Staff and children.

The Governing Body is made up of four elected parents of pupils in the school, two elected members of the staff, three representatives of the Local Education Authority and community, and three community governors are co-opted for their particular skills, interests or associations with the school.

Each member of the Governing Body serves on one or more committees with responsibilities concerning particular areas of school life. Currently there are two committees: 'Curriculum and Outcomes' and 'Resources'. Each committee includes either the Head Teacher or the Senior Teacher, and is chaired and minuted.

Governors, especially parent governors who are your elected representatives, are always willing to listen to you.

Name	Position Held	Type of Governor
Tew, Heather	Chair	LA Governor
Considine, Sarah		Parent Governor
Fulcher, Liz		Staff Governor
Graveling, Paul		Co-Opted Governor
Howlett, Miffy		Co-Opted Governor
Johnston, Chris		Co-Opted Governor
Organ, John	Vice Chair	Foundation Governor
Bolderston, Laura		Parent Governor
Owen, David		Co-Opted Governor
Cox, Katie		Co-Opted Governor
Burbage, Richard	Headteacher	
Gray, Linda	Clerk	

Parent and Teacher Association (PTA) – 2017

Chair – Laura Bolderston

Why do we have a PTA?

We are very fortunate at our school to have a PTA that is and has been such an integral part of the school community for many years. In its time the PTA has raised many thousands of pounds, which has been spent on improving equipment and resources to enhance our children's education and the facilities in school in general.

But it is much more than just fundraising. The PTA exists to provide closer links between home and school, and it is an excellent way to bring staff, parents and friends together socially in support of the school working towards a common goal. It's also fun; just ask any of the PTA committee or helpers! Obviously as in any organisation, there are times when it is more challenging, but with the continued support of parents and staff, our PTA has always succeeded in its efforts.

All parents and members of the school community can get involved if they want to, even if they only have a small amount of time available, and all parents are automatically members of the association when they join our school.

How we can raise money

As in most schools, the majority of our funds are raised through the events that we run. Some of our most popular events are Summer Fete, quiz nights, children's discos, race nights, fun runs, bingo and cake stalls. So you can see, there is always something going on! We always try and respond to the children's requests for events and it is truly the icing on the cake to see them having fun at the events or enjoying using a piece of new equipment that the PTA has donated. We are fortunate however to have other opportunities open to us to raise money. Donations are extremely important. These can be time, money, items for sale, donations for raffles or offers of services and skills etc.

How we spend the money we raise

Very quickly! The money that has been raised has gone towards enhancing the education opportunities for the children at Loddon Primary Federation. Some of the items that the PTA money has supported are:

- Library Books
- Library refurbishment
- Maths games
- Maths library

Money has also been given to the school council, and they have chosen to buy benches and basketball hoops for the school.

Money is now being raised to develop the school grounds to enable the children to get as many opportunities as possible. We are looking to improve and replace the trim trails and add playground markings.

School Term dates – September 2017 to July 2018

Autumn term 2017

Begins Wed 6 Sept 2017

Ends Fri 19 Dec 2017

Autumn half term holiday - Begins Fri 20 Oct 2017 Ends Fri 27 Oct 2017

Christmas holiday - Begins Wed 20 Dec 2017 Ends Wed 3 Jan 2018



Spring term 2018

Begins Thurs 4 Jan 2018

Ends Wed 28 March 2018

Spring half term holiday - Begins Mon 12 Feb 2018 Ends Fri 16 Feb 2018



Summer term 2018

Begins Mon 16 April 2018

Ends Wed 24 July 2018

May Day:

Mon 7 May 2018

Summer half term holiday - Begins Mon 28 May 2018 Ends Fri 1 June 2018



Staff Development Days

Mon 4 Sept 2017

Tues 5 Sept 2017

Fri 20 Oct 2017

Wed 3 Jan 2018

Thurs 29 Mar 2018

Parents and the School

Prior to admission or request for admission

The Headteacher is always willing to show prospective parents around the school. Please telephone the secretary to arrange an appointment.

During the Summer Term a programme of induction is organised for the children who will begin in Reception in the Autumn Term. This consists of a visit to the local playgroup by the Reception Teacher and Teaching Assistant, followed by four afternoons in their new classroom to experience some of the activities they will be doing.

Parent / Teacher Consultations

Each term opportunities are provided for parents to meet their child's class teacher to discuss progress. During the summer term all parents receive a written report on their child's progress in the academic year. It is hoped that contact between parents and the school will be as full and as close as possible and the teachers are happy to see parents at any reasonable time during the school year.

