



Prospectus

2022-2023

Little Harrowden Community Primary School



An Introduction from the Headteacher ...

Welcome and thank you for taking the time to read this prospectus.

Whether you have expressed an interest in our school for the first time or you are an existing parent or guardian, I believe you will find everything you need here to help you make informed decisions about education for your child.

At Little Harrowden, we are passionate about learning and aim for our children to grow as outstanding learners with the skills and confidence to take on whatever challenges the 21st century may bring.

We provide a holistic approach to education where importance is placed upon academic excellence as well as emotional, physical and moral development.

Our dedicated team of teachers and support staff provide a caring and academically challenging environment in which children thrive and, as a result, our children are happy and their behaviour is excellent. Our school is a member of Inspire Multi-Academy Trust (InMAT) who share our passion and commitment for placing children at the heart of teaching and learning. The support and network that they provide ensures that we always have access to high quality resources and expertise.

I feel very privileged to be Headteacher of a school with such a rich history, wonderful children, fantastic staff and supportive parents.

To fully appreciate our ethos and surroundings, I recommend that you pay us a visit. Until then, I trust this prospectus provides a thorough grounding to our school and I look forward to welcoming you to our school.



Miss Beth Renshaw

InMAT – Inclusion, Integrity, Initiative, Inspiration, Involvement

We are pleased to be a member of Inspire Multi-Academy Trust. Through the trust we have access to a fantastic network of likeminded schools with a vision to produce outstanding schools where children always come first.

The InMAT Way Vision:

- 1: Enable each child to flourish and achieve their full potential. We will ensure that each school community provides an outstanding quality of learning and excellent resources.
- 2: Work closely with all of our staff to embrace InMAT values, providing access and opportunity to enhance their professional development and personal wellbeing.
- 3: Ensure that every InMAT school is exciting, vibrant and of the highest standard. Every school will have the appropriate technology to enable all pupils to have access to, and use, all resources to enhance their learning.
- 4: Enhance communication processes across InMAT to consistently promote and drive the mission and the values of our Trust.



School Details

About the School

Little Harrowden Primary School caters for up to 210 children aged 4 to 11 years, grouped into seven single year group classes. The school has a large hall, its very own 'Hogwarts', a secret garden and is well equipped for delivering ICT within the curriculum. There is a spacious playground and field used for sporting activities, den building, junk modelling and gardening all situated within beautiful Northamptonshire countryside.

Contact Information

Little Harrowden Community Primary School
School Lane
Little Harrowden
Northamptonshire
NN9 5BN

Telephone: 01933 677202

Email: lhps-admin@lhps.inmat.org.uk

Website: www.littleharrowdenprimary.net

Follow us on Twitter @LtHarrowden and

facebook

Key Contacts

Headteacher:
Deputy Heads:
Chair of Local Academy Committee:
School Office Manager:
School Bursar:

Miss Beth Renshaw
Miss Gemma Buckley and Miss Angelina Forestiero
Mr Avnish Thakrar
Mrs Gail Roe
Mrs Lorna Cooper



Our Staff

Teaching staff

Miss Gemma Buckley
Miss Angelina Forestiero
Miss Naomi Jordan
Miss Karina Harries
Mrs Jody James
Mrs Kayleigh Minards
Miss Olivia Howes
Miss Hannah York
Mrs Amy Pond

Special Needs Coordinator

Mrs Jody James

Teaching Assistants

Mrs Caroline Bygrave
Mrs Natalie Newbery
Mrs Risha Khagram
Mrs Aimee Saving
Mrs Louise Warmisham
Miss Beverley Smith
Mrs Vetta Derado (HLTA)
Miss Maria Svensson (HLTA)
Mrs Esther Grant
Mrs Donna Walton

Lunchtime Support Workers

Mrs Clare Tibbs
Mrs Natalie Newbery
Mrs Louise Warmisham
Mrs Esther Grant
Miss Beverley Smith
Mrs Caroline Bygrave

Lunchtime Supervisors

Mrs. Sue Porter
Miss Rowana Walker

Administration

Mrs. Lorna Cooper
Mrs. Gail Roe



The Local Academy Committee (LAC)

Our Local Academy Committee (LAC) exists to support and contribute to the strategic development plan of our school. Whilst the Headteacher is responsible for the day-to-day management and leadership of the school, the LAC are involved with overseeing the curriculum, pupil welfare, premises and school finances at a strategic level. We are fortunate to have a dedicated team of governors who are actively involved in the life of the school.

