



Moor Hall Primary School

Prospectus

2018 - 2019

Dear Parents,

Welcome to Moor Hall Primary School. From September 2018, our school will admit two Foundation stage classes each following academic year until we are a two form entry school throughout all year groups in September 2024.

Our school has been designated a National Support School following successful school to school support work in 2015. We were judged to be "outstanding" by OFSTED in January 2014. We are a 'small school with a big heart'. We provide a caring, nurturing and supportive environment where children feel safe and happy - ready to learn.



We strongly believe in developing the 'whole child' and aim to offer a wide range of learning opportunities so that our children develop greater confidence and gain an understanding of the society into which they are growing.

Our enthusiastic and professional staff provide pupils with a wide range of learning opportunities which help them achieve often outstanding results at Key Stage 1 and Key Stage 2. We believe that high quality teaching and learning takes place when stimulating activities are made relevant to the needs and interests of the child. Our use of specialist teachers for PE, French and music ensure that the children have the opportunity to succeed in other curriculum areas as well as developing a healthy mind-set.

We encourage children to develop responsibility to each other, the environment and the wider community. During the past year the children and families have supported Macmillan Cancer Support, Royal British Legion Poppy Appeal, and St Giles Hospice.

At Moor Hall we embrace technology that opens up learning opportunities that are interesting, interactive and enjoyable. We have an ICT suite and have iPads for classroom use so that children can explore the use of up to date technology to enhance their independent learning.

Parents are seen as vital partners in the education of their children. We often have special events where children and parents learn together. Many parents help in the classrooms, whilst others are active on the Parents' Association. We encourage parents to come into school to discuss their children's progress.

The belief is in "Parents, our partners"

This booklet is an introduction to our school. Please visit, telephone or write to me for further information.

Yours sincerely

A handwritten signature in black ink, appearing to read 'A. Jeggall', written over a horizontal line.

Headteacher

General Information

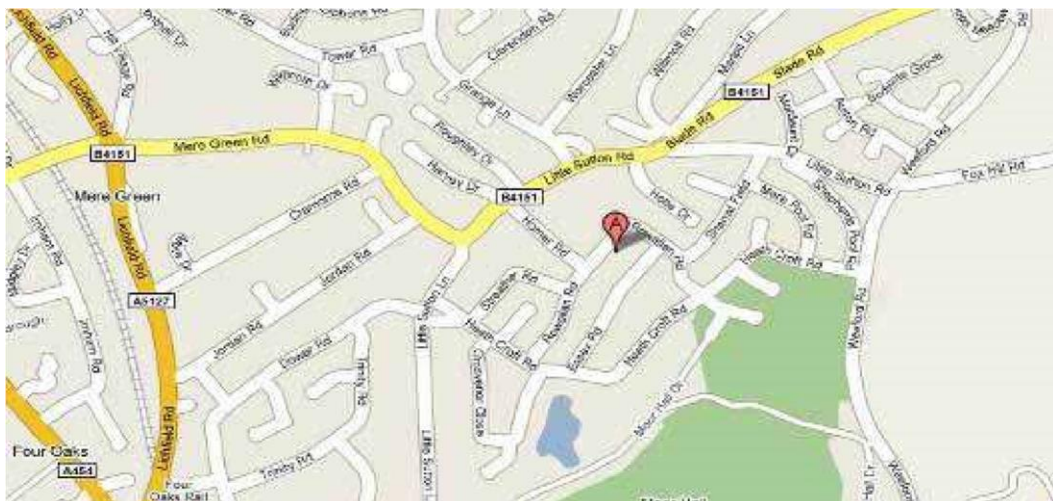


The school was opened in 1963 and is a one form entry school with 210 children aged 4 - 11 years. It is situated on the outskirts of Sutton Coldfield in pleasant surroundings, with a playing field, separate playgrounds for each Key Stage and gardens.

The school has an external building which houses before and after school care (Moorhens), well equipped ICT suite, a music room and a room for small group work.

Moor Hall School is situated on a quiet road and is fenced. Access to the school site is by intercom, with CCTV monitoring.