Ad Hoc Meetings

It is our policy that if either the parent or the class teacher has a particular worry or concern about a child's progress or attitude that this should be discussed as soon as possible. Parents are invited to make an appointment with the class teacher at any time during the school year.

Other Activities

During the school year there will be opportunities for parents to come into school to share sports days, entertainments and general school activities.

Parent Governors

The Parent Governors are elected by parents to be a 'parent's voice' on the Governing Body. They are always willing to listen to parents' views, and represent these views with the Governors.

Education and the Curriculum

Infant and Nursery School OFSTED report 8 December 2015

We have been graded 'Good'. An extract from the report:



'At Loddon Infant and Nursery School everyone is passionate about learning. As we walked from one classroom to the next we saw pupils whose eyes were fixed on their teachers, listening intently to helpful explanations, or talking enthusiastically to each other about teachers' questions, or absorbed in a variety of fun activities.'

Junior School OFSTED report 6-7 May 2015

We have been graded 'Good' with 'Outstanding' features. An extract from the report:

- This is a rapidly improving school. The headteacher, other leaders and governors have been successful in improving teaching and raising achievement.
- Good teaching makes learning interesting and enjoyable for pupils; teaching assistants support pupils well.
- Pupils have excellent attitudes to learning that are reflected in their outstanding behaviour. They work extremely well together in the classroom and support one another around the school.
- Pupils say they feel safe in school and all parents who expressed a view agree. The school's highly effective procedures ensure that all pupils stay safe.

The huge team effort required to achieve this level of performance is reflected in the report. All areas of the school are working well and are mentioned; from the links with parents, the work of the support staff, the quality teaching the children receive, the oversight and management of the school by the governors and the teaching staff, who all have a management role in the school, through to the positive impact that the local community has on our school.

Curriculum

The Early Years Foundation Stage Curriculum – Nursery and Reception

Children starting at School are eager to find out about the world and are trying to make sense of it. Our aim is to welcome the children into a warm, caring and secure atmosphere where they will have the opportunity to explore and discover in order to understand. Children are given opportunities to talk about, and listen to, real, meaningful and imaginative situations in order to sequence and develop their thoughts. They are encouraged to think about what they are saying and to listen to others.

The curriculum is based on the government's Early Years Foundation Stage (EYFS).

The Early Years Foundation Stage Curriculum Framework is based around three different themes:

The learning characteristics:

- playing and exploring
- active learning
- creating and thinking critically

The specific areas of learning:

- Literacy: Reading; Writing

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- Mathematics: Number; Shape, Space, & Measures
- Understanding the World: People and Communities; The World; Technology
- Expressive Arts and Design: Exploring and Using Media and Materials; Being Imaginative

The prime areas of learning:

- Communication and Language: Listening and Attention; Understanding; Speaking
- Physical Development: Moving and Handling; Health and Self-care
- Personal, Social and Emotional Development: Making relationships; Self-confidence Self-awareness; Managing Feelings and Behaviour

Key Stage 1 Curriculum

Overview

At Loddon Primary Federation, there are currently two Reception classes and four Key Stage One Classes. Every classroom offers scope for a range of creative activities. All classes have an interactive whiteboard, and a range of technology available for the children to use.

To accommodate our classes, we organise our learning into half-termly topics, on a three-year cycle. This means that the children will experience each of the topics during their time in Reception and Key Stage One. In Key Stage 1, we use our topics to deliver the requirements of the National Curriculum (2014). In Reception, similar themes are with a focus on the objectives in Development Matters. Wherever possible, each topic seeks to make cross-curricular links, making learning meaningful and relevant to the experiences of our children. Our curriculum is supplemented with a wide range of educational visits and visitors to the school. We have strong, experienced team of staff, who work closely together, sharing good practice and expertise to ensure the best possible outcomes.

Maths

In Reception and Key Stage 1, our pupils are taught Maths in mixed-ability classes. Children practise number skills appropriate to their year group, and they also learn how to measure, and to understand shape and space. They use a range of skills and resources to solve different real-life problems and challenges around them. Teachers plan activities carefully, relating outcomes to the children's experiences, and differentiating tasks to meet the needs of all learners.

Children are regularly given investigative homework tasks, so that parents and carers can support learning in this curriculum area.

English

In English, our children experience a wide range of genres, including both fiction and non-fiction. Our children share inspiring texts together as a class, as well as reading individually and in guided groups.

The children are issued with colour banded reading books to take home to share with their parents or carers. These are changed weekly, with home and school working together to support the children in their learning by recording comments in the child's reading record.