The LAC is composed of the Headteacher, parents, staff and members of the local community.

If you wish to bring any matters to the attention of the LAC, you should address your correspondence to: Chair of Local Academy Committee, c/o Little Harrowden Primary School, School Lane, Little Harrowden, Northamptonshire, NN9 5BN.

Chair of Local Academy Committee (LAC)

Mr Avnish Thakrar

Vice Chair

Mrs Trivena Fleckney

Staff LAC Members

Miss Beth Renshaw

Miss Olivia Howes

Safeguarding LAC Member

Mrs Shoma Ricotta

Parent LAC Member

Vacancy

Co-opted LAC Members

Mr Avnish Thakrar

Mrs Trivena Fleckney

Mrs Karon Coles

Mrs Shoma Ricotta



Our School Vision

Little Harrowden is a fantastic primary school that embraces our Trust vision of always putting children first through everything we do. I, along with the staff, children and parents, are very proud of our school and the achievement of our children. The dedicated staff plan a full curriculum designed to inspire, include, involve and promote integrity and initiative which form part of our Trust-wide values. We work hard to celebrate all aspects of the children's learning and have a strong focus on instilling the skills needed to develop our young people into lifelong learners.

We believe kindness is key and should be at the heart of everything we do. Our core school values underpin our learning behaviours, which our children are encouraged and supported to use throughout their academic learning and social interactions every day. Our core values are:

- Kindness
- Respect
- Resilience
- Reflection

We are proud to be part of InMAT which enables us to work closely with other schools in the Trust: sharing resources, ideas and training.



School Organisation

STANDARD SCHOOL HOURS

8.35am	Time from which children can gain entry into school and will be supervised by staff
8.45am	Morning Registration
10.30am	Morning Break
12.10pm	Lunchtime
1.10pm	Afternoon Registration
3.10pm	End of school day: Foundation Stage & Key Stage 1
3.15pm	End of school day: Key Stage 2

Class	Entrance	Exit
Reception	EYFS gates	EYFS gates
Year 1	Main school entrance	EYFS gates
Year 2	Main school entrance	Playground
Year 3	Main school entrance	Playground
Year 4	KS2 gate	KS2 gate
Year 5	KS2 gate	KS2 gate - With parental permission, children will be allowed to walk down School Lane independently
Year 6	KS2 gate	KS2 gate - With parental permission, children will be allowed to walk down School Lane independently

School Closure

Should the school be forced to close due to abnormal conditions; e.g. severe weather, health & safety reasons etc we will contact parents and carers via email, text and social networking sites. If school is closed, an announcement will be made via the main school web site, Facebook page and via email.

Break Times

All children have a 15-minute break in the morning.

Children in Key stage 1 have an optional 10-minute break in the afternoon.



Wrap-Around Care and Extra Curricular Activities

We have wrap-around care facilities run by our fantastic staff. They offer a breakfast club from 7.45am to 8.40am at £4.50 per session. Please note that this price is subject to change. Please ask the school office for Breakfast Club enquiries.

Alongside our wrap-around care facilities, we also run a range of extra-curricular activities during the year either with our own staff or through external providers. These could include:

Football
Taekwon do
Gymnastics
Singing Club
Performing Arts Club
Mindfulness Club

Bringing a snack to school for break time

Children receive a piece of fruit each day, funded by the UK government. Alternatively, you may wish to provide your child with their own fresh fruit or vegetable snack to enjoy at break time. We encourage children to bring water bottles into school. These are kept in the classroom, thus allowing pupils to drink water throughout the day. These bottles must only contain water. You may take advantage of the school's Cool Milk Scheme, whereby you can pay in advance for your child to receive a carton of milk during break time. Children under 5 are eligible to receive free milk. They will receive this automatically upon starting school.

Lunchtimes

We work with Dolce catering to provide a range of hot meals and sandwich options, all prepared on site in our kitchen pod. This service currently costs £2.35 a day. Hot meals are provided free of charge to all children in Reception, Year 1 and Year 2 under the Government Universal Free Meals scheme.

Hot meals can be ordered up to 9am on the same day, but we encourage you to order in advance whenever possible. Full information can be found at www.dolce.co.uk.