Where to find us



Staff

Mr A Steggall	Headteacher
Miss G Jones	Deputy Headteacher
Mrs N Menmuir	Assistant Headteacher
Miss P Shindler	Assistant Headteacher/ Class 6
Mrs A Davey	Class R (Ladybirds) + SENDCo
Mrs B Petryshyn	Teacher (Ladybirds)
Miss C Hoare	Class R (Butterflies)
Miss A Chiswell	Class 1
Miss C Hall	Class 2
Mr R Winter	Class 3
Miss Z Thomas	Class 4
Miss T Phillips	Class 5P
Miss S Hurrell	Class 5H
Mrs J Winter	Teacher (MFL)
Mrs S Petty	Teacher (PE)

Mrs S Evans	Teaching Assistant
Mrs S Glare	Teaching Assistant
Mrs S Howis	Teaching Assistant
Mrs S Russell	Teaching Assistant
Mrs C Hanlon	Teaching Assistant
Mrs L Curwen	Teaching Assistant SEN
Mrs J Michel	Senior School Secretary
Mrs V Gregory	Finance Administrator
Mrs A Firkins	Office Assistant
Mr L Gwilym	Building Services Supervisor
Mr A Hall	LTE ICT Leader
Mr D Pittaway	LTE ICT Technician

Moorhens

Mrs J Andrews
Mrs L Conrad
Mrs J Crump
Miss D Ohren

Lunchtime Supervisors

Mrs L Matthews
Mrs F Lyons
Mrs L Neill

Kitchen Staff

Mrs J Edwards
Mrs P Messent
Mrs C Stephens

Senior Leadership Team

Mr A Steggall	Headteacher Assessment Curriculum Computing
Miss G Jones	Deputy Headteacher Behaviour Safeguarding
Mrs N Menmuir	Assistant Headteacher English
Miss P Shindler	Assistant Headteacher Maths

Curriculum Team

Mrs A Davey	SENCO / IT
Miss C Hoare	Science
Mr R Winter	History
Mrs B Petryshyn	Art
Miss S Hurrell	Music
Miss T Philips	Geography
Miss C Hall	Religious Education

Specialist Teaching Staff

Mrs S Petty	Physical Education
Mrs J Winter	Modern Foreign Languages
Mr C Watts	Music



Snacks

In Key Stage 1 all children receive a piece of toast at morning break at a charge of 60p per week, in the afternoon they receive a piece of fruit free of charge. In Key Stage 2 children can purchase items from the school kitchen for a small charge or provide their own healthy option.

Drinks

All children have their own personal plastic water bottle which they can access at any point during the school day.

Accident and Illness

It is essential that we are able to contact a parent or responsible named person in case of illness or accident.

In the case of your child being taken ill or having an accident, you will be contacted by the school. Please let the school office know of any changes to your contact number, and have at least one other person as named contact should you be unavailable.

Prescribed medicines are given in school if there is a particular need but are only administered via the school office. If children need medicine to be administered parents are asked to complete a Medicine Authorisation form available from the school office, without this form we are unable to administer your child's medicine. All medicines must be handed into the school office by a parent.

For children requiring specific medication for a medical condition such as an EpiPen etc., an individual care plan is agreed with the school. These are stored in the school office where they are easily accessible by all staff. Inhalers will be kept in an identified container in the child's classroom.

All staff receive Epi-pen and asthma training on an annual basis.

Medical Services

The school medical services ensure that the children are contacted regularly to check vision and hearing. If medicals are held by the school doctor, you will be invited to attend.

The Community Paediatrician and school nurses, can all be contacted via the school, or directly at:

**School Nursing Team
27A Birmingham Road
Sutton Coldfield
B72 1QA
Tel. 0121 465 54357**



Safeguarding

At Moor Hall Primary School we are committed to safeguarding and promoting the welfare of all our children. We follow the guidelines of Right Help, Right Time, which delivers effective support for children and families in Birmingham. We provide a secure environment in which all children can flourish.

There are several main elements to our safeguarding policy in school:

- Careful monitoring of the site with regard to health and safety.
- Members of staff who hold an appropriate first aid qualification.
- A safe and secure site with restricted access.
- Rigorous checks on non-attendance, with a phone call to parents being made when reason for absence has not been reported.
- We practice safe recruitment to check the suitability of staff and volunteers to work with children including the completion of a Disclosure and Barring Service check (DBS).
- A designated adult and a designated Governor to oversee Child Protection policies and procedures.
- An annual review of all safeguarding policies
- Regularly raising awareness of child protection issues with staff and providing appropriate training.
- Through the school's personal, emotional and social curriculum equipping all our children with the skills needed to keep themselves safe.
- Parental workshops to support parents to keep their children safe
E.g. Internet safety



Attendance and Punctuality

If your child is absent from school, please let the school office know by telephone, in writing or by calling in to see the secretary or class teacher **ON THE FIRST DAY OF ABSENCE**.

Any absence will be recorded as unauthorised if we have not received your notification.

Requests for leave of absence including holidays during term time will not be authorised, unless there are exceptional circumstances.