A progressive and comprehensive program of Phonics is delivered in each class, using a variety of resources, including Computing.

Children in Reception take home lists of decodable words to practise their blending skills, as well as non-decodable 'tricky' word to learn by heart. Children in Key Stage 1 also take home 'Word Walls' to learn the spelling of non-decodable 'tricky words', and to practise other common spelling patterns. They are also issued with investigative spelling homework activities, to consolidate our learning in Phonics.

Key Stage 2 Curriculum

At Loddon Primary Federation, we strive to teach active, informative lessons that inspire children to learn. We look to ensure that the whole of the curriculum requirements are met by the time the children reach the end of Key Stage 2. Children follow a four year learning program.

Each term focuses on one topic and this topic interlinks the subjects across the curriculum. This means that learning makes sense to children and teachers find innovative ways of linking different areas of the curriculum to one central theme. The whole key stage follow the same topic so that assemblies and activities make sense and the children can share their learning experiences with children in other classes.

Our teachers have a wide range of skills and expertise and we utilise their strengths and knowledge across the Key Stage. We share good practice and exciting ideas, it is very much a team effort. Trips that children go on link to the topic and we shape our topic and vision with parents at the start of each term.

English

English is at the heart of everything. The new curriculum has heightened the bar for learning and we have risen with it. Our lessons inspire children to read, to think, to write and ultimately to communicate. Children access English across the curriculum and become confident and accomplished at using language in many different ways to take their learning forwards.

Reading

Children learn to appreciate reading texts in a variety of ways in Key Stage 2. They read different books individually and in guided groups, some read to adults who come to our school voluntarily. Children share a class book together and are encouraged to enjoy reading at home on their own or with someone else. In Key Stage 2 children are increasingly taught the skills of comprehension. This is done in guided groups and by practicing tests that require high skills of inference, essential in a good reader. We share good books and discuss and enjoy the joy they bring.

Writing

English lessons in Key Stage 2 cover a wide range of genres and children learn a range of skills from writing formal, factual texts to writing creative, imaginative stories. Children read and learn about classic stories and develop their skills of expression through poetry and music. At Loddon, the subjects we write about are exciting and motivating which results in writing that is vibrant and inspirational. Children learn to enjoy writing just as great authors and poets have done in the past.

Spelling, Punctuation and Grammar

Underpinning the enjoyment of reading and writing comes the technical understanding of being a good writer. Again we have risen with the new curriculum developing children who understand how to structure a good sentence and the importance of punctuation and grammar. At Loddon we have started teaching a Spelling Program teaching children systematically the rules of spellings and encouraging them to explore words and enjoy the mysteries and complexities of the English Language.

Maths

The new Maths curriculum is embedded across the school, with the bar risen again for the expectations in each year group. Long, medium and short term plans have been adapted to these changes, together with a rigorous assessment system to monitor progress and support pupils in areas that they are less confident in. Success comes through effective teaching, with children learning the basic skills well, and having lots of opportunities to apply them to problem solving and practical tasks. It is essential that children see the purpose of Maths in the world around them. It is in so many things around us, and we ensure the children see the subject as more than just answering questions in a book.

New Curriculum

The new curriculum is embedded in the teaching across our school. It is clear that the bar has risen and the expectation of children in each year group has risen, so we must rise too. Teachers use the learning criteria within the new Maths framework to see where the gaps in learning are and to make sure that all the areas of focus are met by our learners. Children are clear on their own targets and these help them meet the standard required of them. Children are well taught and well prepared for a world full of mathematical challenges.

Contextualising Maths

Children are taught in lessons and practice all the main basic skills of Maths. They are then asked to use these skills to solve different problems and challenges around them. Applying Maths to the 'real' world is a key aspect to success. Children are encouraged in homework to apply their learning at home, at the shops or to connect Maths to their hobbies and interests. Reasoning and problem solving are a major part of this subject and our job is to connect this to the key skills that are taught. Children are taught to think about Maths in sport, in science, in their topic and can clearly see the links, and the relevance of the subject in everyday life.

Practice

Practice makes perfect when trying to master anything. Children at Loddon understand that to master a subject like Maths, they must master all of the components and this requires dedication and practice. Children practice number skills appropriate to their year group and learn how to measure and understand shape and space. They are given test practice to help them deal with applying their learning to test conditions. They are taught and encouraged to learn their tables and can see how often these tables are used in their daily life. Success depends on the balance between learning the key skills and then applying them and this is a balance we feel we get right.

