



Whitehorse Manor Junior School

Part of the Pegasus Academy Trust



Head of School: Ms N. Achenbach

Executive Headteachers: Mr J. Roberts & Ms L. Sampson

Chair of the Directors & Chair of Governors: Mr R. Hill

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THE PEGASUS ACADEMY TRUST



WHITEHORSE MANOR
INFANT SCHOOL



ECCLESBOURNE
PRIMARY SCHOOL



WHITEHORSE MANOR
JUNIOR SCHOOL

Executive Headteachers: Mr M J Roberts & Ms L D Sampson
Head of School: Ms N Achenbach

Welcome to Whitehorse Manor Junior School, part of the Pegasus Academy Trust.

Whether you are a parent / carer looking for the right school for your child, or a prospective employee of the school, we hope that this information will be useful to you. We have tried to include as much information as possible, but please feel welcome to come and see us personally.

At Whitehorse Manor, we believe that children achieve best when there is a partnership between home and school. We will do everything we can to foster this. We value the fact that the children and staff at this school come from very varied backgrounds and from different countries around the world. Our community is made up of different races and religions and many staff and children speak languages other than English. We think this makes us a privileged community.

We pride ourselves in the fact that our curriculum is designed for the children in our community. We place particular emphasis on the basic skills of literacy and numeracy, and have additional provision for sport and music. We have a wide range of extra-curricular activities and we involve every child in whole school productions. We are proud to have been named in the list of 'particularly successful schools' by OfSTEd in 2005, and recognised as an outstanding school by OfSTEd in 2008.

We look forward to welcoming you personally.

Nina Achenbach
(Head of School, Whitehorse Manor Juniors)

Jolyon Roberts & Lynne Sampson
(Executive Headteachers, Pegasus Academy Trust)

WHITEHORSE MANOR JUNIOR SCHOOL

Whitehorse Road, Thornton Heath, Surrey CR7 8SB

Telephone: 020 8684 3929 Facsimilie: 020 8239 0037 Email: junioradmin@whitehorse.croydon.sch.uk

www.whitehorse.croydon.sch.uk

Staff List 2011-12

Head of School
Assistant Head

Ms N Achenbach
Ms P Smythe

Year 3 Miss J Brewer
Miss A Ishmael
Miss A Richards

Year 5 Ms P Smythe/
Ms C Spinks
Mrs G O'Connor

Year 4 Mr G Powell
Miss N Hall

Year 6 Miss K Holt
Mr M Stephenson

Teaching Assistants

Mrs D Gray
Mrs S Thomas
Mrs A Badchkam
Miss S Rankin

Ms C Smith
Mrs C Scantlebury
Ms M Williams
Miss S Marshall

Mrs D Fox
Mrs S Walker
Miss L McCauley
Mrs S Smith

Sports instructor
Music Teacher

Mr A Smith
Mrs D Matthews

Inclusion Manager
Learning Mentors

Miss J George
Miss S Newnham
Mrs E Vanner
Mr A Badchkam
Miss S Rankin

EAL TA
SaL TA

Office Manager
Attendance Officer

Mrs A Dyer
Mrs D Kissi
Mrs F Soggee

Lunchtime Staff

Mrs V Chandler
Mr S Gadd
Mr E Lamey
Mrs D Reid
Mrs J Weight
Ms M Bigley
Mrs K Webster
Mr R Vanner
Mr J Kissi

Premises Staff

Mr S Gadd
Mrs M Bigley



The Pegasus Academy Trust

Term dates for academic year 2012-2013



	Holiday	Bank holiday									Inset day					First/last day					
Autumn term	SEPTEMBER 2012					OCTOBER					NOVEMBER					DECEMBER					
Monday		3	10	17	24	1	8	15	22	29		5	12	19	26		3	10	17	24	31
Tuesday		4	11	18	25	2	9	16	23	30		6	13	20	27		4	11	18	25	
Wednesday		5	12	19	26	3	10	17	24	31		7	14	21	28		5	12	19	26	
Thursday		6	13	20	27	4	11	18	25		1	8	15	22	29		6	13	20	27	
Friday		7	14	21	28	5	12	19	26		2	9	16	23	30		7	14	21	28	
Saturday	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	28	31		
Sunday	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	31		