If you are in receipt of income support, your child may be entitled to receive free school meals. Please contact the school office for further details and staff will be happy to assist you with the necessary arrangements.

For those children not having a school lunch, it will be necessary for parents to provide them with a packed lunch.

We encourage the children to bring a healthy packed lunch. Research shows that a good balanced diet leads to better performance and concentration. We do not allow children to bring in carbonated drinks or drinks in a glass bottle. No sweets should be brought to school for either break or lunchtime. We also strongly recommend that there is only one portion of chocolate in your child's lunchbox as an occasional treat.



Please note that our lunchtime supervisors cannot force the children to eat all of their lunch. However, they will encourage your child to eat what you have provided and will let the office staff know if a child has not eaten their lunch so that you can be informed.

School Uniform

We are proud of our school and our pupils, and wearing of the correct uniform is visual evidence of our pride. Uniform can be ordered directly from our uniform provider. Please visit our web site at www.littleharrowdenprimary.net and click on the school uniform button to take you to the ordering pages. Payment can be made either online or via the school office.

Please ensure children have the correct school uniform at all times.

Uniform:

Red Polo Shirt

Grey skirt/Pinafore dress or trousers

Navy sweatshirt or cardigan

Sensible low-heeled shoes in black, **not trainers**

Red checked or striped dresses or grey, tailored shorts - in the summer months

Sandals must be sturdy, flat heeled and worn with socks. We would advise that for health & safety reasons, open toed sandals are not appropriate.

PE Kit

White T-shirt

Navy shorts

Dark-coloured non-branded jumper or hoodie

Plain trainer

No jewellery, including earrings, should be worn and long hair needs to be tied back for PE.

Swimming (Years 4 & 5 only)

Pupils in Years 4 and 5 will have swimming lessons. Boys should wear swimming trunks, not shorts, and girls should wear a one-piece costume not a bikini. In line with Local Authority policy and guidance, children are not permitted to wear goggles unless a medical note is produced.

Jewellery

Children can wear one stud earring in each ear and a wrist watch only. Some children will wear jewellery for religious reasons and school should be informed of this by letter which will then be kept on file. Jewellery should not be worn for PE, swimming or extra curricular activities. The school cannot be responsible for items of jewellery being either misplaced or lost.



Can my child wear earrings to school?

Children are permitted to wear one stud earring in each ear. If children are unable to remove their own earrings, please ensure that they do not wear them on days when they will be involved in PE or sporting activities. If your child is having their ears pierced, please arrange for this to happen at the beginning of the summer holidays.

Personal Presentation

It is always nice to look smart and our children will want to take a pride in their appearance. However, children should not wear make up to school and we suggest that children with long hair wear it up.

Personal Belongings

Lost property, which has no visible personal identification, will be held in school for a short time only before being passed on for recycling.

All items of clothing and equipment (i.e. lunchboxes, musical instruments etc) should be marked clearly with your child's name. Name tags can be ordered from Stikins, quoting our school code 12070. This ensures that we receive commission for every sale.

Children should not bring toys or games into school unless requested by the class teacher as part of a lesson. Mobile phones or electronic devices e.g. iPod, smart watches, should not be brought to school. If devices are brought to school, they will be held securely in the front office until the end of the day.

Health & Welfare

If a child falls ill whilst at school

In the event of your child being taken ill whilst at school, parents will be contacted. It is therefore essential that your contact details are kept up to date at all times.

Administering Medication

In line with the school's Health and Safety Policy, only medicines prescribed by a doctor may be administered in school. If your child requires prescribed medication during the day, it should be given into the school office at the start of the day with a consent form completed by you, stating the dosage and time to be administered. Forms may be obtained from the school office.

Dealing with injuries

Following an injury (accidental or otherwise), we have several qualified first aiders who will assess the situation. If your child needs to be seen by a doctor, you will be contacted. If we are unable to contact you and your child needs immediate medical attention, a member of staff will accompany them in your absence.

Notifiable minor injuries

Parents will be informed if your child sustains a bump to the head or an injury that may need further monitoring, via a phone call.



Monitoring of Health & Development

The school health service carries out required visits to school to monitor physical development, eyesight and hearing with each pupil in the reception year. Parents are able to accompany their children if they wish.