After School Clubs

There is a range of after school and lunchtime activities available. These change according to season and available personnel. An up-to-date list is available from the office. Some of the activities are run by visiting professionals and charges may be payable.

Musical Instrument Teaching

We have visiting teachers for woodwind, strings, drums, samba, singing and keyboard who teach children in small groups. There is a charge for the lessons and children must provide their own instrument or hire one from the music service. Instrument tuition is open to children in Year 3 and above.

Child Protection

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This school is committed to promoting the health and welfare of all pupils. We are required by law to follow procedures laid down by the Norfolk Local Safeguarding Children Board if we see signs which suggest that one of our pupils may have been a victim of abuse.

Use of the procedures in this way is an obligation placed on the school by legislation and in no way infers that any parent / carer is being accused of wrong doing.

Special Educational Needs

We believe that all children have their own special and individual needs, most of these can be accommodated in the normal class situation. If however a child is identified with specific needs we are able to give more attention and specialist help by using the School Support Team. Children with specific special needs are monitored closely, taught in varying ways and usually make good progress. We aim to build a good working partnership between school, the family and outside agencies for the benefit of the child.

The school has well documented procedures that follow the agreed policy; parents may ask to see this policy.

School Council including Eco Council

We believe that children's views should be represented in order to foster a sense of ownership and pride in their school. Therefore, elected children form a school council (two children per class) where they discuss, share ideas and make decisions regarding whole school issues and fundraising ideas. The council is then responsible for spending their money raised efficiently and effectively on what they feel is important.

Midday arrangements

Children can go home but at present all remain at school for lunch. Hot meals are provided by the School Kitchen at the Junior School. Meals should be ordered and paid for each Monday, and menus are distributed twice a year. Vegetarian or specialist diets can be accommodated. Sandwiches and wraps can also be bought through the School Kitchen.

Packed lunches should be brought in a named lunchbox, sweets are not allowed and drinks need to be in an unbreakable container. We are a **NO NUT** school due to allergies.

Free school dinners may be available to families in receipt of some benefits, please talk to the office.

Pastoral Care and Behaviour Policy

Pastoral care is generally the responsibility of the class teacher, who may consult Mrs Sadler (our Pastoral Support Worker) or senior staff if necessary. However, all staff in the school play an active role in supporting children, and children feel comfortable approaching all members of staff if they need help.

A copy of the school behaviour policy is available in school. We aim to build a positive and supportive environment for the children to flourish, focussing on praise and rewards. However we have clear consequences if things start to go wrong. Parents will be consulted whenever their co-operation or intervention is thought beneficial to the situation in hand, or if a serious situation arises.

School Rules

In our school:

- ✓ we always try our best and allow others to do the same;
- ✓ we respect and care for everybody and everything;
- ✓ we keep ourselves and others safe;
- ✓ we are polite and helpful to everybody;
- ✓ we sort out problems in a fair and sensible way;
- ✓ we are in the right place at the right time.

Charges for school activities

Activities during school hours which are part of the curriculum

1. Day trips and Entertainments in school

The whole class or group will participate.

Contributions are voluntary to cover the costs *

2. Ingredients and materials needed for practical subjects

Parents will be notified when the class will be involved in a practical activity requiring costly materials.

Contributions are voluntary to cover the costs *

3. Travel

Parents will not be asked to contribute to the cost of travel to regular activities such as swimming, which form part of the curriculum. You may, however, be asked to contribute if your child takes part in a special activity or function, such as a sports match.

4. Residential Trips

The residential trips currently organised by the school are the type deemed under regulations to take place mainly within school hours. Board and lodging will be charged for, except for families in receipt of Income Support or Working Families Tax Credit who should make a special application in confidence to the Head Teacher.

The cost of travel, entrance fees, educational activities, insurance and staff expenses will be covered by inviting voluntary contributions *

Activities outside school hours

These activities are optional. Parents will be asked to agree the child's participation in advance; a charge will be made to cover all costs involved for the individual child.

* No child will be excluded if parents are unwilling or unable to contribute, but without sufficient voluntary contributions the event would be unlikely to go ahead and the educational value of it would be lost to the whole group.

The Hobart Cluster

Loddon Primary Federation is associated with the following local schools under the title of the Hobart Cluster;

- Hobart High School Academy
- Alington & Bergh Apton CE VA Primary School
- Ditchingham Church Of England Primary Academy
- Earsham CE VA Primary School
- Ellingham CE VC Primary School
- Gillingham St Michael's Church Of England Primary Academy
- Glebeland Primary School
- Seething & Mundham Primary School
- Thurlton Primary School
- Thurton CE VC Primary School
- Woodton Primary School

Each school is represented by their Headteacher and an elected Governor.