Behaviour

Moor Hall School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Teachers have the right to teach and children have the right to learn in an environment free from disruptive behaviour.

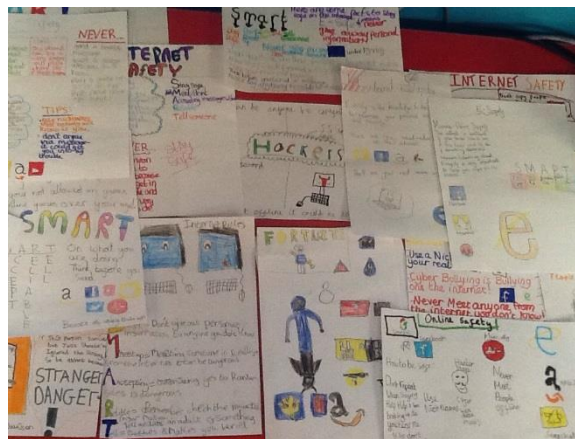
We aim:

- To develop a caring school family community with a commitment to personal growth.
- To develop a well ordered environment.
- To ensure the personal well-being and safety of all those in the school community.
- To help children develop their self-confidence.
- To support and develop children's own thoughts on good behaviour.
- To encourage children to be thoughtful of others and tolerant of their needs.
- To encourage a sense of belonging to a happy and caring school where discipline and self-control is the normal behaviour.

We encourage children to develop a responsible attitude to their work and behaviour in order to make a real contribution to the school community and foster their own personal growth.

Our approach promotes positive recognition, which increases children's self-esteem and through a whole school reward system motivates children to learn. Our school environment supports and encourages the children to develop self-control and respect for each other.

A full copy of our policy is available on the school website and should you require further information about our approach, we are always happy to discuss this with you.



Uniform

We are a "uniform" school; we believe a uniform should look smart, wear well and contribute to a feeling of belonging to the school. Our overall colour scheme is:

Red, Grey, White

All crested school uniform items are available from the website

www.marksandspencer.com/yourschool and can be ordered directly or via the school office. The uncrested items can also be purchased from many retailers.

We strongly encourage all parents to provide their child with a jumper or cardigan carrying the school crest, and for junior children, a Moor Hall school tie.

School Uniform is as follows:

Foundation to Year 2: red crested v neck knitted jumper or cardigan (essential), white polo shirt (crested or plain), grey trousers, shorts, skirt or pinafore, red checked dresses optional for the summer, red crested book bag (essential)

PE Kit: red crested t-shirt, black shorts or black jogging bottoms, black pumps, pump bag,

Juniors (Years 3 to 6): red crested v neck knitted jumper or cardigan (essential), white shirt or blouse (long or short sleeves), Moor Hall school tie (essential), grey trousers, shorts, skirt or pinafore. Red checked dresses optional for the summer. Staff will allow children to remove ties during hot weather.

Junior PE Kit: red crested t-shirt, black shorts / black skirt, black tracksuit bottoms / black leggings / white sports socks, black football/hockey socks, shin pads, trainers

Optional Items:

Reversible crested showerproof fleece jacket (red or black); crested baseball cap or kepi cap (red) can be worn in the summer;

Additional information

Sensible shoes should be worn, not trainers, or shoes with heels, or open-toed sandals

Long hair should be tied back in school, with a soft "scrunchie" type of band. Hijabs should be white, red or black. Any hair accessories should be in the school colours, metal or plastic hair ornaments are unsuitable for wearing at school.

Jewellery should not be worn in school unless for religious observance.

Swimming costumes or trunks (not Bermuda shorts) and swimming hats are required from time to time from Year 3 onwards. Children may also require protective clothing for art/craft work. An old shirt of Dad's will do very well, but an apron is also appropriate.

Please ensure that all items of clothing are clearly labelled with your child's name.

Extended School Clubs

We offer a wide range of clubs for children of all ages before and after school.

All clubs are run from: 7:30 am - 8.40am Morning session

3.20 pm - 4.40pm Afternoon session 1

4.40 pm - 6.00pm Afternoon session 2

Drinks and biscuits are available free of charge and toast is provided for children who attend the Moorhens club.

Clubs include: Moorhens, Arts and Crafts, Archery, ICT, Netball, Hockey, Multi Sports and Zumba.

Booking

An Extended School Clubs Registration Form must be completed for all children attending Moorhens and/or after school clubs.

Advance bookings for Moorhens and clubs can be made for each half term using the Extended Schools Club Advanced Booking Form. Payment is required on booking and confirmation of the place will not be provided until payment has been received.