Contacting the School about your child's health

If you wish to contact the school nurse with any health issues regarding your child, you may pass a letter addressed to the school nurse, marked confidential, to the school office who will ensure that it is passed on promptly.

Safeguarding

Little Harrowden Primary School is committed to safeguarding and promoting the welfare of children and it requires all staff, volunteers and visitors to share this aim. We are alert to signs of bullying, abuse and neglect and will follow our safeguarding procedures and practices to ensure that children receive effective support, protection and care. LHCPs works closely with Northamptonshire Safeguarding Children Partnership to meet these aims. To meet the aims of our organisation we will share information with partners and record information using 'My Concern'. We fully compile with the principles of safer recruitment. In addition, all children are taught the themes and strategies of protective behaviours. We also ensure that all children receive online safety and digital literacy teaching.

Smoke-Free Environment

We encourage healthy living, and therefore the school operates a non-smoking policy. Smoking is not permitted anywhere in or around the school grounds and buildings.

Absences from School

If your child is absent from school for any reason, please ring the school office on the first day of absence before 8.30am. You may leave a message on our voicemail system. You are also able to report your child's absence via email on lhps-attendance@lhps.inmat.org.uk. Parents are requested to notify the school **every morning** of their child's absence.

If no reason is received, your child's absence will be recorded in the register as unauthorised.

Our attendance officer monitors attendance rates regularly and will identify and offer support to families where a child has higher than expected levels of absence. Please see the Attendance Policy.

Holidays

As a school, we recognise the financial and logistical difficulties in booking holidays during school breaks. However, as educators, our remit is to uphold the rights of the child to an education. We know that children who attend school regularly make greater progress and we see the detrimental impact that term time holidays can have on individual children and the class.

The law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave. You should make an appointment to see the Headteacher if you need to withdraw your child from school under exceptional circumstances.



If leave is to be taken during term time, please complete a Request for Leave Form available from the School Office.

You should be aware that all unauthorised absence of 5 days (10 sessions) or more in a 6-week period will be referred to the Education Entitlement Team who may decide to issue you with a fine.

Equality of Opportunity

We seek to ensure equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We aim to eliminate discrimination, harassment and victimization, advance equality of opportunity and foster good relations between groups.

Little Harrowden Primary School seeks to foster a warm, welcoming and respectful environment, which allows us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe in meeting individual needs.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Special Educational Needs (SEN)

We recognise the broad spectrum of children's abilities and aim to give every child the opportunity to achieve their potential in learning. Sometimes parents can become concerned that their child might need extra help with their learning. We are committed to providing a high standard of provision and support for children with special educational needs.

Our school policy ensures that individual needs are identified as early as possible, that appropriate learning programmes (Individual Profiles) are devised and implemented and reviewed regularly. Further advice and more specialist input is sought from external support agencies when the need arises.

The SENCo is a member of our teaching staff who is designated with the responsibility of overseeing special needs provision within the school. In addition, there is a designated governor responsible for special educational needs.

The SENCo works in accordance with the national Code of Practice for SEND, 2014, and helps to ensure that all children receive the right level of support. An important part of their role is to ensure that parents are kept well informed about the level of support their child needs and receives at Little Harrowden Primary School.

Special Educational Needs, from identification to support:

A concern is usually expressed about a pupil's progress by a parent or teacher. Parents are encouraged to communicate concerns early on and teachers will always refer any concerns to parents and discuss options.



The class teacher implements additional support with specific targets and actions recorded on an Individual Profile. Parent and the pupil opinions are sought. This stage is known as SEN Support.

If further support is required, the class teacher seeks advice from the SENCO. Targets and specific programmes of work continue and the pupil's needs may be met through small group or individual work.

If the school feels that a child would benefit from the involvement of specialist external support, then school will contact the most relevant organization for advice and consultation with permission from parents.

Children with long term and enduring needs may be eligible for an Education, Health and Care Plan (EHCP).

Home-School Partnership

At Little Harrowden Primary School we believe that the most successful educational experiences exist where there is a strong partnership between the child's family and school. Positive links between home and school are crucial in achieving the maximum learning potential of each child. We work hard to make this link a close and active one, and warmly invite you into school to share in your child's learning. Parents are always welcome to make an appointment, at a mutually convenient time, to see a class teacher or the Headteacher.