Specific monies are allocated to schools through the Cluster (particularly in relation to Special Educational Needs and Disability funding) and it is the role of the Cluster Governors' Committee to ensure there is proper governance of this expenditure.

General Information

Complaints

If you are unhappy about any aspect of your child's education or experience at school you should make an appointment to see the class teacher.

We would hope that discussing the matter with the teacher should be enough to resolve the problem. However, if you are still unhappy and wish to take the matter further you should make an appointment to see the Head Teacher. If after discussion with the Head Teacher the matter remains unresolved you will be given a copy of the complaints procedure so that you can make a formal complaint.

Additional Documents

The school produces a number of documents which are issued to parents, these include:

Document	When issued	Content
School Brochure	Prospective parents	General information
Nursery Brochure	Prospective parents	General information
Newsletters	Fortnightly	General Information
School Newspaper	Half-termly	General information

Available for Reference

The school also holds as reference many documents which can be viewed during normal school hours by appointment with the School Secretary. Photocopies of documents can be made at a small cost. Documents held cover curriculum information, policies and procedures.

Health and Safety

The school has a general Health and Safety Policy which is reviewed and updated regularly. The policy covers pupils, staff and all visitors to the school. There is an annual safety inspection of all school buildings and electrical and gas appliances are tested regularly.

SATs Results

End of Key Stage 1 Assessment Results 2017

School Results

This table shows the percentages of Year 2 children achieving at each level in 2017

Test / Tasks		
	Percentage at each level	
	% Expected Standard	% Greater Depth
Reading	79	25
Writing	79	18
Maths	82	11
RWM	79	4

National Results

This table shows the percentages of Year 2 children achieving at each level in 2017

Test / Tasks		
	Percentage at each level	
	% Expected Standard	% Greater Depth
Reading	76	25
Writing	68	16
Maths	75	21
RWM	64	11

W – represents children who are working towards level 1, but have not yet achieved the standards needed for level

End of Key Stage 2 Assessment Results 2017

School Results

This table shows the percentages of Year 6 children achieving at each level in 2017

Test Results (School)		
	Percentage at each level	
	% Expected Standard	% Higher Standard
Reading	71	38
Writing	72	26
Maths	72	21
SPaG	71	31
RWM	64	9

National Results

This table shows the percentages of Year 6 children achieving at each level in 2017

Test Results (National)		
	Percentage at each level	
	% Expected Standard	% Higher Standard
Reading	71	25
Writing	76	18
Maths	75	23
SPaG	77	31
RWM	61	9

School Uniform

The school has a uniform based on combinations of blue, black, grey and white. Parents and Carers are requested to ensure that, as far as possible, children's dress conforms to the suggestions below. All items are available from several stores in Norwich. School sweatshirts, fleeces and book bags are available online. Book bags are given to all children coming into Reception.

For the winter

Girls

Grey / Black skirt / pinafore dress or tailored trousers / tailored shorts
White polo necked or open necked blouse
School sweatshirt or school cardigan
Sensible warm coat or jacket
Black or grey tights, or white socks
Black shoes

Boys

Grey / Black trousers
White or white shirt
School sweatshirt
Sensible warm coat or jacket
Grey or black socks
Black shoes

For the summer

Girls

Blue and white checked dress
Grey / Black skirt / pinafore dress or tailored trousers / tailored shorts
White/blue polo necked or open necked blouse
School logo sweatshirt or school logo cardigan
White socks
Black shoes

Boys

Grey / Black trousers or tailored shorts
School logo sweatshirt
White/blue polo or white/blue shirt
Grey or black socks
Black shoes

Sensible black shoes should be worn – NOT trainers or open-toed sandals

For PE

Coloured t-shirt (your child will be told which colour when they start as it is dependent on which team your child is in) and black shorts.

Reception, Year 1 and Year 2 require plimsolls in a shoe bag, and Years 3 – 6 require trainers for outside use. The same footwear should not be used inside and out. Children who are keen on playing football on the field will need to change into trainers. If ear-rings can not be removed for PE, please could you send in plasters.

Swimming (where applicable)

Sensible costume or trunks, swimming hat and towel.

Other items

A bag for carrying books etc. Painting shirt or apron if requested by the teacher.

All items should be clearly named.

Jewellery should NOT be worn. For pierced ears, simple studs or sleepers only may be worn.

PLEASE PUT YOUR CHILD'S NAME ON ALL POSSESSIONS

School contact details

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