The advanced booking system will be used for all clubs.

A flexible booking system will also be available for Moorhens subject to places being available. Flexible bookings can be made by phone between the hours of 8am - 9am and 3pm - 6pm and by email. Same day bookings must be made by 9am of that day.



Moorhens

Moorhens is one of our before and after school clubs. The activities available at Moorhens include painting, craftwork, board games, construction games, mini snooker, sand and water play together with outdoor activities on the field when the weather is fine. There is a quiet area for children who wish to read.

Children must be delivered to the clubroom in the morning and signed in by a parent or nominated carer. The authorised collector will be required to sign children out at

the end of the afternoon sessions. For insurance purposes, once the children are signed out of the book, they become the responsibility of the parent.

Information packs, registration forms and policies are available from Moorhens staff or from the school office and can also be downloaded from the school website.



Admissions

"In Birmingham your child can go to school in the September after their fourth birthday if you so choose. If your child was born between 1 September 2014 and 31 August 2015, he / she will be able to start school in September 2019. By law, parents / carers must ensure that their children are receiving suitable full-time education at the beginning of the term after their fifth birthday." (Birmingham City Council - School Admissions)

The agreed limit for admissions to our school for each year is 30 children, as recommended by the government.

Children are admitted to schools in accordance with parental preference as far as possible. However, where there are more applications than there are places available, places will be offered based on the oversubscription criteria for that school.

Priority will be given to children in line with the following oversubscription criteria:

- Looked after child
- Siblings who have brothers or sisters already in attendance at the school and who will still be in attendance at the time the sibling enters the school
- Nearness of the child's home to the school, currently by straight line distance between home and the centre point of the school.

Parents wishing to register their interest in Moor Hall School for a future September can telephone or call into the school office, where relevant details can be taken. We hold regular open days and will notify parents on our "Open Day" waiting list of these dates.

At the beginning of October, all parents whose children are due to start school the following September will be sent a preference form and covering letter from the Local Education Authority. Information booklets are available online, from primary schools and libraries. Parents are required to apply for a place in Reception online or by using the single LA Preference Form and returning this to the LA by the date given in December. Proof of address is required at the time of submission of the LEA preference form. Parents are allowed to express up to three preferences and rank them in order of preference.

The LEA compares preferences for each school against parents' rankings. Although ranked, preferences are given equal consideration against schools' admission criteria. If the child meets the admission criteria for two or more schools, the school the parent ranked highest is allocated.

Letters allocating places are sent to parents by the LEA in April and parents are given two weeks to inform the school whether or not they accept the offer. Immediately following the allocation of places, waiting lists are administered by the LEA.

Parents wishing to register their children for a place in an existing class at Moor Hall School should contact the school for advice on whether or not a place is available.

Transfer to Secondary School

At the beginning of the autumn term, parents of Year 6 children will receive a secondary school preference form, together with information relating to all secondary schools in Birmingham. An additional booklet gives information about the optional tests for grammar school places.

Children from Moor Hall School usually transfer to Arthur Terry School, Bishop Vesey Grammar School, Fairfax School, John Willmott School, King Edward Foundation Schools at Aston and Handsworth, Plantsbrook School, or Sutton Coldfield Girls Grammar School.

Pupil Premium

As part of the Coalition Government's policy to improve the educational attainment of underperforming pupils, additional funding has been allocated to all schools through the Pupil Premium Grant.

Priorities for this funding are -

- Support for enabling pupils to achieve age related expectations at the end of Key Stage 1 and Key Stage 2.
- Funding for a school organised residential
- Additional support to facilitate emotional or behavioural development.
- Participation in activities to broaden the horizons, and encourage the development of self-esteem, creativity and independence.



The Governing Body

What does the Moor Hall School Governing Body do?

The governing body works with the Head teacher and other staff to set a strategic direction for the school and to act as a critical friend. They complement and enhance the school leadership by providing support and challenge, ensuring that all statutory duties are met, appointing the head teacher and holding the school to account for its impact on improving outcomes for all pupils. The Head teacher, who is a member of the governing body, makes the day to day decisions about the running of the school. It is the governors however who are responsible for setting the budget and for overseeing the curriculum. The governors also deal with formal complaints, personnel, buildings, health and safety, policies and some disciplinary matters.

Our governing body comprises of representation from school staff, the community, the local education authority, parents and trustees. We also appoint associate members to the governing body when appropriate, these are individuals who have detailed knowledge and skills to support and offer advice on specific issues. The full governing body meets regularly, as do the sub-committees, to plan and manage the strategic school business with each sub-committee designated an area of responsibility; Buildings and Resources, Learning & Achievement and Personnel. Much

of the work of the governors is done in the sub-committees who then report back to the main governing body.