You are encouraged to communicate directly with your child's class teacher to discuss progress, concerns or other issues affecting your child. For the exception of emergencies, we do ask that parents avoid dropping into school right before the start of school as staff are very busy setting up for the day, and are unlikely to be able to give you the time you need.

Please check our school website, Twitter and Facebook pages on a regular basis for updates on the children's learning.

We have a Home-School Agreement that sets out the expectations and responsibilities placed on children, parents and the school. You will receive a copy of this agreement at the start of your child's school career. We invite you to share and discuss this agreement with your child, then sign and return to school. Essentially, this agreement seeks to ensure that there is good cooperation and mutual support between home and school.

An ideal way for parents to become proactive in supporting our school is to get involved with the Parent and Teacher Association (PTA). All parents of children who attend Little Harrowden Primary School are considered automatic members of the PTA. This group organises many fun and exciting fund-raising activities that take place over the school year. Please have a look at their brochure and follow them on Facebook.

Throughout the year there will be regular activities within school for you to join in with, including Parent Information Evenings, Concerts and Achievement Assemblies.

Reporting to Parents

Our school holds two formal Parent - Teacher Consultation Evenings per academic year (Pupil Learning Conferences - PLC) where parents are invited to discuss their child's achievement, progress and attainment with the class teacher. These evenings are usually held in November and March. Children are encouraged to attend these meetings and contribute to the discussions. In addition, there is a 'Meet The Teacher' evening in September where your child's class teacher will introduce themselves, share their classroom expectations with you, along with other important information such as PE days, homework requirements etc.

Annual written school reports indicating your child's progress in all curriculum areas will be sent home towards the end of the summer term. Children in Year 2 and Year 6 will be formally assessed in English and



Mathematics against nationally agreed criteria, with Year 1 children undertaking the Phonics testing. Additionally, Year 4 take part in the statutory multiplication check. The outcomes of these assessments will be shared with parents.

All records maintained on pupils are open to parents and guardians with parental responsibility. Reasonable notice in writing should be given when access to records is requested.

Behaviour and Discipline

We expect high standards of behaviour from everyone in our school community; visitors, staff, parents and children. There is an expectation that everyone accepts responsibility for their behaviour, shows respect for themselves and others, and has due regard for their own and other people's property. We promote good manners and courtesy at all times. Aggressive and/or abusive parents and visitors will not be tolerated in our school - they will be asked to leave the premises. All incidents of aggression/abuse against members of staff will be reported to the Local Academy Committee (LAC) Body.

Our school has a calm and caring atmosphere, and behaviour of children is very good. We have a Behaviour Policy that provides a framework for managing behaviour both in the classroom context and on the playground. On the rare occasion when a child has an issue with managing their own behaviour (and there are no signs of improvement), the class teacher will contact the parent at an early stage to plan a way forward. A copy of our behaviour policy can be found on the policies page of our school website.

We have a zero tolerance policy with regards to bullying. When there has been an incident reported, parents of both the victim and perpetrator are made aware of the problem. We endeavour to resolve the issue through reconciliation and social and emotional learning, supporting both the victim and the bully.

British Values

Children are taught to recognise and understand the difference between right and wrong, and explore the concepts of truth, fairness and justice. They will understand the importance of empathy, understanding and tolerance.

We prepare children for growing up in a society of diverse cultures and faiths; racism is a very serious breach of our Behaviour Policy and parents will be informed if their child is involved in any type of racist incident.

Educational Visits

Children learn best through practical, first-hand experiences. Where possible we try to provide opportunities for children to take part in visits off site to supplement the work being undertaken in school e.g. visits to museums, field trips to places of historic interest. These visits excite and engage pupils, and support them in extending their knowledge, skills and understanding.

Annually, we organise a five-day Year 5 residential visit. This year the children are going to an activity centre in Derbyshire. This is an outdoor pursuit's residential experience with a focus on team building, developing social skills and challenging the children's physical and mental capabilities.

We also have a whole school trip to see a pantomime at Christmas which is always fabulous fun.



Travel to School

Children who live in the village are encouraged to walk to school. For reasons of safety, only staff should park their vehicles in School Lane.

Parents driving to school should avoid parking near School Lane or in front of the church at busy times. We recommend that you park further down Main Street where the road widens before walking the short distance to school. Please park responsibly so that residents of Little Harrowden are not inconvenienced.

Charging Policy

We are required to have a School Charging Policy (for school visits, visiting theatre companies etc.). If parental contributions are not sufficient then trips and activities may have to be cancelled. Please see the school's Charging Policy for further guidance.

Complaints Procedure

If you have any concerns or a complaint regarding the provision the school makes for your child's education, please discuss these in the first instance with the class teacher or member of staff directly concerned. Often we can resolve your concerns at this early stage.

If informal communication does not resolve your concern, you should follow the InMAT complaints procedure which is published on the website.

The Curriculum

Curriculum Overview

Your child's education at Little Harrowden Primary School spans seven years and is divided into three phases: Foundation Stage (Reception class), Key Stage One (Years 1 and 2) and Key Stage Two (Years 3, 4, 5 and 6).

The school curriculum encompasses the sum total of learning opportunities that your child will experience whilst at school. It is planned with clear progression and cohesion to make learning experiences relevant and meaningful.

The framework of the National Curriculum is the basis on which learning is organised; National Curriculum subjects are sometimes taught separately; at other times we adopt a more thematic approach.

We consistently aim to build on your child's previous learning experiences and engage them in a level of work that is appropriate to their needs.

The National Curriculum for Key Stages 1 & 2 comprises:

CORE SUBJECTS

- English
- Mathematics
- Science
- Computing



FOUNDATION SUBJECTS

Geography
History
Physical Education
Music
Art & Design
Design & Technology
Religious Education
Personal, Social & Health Education

In addition to the National Curriculum, the children's learning is extended through enrichment activities such as visits and visitors, and extra-curricular activity clubs.

English

This is taught daily, and develops the skills of written and verbal communication. We aim to equip the children with the ability and confidence to express themselves with clarity. Through speaking and listening activities, we help children to sustain and develop their ideas and adopt active listening strategies. Story-telling and talk for writing is used as a medium to learn across the curriculum, providing opportunities to improvise, work in role and perform. Children are encouraged to work collaboratively and join in group discussions; they are also taught the skills of critical analysis and oracy.

Children are equipped with the important skills necessary to read for both enjoyment and understanding. We aim to foster a love of reading and have a well-stocked library containing a broad range of both fiction and non-fiction books. We have a progressive reading scheme that is used to support the teaching of specific reading strategies such as using phonics, visual and contextual clues. All classes have a daily reading session within the normal timetable along with story time where they can share a class book. Children have a reading book that they will bring home daily for you to share and enjoy with them along. Children are taught phonics through the scheme Read, Write, Inc.

Writing is taught to enable children to coherently and creatively communicate their thoughts, ideas and experiences in different ways and for different audiences. Grammar, punctuation and spelling skills are taught in a structured way enabling children to write for meaning. We use the kinetic letters scheme for handwriting. Spelling progresses from phonic awareness to recognising patterns and rules for spelling more complex words.

Mathematics

Through teaching mathematics mastery, we aim to equip pupils with a uniquely powerful set of tools to understand and change the world. These tools include arithmetic, logical reasoning, problem-solving skills, and the ability to think in abstract ways. The children develop their knowledge and understanding of mathematics from concrete, to pictorial and abstract concepts. They focus on various aspects of number sense, shape, space and measures, and statistics. Children are taught to identify mathematical relationships, apply mental skills with speed and accuracy, and acquire an ability to apply maths skills in everyday practical situations. We are currently using Power Maths.



All pupils have a daily lesson of maths, although this is supplemented by using maths in other curriculum areas, for example, drawing graphs in science or measuring accurately in design and technology. All classrooms are equipped with resources for children to use to support their mathematical understanding. Children are taught how to use and apply mathematics. They decide how to tackle problems. They record what they do using mathematical language, symbols and diagrams, and explain their reasoning.

Science

We adopt an approach to science which aims to stimulate and excite the children's curiosity about phenomena and events in the world around them. Through practical activities and investigations, children are taught to 'work scientifically'. They ask questions, plan, hypothesise and predict; design and carry out their own investigations; interpret results and draw conclusions; and communicate their findings to others using scientific vocabulary.

Children learn about and explore:

- Life processes and living things e.g. human bodies, plants and animals, the environment
- Materials and their properties e.g. how materials are used
- Physical processes e.g. electrical circuits, light, space,

Computing

The focus in the teaching of computing is very much based on preparing children for the future; helping them to see how technology can be used to solve problems, find, sort and present information, and to model, measure and control events. Computers are changing the way we learn, as well as the way we work.