The elected Chair of the Governing Body is Mrs Pam Garrington.

Parents' Association

At Moor Hall, there is a very busy and successful Parents' Association. Their activities include social activities for both children and adults. The fund raising success of the PA has supported the school in various ways, contributing greatly towards the children's learning environment. The PA has a notice board outside the entrance to the school which gives information about the membership of the PA, forthcoming events, etc.



Assembly

Every school is required by law to hold a daily act of Collective Worship for all pupils. Our pattern of assemblies is as follows:

Monday	Achievement assembly (whole school)
Tuesday	Whole school assembly - staff in rotation. Special assemblies, visitor assembly (e.g., local clergy)
Wednesday	Key Stage Star Writers.
Thursday	Music assembly
Friday	Whole school assembly - SLT

During achievement assembly children receive certificates issued by staff for good work, progress, positive behaviour etc. Parents are invited by text when their child is awarded a certificate. Children's out of school achievements are also celebrated. House point totals are announced.

The worship element of the assembly is broadly Christian but non-denominational. Parents may withdraw their children from assembly on religious grounds and suitable alternative arrangements are made for these children.



Early Years Foundation Stage (EYFS)

The children's introduction to school and formal education needs to occur within a welcoming, happy, relaxed and stimulating atmosphere.

We recognise the importance of working with parents at this crucial time and plan home visits as an essential element of our induction process. This initiates the partnerships between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement. To ensure that transition from nursery to school is smooth and that staff are fully informed of previous learning we also liaise with to pre-school education providers. The carefully planned curriculum helps children achieve and exceed the Early Learning Goals by the end of the Foundation Stage.

Features of good practice include:

- the identification of progress and future learning needs of children through observations, which are regularly shared with parents.

- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management.

In accordance with the Foundation Stage profile the children are encouraged to:

"find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning"



Information Communication Technology

Each classroom has a touch screen interactive whiteboard and children are encouraged to use these routinely as part of their lessons.

The school has its own website - www.moorhall.bham.sch.uk and children can access age appropriate activities to support their learning via their class pages.

We have ICT technical support provided through the Learning Trust of Excellence.

Moor Hall School has invested heavily to continually update its ICT provision, which include 30 mobile "tablets" to further enhance the use of technology beyond the

classroom environment and 12 laptops for use in the classroom for focused ICT work supporting curriculum areas such as numeracy and science.

The school has an ICT suite with 30 computers, which means that each child can work on an individual machine. The use of the ICT suite is timetabled and within Key Stages 1 and 2 the children follow the ICT scheme "Switched onto ICT".

Computers are networked and we follow careful guidelines for ensuring e-safety.

Children are taught about the opportunities that ICT can deliver but are also made aware of the potential dangers that they can face. This is done in a related context.

In the foundation stage, specific skills include use of a computer 'mouse', before progressing on to printing, saving and retrieving their work.

Literacy

At Moor Hall School, we strive for children to be literate pupils. By the age of 11, we aim for children to be able to:

- read, write and speak with confidence, fluency and understanding, drawing upon a range of independent strategies to self-monitor and correct.
- have an interest in a wide range of reading materials and read spontaneously for enjoyment and purposefully for functional purposes.
- have an interest in, and a curiosity for words and their meanings and usage - to develop a growing adventurous, precise vocabulary in both spoken and written forms.
- be familiar with, by understanding the structure and language features of, a range of non-narrative text types and narrative genres. Be able to model their own writing on these familiar styles and forms according to the purpose of and audience for their writing.
- draw upon increasing powers of imagination, inventiveness, initiative and critical, analytical thinking in all aspects of their literacy experiences.
- have a command of a range of technical vocabulary and language in order to articulate their responses to texts.

In Key Stage 1 and 2 all classes have allocated daily literacy sessions of a minimum of 45 minutes per session.

Speaking and listening

As well as the opportunities for discussion presented by work in the Literacy lesson, reading groups and cross curricular activities, provision has been made within the curriculum for all children to participate in planned individual and group speaking and

listening opportunities. Circle time and class councils present additional opportunities to develop the speaking and listening skills of our pupils.

Reading

All classes participate in Guided Reading sessions daily, this involves the teacher working intensively with one group of children on a rota basis, to further develop their reading skills whilst other groups engage in activities with a spelling or writing focus depending on the specific needs of the class and/or the group.

Moor Hall School is fully committed to the use of appropriate and attractive texts to encourage a love of reading by all the children. Recent expenditure has seen the acquisition of a diverse range of quality texts to support the main Oxford Reading Scheme, plus sets of real books that are accessible to all ability groups. The selection of individual and guided reading books is closely matched to each child's reading ability.

Key Stage and Class Libraries

There are separate libraries for each key stage, children are allowed to borrow books on a weekly basis and they make their selections independently.

In addition each class has a selection of fiction and non-fiction books including poetry and plays, which can be used by the children during browsing and sustained reading sessions. Each classroom also has a selection of age appropriate dictionaries and thesauruses. Books made by the children themselves may also form part of this resource.

Writing

Teaching and learning in Literacy aims to be interactive, employing aural, visual and kinaesthetic techniques and placing children's writing activities within a purposeful context, for example the development of emergent and early writing via a carefully planned Foundation role play area.

Early writing skills are developed and enhanced through the study of traditional tales, stories with a familiar setting, instructions and non-chronological reports. As the children progress through the school they study a range of different writing genres including poetry, newspaper reports, persuasive letters and autobiographies.

Star Writers Assembly

Children's efforts and achievements in writing are celebrated formally in a fortnightly assembly, to ensure confidence and success.

Individual independent Literacy work occurs after a child has experienced supported class and group work and is carefully modelled by the class teacher, for example by the use of writing frames, VCOP prompts and writers' mats



Phonics

In addition to the daily Literacy lessons, all Key Stage 1 children receive direct phonic teaching.

What is phonics?

Phonics is the system of 'blending' sounds together to read, and 'segmenting' sounds to spell. They are both complimentary and interlinking skills that are taught together. Children are taught specific vocabulary that you may not be familiar with including the following terms.

- A phoneme
Is the smallest unit of sound that we use in the English language. A phoneme can be made up of one letter as in the alphabet sounds - s, a, t, p, i, n etc, or two letters (a digraph) as in sh, ch, th, ay, ar, or three letters (trigraphs) as in air, ear, ure. Phonemes can not be broken down into separate sounds.
- A grapheme
Is the way we spell a phoneme. A phoneme may have only one grapheme for example 'b'. Or may have several different spellings - for example or can be spelt 'or' in torn, 'aw' in claw, 'au' in naughty or 'ore' in more. The children will initially be introduced to one common grapheme for each phoneme, but as they progress through the school they will be taught the less common spelling alternatives and encouraged to try and choose the correct grapheme for a particular word they are trying to spell.
- Consonant blends
Are made up of two or three phonemes blended together quite quickly as we learn to read. Examples are sc, sm, bl, pr, str

Short Vowel Sounds

Are the vowels saying their sound as 'a' in c a t.

Long Vowel Sounds

Are the vowels saying their name as 'ay' in day, 'oa' in boat or 'igh' in night.

Short Vowel Sounds

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How do we teach Phonics at our school?

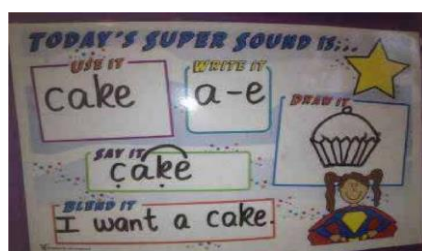
Phonics lessons are taught daily in every class for approximately 20 minutes. We use a mixture of different resources and teaching styles to engage and motivate the children, including magnetic boards and letters, whiteboards and pens, games, flashcards and a lively visual programs on our Interactive whiteboards. We have phonic based guided reading books for teachers to use with groups when teaching reading and there are some phonic based home readers in all book boxes.

How can you help your child?

Children working in Foundation use the scheme Jolly Phonics to introduce them to phonemes which will help them identify the correct spelling patterns (graphemes) when writing. During Year 1 and Year 2 they will move onto using "Letters and Sounds" which shows them an increased range of different spelling patterns for each sound.

Key words will be sent home as cards in Foundation classes and later written in reading records for Year 1 and Year 2 children to learn.

Phonics Articulation video [Click here](#) to go to the DCSF (Department for Children Schools and Families) website where there is a video demonstration showing the articulation of phonemes (vowels and consonants). The video may be watched on line or downloaded in QuickTime and Windows Media Player formats.



Numeracy

Our aim, at Moor Hall is for children to leave primary school with an enjoyment of numeracy and confidence in their abilities as developing mathematicians.

Numeracy is taught as a core subject so that key knowledge and skills in the areas specified by the New National Curriculum can be taught and developed:

Using and applying mathematics;
Number and algebra;
Shape, space and measure;
Handling data.