The school is well equipped in terms of technology provision. All classrooms have multimedia projectors and interactive whiteboards. In addition, all classes have access to a technology including iPads and laptops. Children will be taught how to develop, control, predict, debug and evaluate programs. Moreover, children will have regular use of technology during other lessons, ensuring that computer sciences are fully embedded into the curriculum.

Children will also be taught how to keep safe on the internet through comprehensive On-line Safety lessons.

Geography

Our geography curriculum aims to provoke curiosity and excite an interest in the World. Children will ask and answer questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. They develop the skills of enquiry and learn to compare and contrast. They develop a holistic understanding of the interactions between humans and nature as well as those between continents and countries.

The children study:

- Maps and map reading at different scales
- The weather and climates
- Human and natural features of the landscape
- The British Isles
- A European Study



- A Study of North or South America
- Volcanoes and earthquakes

The children learn through an investigative approach, asking questions, gathering and recording geographical information and using various resources. Their study work is also enhanced by educational visits to places of interest.

History

Children are helped to recognise that studying history is relevant and exciting. Pupils consider how the past influences the present, what past societies were like, how these societies organised themselves, and what beliefs and cultures influenced people's actions. The children learn about local, British, European and international history, and the chronology in which people lived and events happened.

They learn about:

- Significant historical figures and events locally, nationally and internationally.
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history
- We aim to bring history alive through an interactive approach including visits to places of historical interest. The children are also taught how the past can be shown and explained in different ways.

Physical Education (PE)

PE is taught to develop pupils' physical competence and confidence and their ability to perform in a range of activities including games, gymnastics, dance, athletics, swimming and outdoor and adventurous activities.

Children learn how to use physical skills for different purposes. As their skill level progresses, they begin to play adapted versions of adult games such as hockey, cricket, football or netball. As they grow in confidence, they learn how to improve their performance, and identify the types of physical activity they could enjoy in their own leisure time.

At Little Harrowden Primary School, we believe the competitive element in sport is important, although we recognise that taking part is of equal importance. Children are taught to play cooperatively and fairly, fostering good sporting behaviour.



We encourage many sports through our after school clubs, including taekwon do, football and gymnastics. Our annual Sports Day contains both competitive and non-competitive elements. All of these events are enjoyed by the children and are well supported by parents and family.

Music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. Children are taught to sing and play musical instruments in a controlled way. They learn to perform music in groups and see how their own contribution makes a difference to the whole performance. As children grow older, they begin to learn to express their ideas and feelings through their own music, including learning how to annotate music. They listen to many different types of music, picking out the detail and learning how it was created and used.

Little Harrowden Primary School has a strong reputation for the high standard of musical achievement displayed by the children. Our musicians share their talents with us throughout the year through regular assemblies. Children have the opportunity to learn to play the following instruments (for which there is a charge): violin, cello, piano, keyboards, and guitars.

Art and Design

We aim to promote the arts in all its forms. The teaching of Art and Design is aimed at stimulating children's creativity and imagination. Children are taught to:

- Explore and develop ideas, by collecting visual and other information in a sketchbook, and choosing which ideas they want to develop
- Mix different materials, tools and techniques to achieve effects
- Review their own and others' work, saying what they think and feel about it
- Combine colour, patterns and texture, line and tone, shape, form and space
- Investigate the roles and purposes of artists, craftspeople and designers in different times and cultures.

Drawing and painting are recognised as fundamental, with an emphasis on good observation. There are opportunities to work within a range of media including paints, printing, textiles and clay.

Design and Technology (DT)

Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies. Children are taught to:

- Look at products to see how they work and how they are used, and ask the views of the people who use them
- Practise practical skills and tasks, such as cutting, joining, fixing and connecting
- Design and create their own products, using what they have learned

Children are shown how to work safely using a variety of materials and tools. Learning is through practical activities and involves much collaboration and problem-solving.

We have a kitchen facility for use by children to develop their cookery skills and understanding of how to prepare nutritious and tasty meals.