Obviously specific content will vary within the different stages of learning: Foundation, Key Stage 1 and Key Stage 2.

In these lessons emphasis is placed on the ability to calculate mentally and the acquisition of key basic number skills, e.g., number bonds and times tables as appropriate to the children's stage of development.

However, as a school we consider it vital that children are given opportunities to apply these knowledge and skills. We encourage them to make connections applying elements of reasoning, enquiry and problem solving across subject areas.

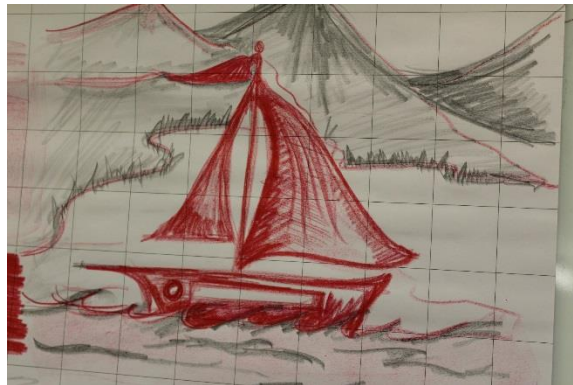
The teaching of numeracy is in line with the Primary Mathematics Framework which provides the teaching objectives in the form of yearly programmes for the implementation of the New National Curriculum for mathematics. Throughout the Key Stages topics are revisited, developed and extended. This provides opportunities for children to consolidate and practice what they have learnt and ensures continuity and progression in the teaching and learning of mathematics.



Art and Craft

In this school, the art curriculum is organised as part of an integrated approach to learning. This thematic based approach is linked to other curriculum areas and all appropriate skills, techniques and art elements are covered in order for continuity and progression to be achieved.

Children are encouraged to think, imagine, invent and design for themselves. The work of art, craft and design specialists is considered to be invaluable in stimulating the children's own ability and achievement.



Music

Pupils at Moor Hall School enjoy a wide range of musical experiences and opportunities: class lessons, fun singing, a range of performances and group or individual instrumental lessons. The school provides a progressive framework for children to develop their practical skills and has more recently worked towards becoming a "Singing Playground School". A range of resources including "Sing Up" and "Sing For All" are used to ensure that the requirements of the National Curriculum (performing, composing, listening and appraising) are met in an enthusiastic environment.

Peripatetic music lessons are offered for violin, viola from Foundation to Year 6, and for clarinet, flute and cello in Years 3 to 6. Pupils in Key Stage 2 are also offered keyboard and guitar lessons and are also invited to join the school choir. Children in the upper juniors are encouraged to join ensemble orchestras, the Four Oaks Orchestras and the Cluster Choir.

Instrumentalists are invited to perform and talk to the children and trips to see local productions and to theatres add a further dimension to children's musical experience.

Design and Technology

Design and Technology is about designing and making a product to meet a need.

It involves the children in learning, designing and making skills, whilst acquiring and applying knowledge and understanding about a variety of materials, components, controls systems, structures and techniques.

The materials which the children use fall into three broad categories:

- Food
- Textiles
- Resistant Materials

The types of activities in which the children take part are:

- Focused practical tasks in which they develop knowledge and practice particular skills, e.g., good hygiene whilst cooking or how to use a needle and thread
- Activities in which they investigate, disassemble and evaluate simple products, e.g., take apart a torch to see how it works
- Assignments in which they design and make their own products, e.g., design and make a biscuit for a particular festival.

Design and Technology is an important part of the New National Curriculum because:

- It pulls together a diverse range of skills from many different areas of the curriculum, especially Math's, Science and Art
- It provides opportunities for the children to be creative, innovative and to draw upon their own experiences
- It involves children making their own decisions and solving problems
- It provides opportunities to develop social skills through cooperative learning.
 - It allows children to explore and shape their environment



Physical Education

Physical Education is an important part of our school curriculum and covers a wide range of activities. These include athletics (indoor and outdoor), cross country, dance, gymnastics, multi-skills, games (hockey, cricket, football, tennis, netball, rounders, tag rugby, tri-golf, outdoor and adventurous activities, plus swimming.

Our aim is for each child to participate in three hours P.E. weekly within school and out of school hours and to become fit. We encourage children to live a healthy lifestyle.

Children from Year 3 upwards go swimming. They are taught to swim with confidence and work through an award scheme using strokes and survival skills, culminating in a personal survival award in Year 6. As transport costs are becoming increasingly expensive to fund from the school budget, we ask for a voluntary contribution of £2 per week per child for the journeys that they make to the swimming baths. This contribution helps to offset the transport costs.

The children are encouraged to develop self-confidence in a full range of varied activities. They are taught to appreciate fair play, honest competition and good sporting behaviour while at school and through life.



Children from Y2 to Y6 have the opportunity to represent the school in indoor athletics and Multi skills competitions. Children from Key Stage 2 are involved in competitive activities in a range of other sports throughout the year. All of the teams are under the voluntary supervision of members of staff or outside coaches. Parents are encouraged to attend and support school teams, and we are fortunate to have many who are willing to provide transport to and from events when necessary.

Moor Hall School has links with outside clubs, county and national associations. Our talented and able children are encouraged to join and many have gone on to represent the school at area and county level.

Annually, we hold a Key Stage 2 competitive sports day and a Key Stage 1 sports day, which is organised entirely by the children in Year 6.

In addition to sporting events, the school supports adventurous activities with a Year 5 residential visit in Wales.

Religious Education

Religious Education is in accordance with the Birmingham Agreed Syllabus. Christianity forms the main basis for the subject but in addition, and to reflect the cultural diversity within our country, other major religions (Sikhism, Judaism, Buddhism, Muslim and Hinduism) are taught.

All religions studied are approached through the study of:

- significant festivals
- important religious figures
- cultural food and dress
- class visits to places of worship in and around Birmingham
- inviting guest speakers into school to reinforce and consolidate all that is learned within the classroom

Parents are entitled to withdraw their children from Religious Education if they so wish and suitable arrangements are made for these children.



Science

Our aims in Science are to enable the children to develop:

- An interest in and enjoyment of Science
- Skills to tackle practical scientific problems with confidence
- Scientific knowledge and understanding

The New National Curriculum provides a framework for our Science work. It identifies three distinct areas of knowledge and understanding which are to be taught throughout Key Stages One and Two.

These are:

- Life processes and living things
- Materials and their properties
- Physical processes

The National Curriculum also recognises "experimental and investigative skills" which are developed through the teaching of the three areas above. The acquisition of these investigative skills is therefore a continuous process.

The school's Science Scheme of Work details how the scientific knowledge, understanding and skills will be delivered through "Units of Work", lasting half a term or a whole term, which build on each other to enable continuity and progression.

These units include electricity, sound, healthy eating, forces, magnets, earth and space, light and dark, heating and cooling, materials, plant and habitats.



Modern Foreign Languages

French

French is taught weekly in Years 2 to 6 by a specialist teacher, Mrs J Winter. There is an emphasis on conversational French and oral work, with grammar rules reinforced. The Pilote and Voila Primary French Schemes are used to develop vocabulary and reflect the lifestyle and background of France. In addition the children are taught a range of games and songs to further extend their knowledge.

The aim is to provide successful and enjoyable learning experiences which will give the children confidence and encourage them to continue their study of French.

Special Educational Needs

It is the aim of the school to provide a curriculum to match the needs of individual children. We believe every child should have the opportunity to achieve his/her potential in all areas of school activity. Our Special Educational Needs Policy is in line with the DfE SEND Code of Practice (2014).

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age, or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority, or
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

For children of two or over, educational provision which is additional to or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

We have a Special Educational Needs Co-coordinator (SENDCo) to coordinate assessment, provision, and review progress alongside the class teacher. We believe in the importance of early identification for any child who may have special educational needs. On-going teacher assessments, end of Key Stage assessments and the Foundation Stage Profile help to identify any areas of weakness.

We use a range of intervention strategies and have resources specifically designed to help children with special educational needs and work alongside outside agencies that support and advise the school. Our school believes that the best way to support, help and encourage children is to work in partnership with parents. We aim to inform parents of our concerns at an early stage and to work together to ensure appropriate provision and to review progress. Any parent wishing to see our SEN Policy may request a copy from the Head teacher or the SENDCo.

Assessment and Reporting

Staff are continually assessing your child's progress. We have a rigorous assessment procedure which monitors individual progress on a half termly basis. Assessment results are used to inform future learning and teaching and aims to ensure that your child makes the best possible progress.

Parent's evenings are held each term to discuss your child's progress. A written report is sent home at the end of each academic year.

Homework

Homework is set to support learning in the classroom. Activities sent home vary according to age and stage of development. In Foundation and Key Stage 1, parents will be asked to support the child with reading, spelling and by playing maths games.

Homework can be a time for sharing - researching a topic, enjoying a book, Parents are asked to sign reading diaries, and ensure that they are brought to school daily. Parents are notified about the timetable for homework via 'Information for Parents' written by class teachers at the beginning of each term.