Religious Education (RE)

Religious Education is taught according to the framework of the Northamptonshire Agreed Syllabus. Children learn about the main features and teachings of Christianity and other main religious faiths - Hinduism, Sikhism and Islam. Pupils are encouraged to respect others' beliefs and values helping to promote tolerance and understanding between those of different races and cultures. Visits to different places of worship form part of the RE curriculum. School assemblies reflect social, moral, spiritual and cultural aspects of learning. Children may be withdrawn from RE and/or collective worship at parental request. This request should be put in writing to the Headteacher.

Languages

We live in a global village and it is becoming ever more important for children to have the skills to learn a new language. At Little Harrowden we introduce children to different languages in KS1 and teach French from Year 3 to Year 6 using the Local Authority recognised scheme of work. Whilst children learn to speak, read and write basic French, more importantly they learn listening and language skills which they can then apply to whatever language they go on to study later.

Personal, Social and Health Education (PSHE)

We aim to develop well-rounded pupils who show consideration for others, respect for their environment, have an ability to make healthy informed choices, and recognise that they can make a positive contribution to society.

Children are taught personal skills including how to:

- Be more independent, confident and mature
- Recognise their own achievements and mistakes
- Share their views and discuss what is fair and unfair, what is right and wrong
- Set themselves goals and try to achieve them
- Keep themselves safe and healthy as they grow

Children also learn social skills:

- They think about how the choices they make affect other people and the environment
- They consider the different groups in society and how to get on with them
- They think about how and why rules are made

In addition to dedicated PSHE time, we look for opportunities to teach these skills and ideas throughout the curriculum. We have Play Leaders, Road Safety Officers and a School Council who meet at regularly. They are involved in many school improvement initiatives and help to make our school an even better place.

Sex and Relationships Education (SRE)

SRE is not something that is just taught in Year 6. It is part of our ongoing PSHE programme. Initially it focuses on looking after your body and keeping clean. Later it considers friendships and relationships. As the children grow older, puberty is discussed.

Parental Right of Withdrawal

Parents have the right to withdraw their children from any or the entire SRE programme (other than those elements which are required by the National Curriculum Science Order). The request to withdraw should be



made in writing to the Headteacher. A copy of the school's Sex and Relationships Policy is available on request.

Homework

We believe that learning happens all the time, not just at school, and set homework tasks that will compliment children's school work and also encourage visible learning outside the classroom. All children are expected to complete any homework tasks set.

School Term Dates 2022-23

	Open to pupils	Closed at end of afternoon on:
Term 1	Monday 6 th September	Friday 21 st October
Term 2	Monday 31 st October	Friday 16 th December
Term 3	Wednesday 4 th January 2023	Friday 10 th February
Term 4	Tuesday 21 st February	Friday 31 st March
Term 5	Tuesday 18 th April	Friday 26 th May
Term 6	Monday 5 th June	Friday 21 st July

May bank Holiday: Monday 1st May 2023

Teacher training days 2022-23: Thursday 1st September 2022, Friday 2nd September 2022, Tuesday 3rd January 2023, Monday 20th February 2023, Monday 17th April 2023

Information from Northamptonshire

Local Authority (LA)

ADDRESS OF EDUCATION OFFICES FOR ADMISSIONS

Schools Admissions Team
Northamptonshire County Council
PO Box 216
John Dryden House
8-10 The lakes
Northampton
NN4 7DD

Tel: 0300 126 1000
Email: admissions@northamptonshire.gov.uk



Admissions for children entering Reception at the start of the academic year should be made via Northamptonshire County Council's website at www.northamptonshire.gov.uk/admissions

Oversubscription admission criteria

Places will be allocated to pupils who have a statement of special educational needs that names the school as appropriate provision. When there are more applications for places than there are places available, priority will be given in the following order:

1. Children in public care or previously in public care but immediately after being looked after became subject to adoption, residence or special guardianship order.
2. Pupils who live in the linked area
3. Pupils with an older brother or sister continuing at the school at the time of admission of the younger child
4. Other pupils

Tiebreaker

If the admission number is exceeded within criterion (2) priority will be given to those who live furthest from the nearest alternative school. If the admission number is exceeded within any other criterion priority will be given to those who live closest to the school.

If you are applying for a place in a year group other than reception, please contact the school in the first instance to ascertain availability of places. Applications should then be made online at www.northamptonshire.gov.uk/admissions who will liaise with both the family and the school to ensure a smooth transition.