Spring term	JANUARY 2013					FEBRUARY					MARCH					APRIL					
Monday		7	14	21	28		4	11	18	25		4	11	18	25		1	8	15	22	29
Tuesday	1	8	15	22	29		5	12	19	26		5	12	19	26		2	9	16	23	30
Wednesday	2	9	16	23	30		6	13	20	27		6	13	20	27		3	10	17	24	
Thursday	3	10	17	24	31		7	14	21	28		7	14	21	28		4	11	18	25	
Friday	4	11	18	25		1	8	15	22		1	8	15	22	29		5	12	19	26	
Saturday	5	12	19	26	31	2	9	16	23	30	2	9	16	23	30	6	13	20	27	31	
Sunday	6	13	20	27	31	3	10	17	24	31	3	10	17	24	31	7	14	21	28	31	

Summer term	MAY					JUNE					JULY					AUGUST					
Monday		6	13	20	27		3	10	17	24	1	8	15	22	29		5	12	19	26	
Tuesday		7	14	21	28		4	11	18	25	2	9	16	23	30		6	13	20	27	
Wednesday	1	8	15	22	29		5	12	19	26	3	10	17	24	31		7	14	21	28	
Thursday	2	9	16	23	30		6	13	20	27	4	11	18	25			1	8	15	22	29
Friday	3	10	17	24	31		7	14	21	28	5	12	19	26			2	9	16	23	30
Saturday	4	11	18	25		1	8	15	22	29	6	13	20	27			3	10	17	24	31
Sunday	5	12	19	26		2	9	16	23	30	7	14	21	28			4	11	18	25	

The Local Governing Body

The Chair of the Local Governing Body is Mr Richard Hill, and he may be contacted via the school office. Your governors are:

Name	Type of Governor
Richard Hill	Community (Chair)
David Wood	Community
Sandra Harriette	Parent
Rochelle Greene	Parent
Aylesha Skrzypczyk	Parent
Roger Taylor	LEA
Jolyon Roberts	Executive Headteacher
Nina Achenbach	Head of School
Nicola Hall	Staff
Steve Gadd	Staff



Admissions

Applications for places at Whitehorse Manor Junior School are handled by the school office in accordance with Croydon Council procedures. Parental preference is the overriding factor in the school's allocation of school places. The school will not choose which pupils are to be admitted. When the school is over-subscribed, places will be allocated by a non-selective process which is as fair as possible.

Allocating Places

If the number of first preferences is smaller than or equal to the number of places at a school, all first preference applicants will be offered a place.

If the number of first preferences for a school is larger than the number of places, the allocations will be made in the following order:

Siblings

children with siblings who will be in the school at the time of enrolment of the new pupil;

(separate infant and junior schools on the same site count as one school for this purpose)

(sibling priority also applies to pupils, other than brothers and sisters, who are part of the same family unit and who are resident at the same address)

Medical

pupils with serious medical reasons for needing to attend the particular school; these must be verified by the family doctor and declared at the time of application if known at that time;

(For primary school admissions, the medical condition of a parent may also be taken into account.) Decisions on priority of admission on medical grounds will be made on the basis of recommendations received from the Authority's Medical Adviser.

Geographical Grounds

Places are then allocated on the basis of two geographical measurements, taken by the shortest reasonable and lit walking routes:

- from the pupil's home to the school;

- from the pupil's home to the nearest alternative community school at which a place can be made available ;
(those for whom the journey to the nearest alternative community school would be unreasonable and those closest to the preferred school will be offered places up to the school's admission limit)

Pupils with Statements of Special Educational Needs

Pupils with statements which indicate that mainstream schooling is appropriate will usually be allocated places before the process for non-statemented pupils in the same age group is conducted.

This does not mean that parents of statemented pupils can choose their school. The policy provides for the application to be considered before the main allocation process begins so that early and meaningful consultation can take place about the named school. Only where agreement is reached on the named school will the place be allocated before the normal admissions process begins for other applicants. Wherever possible, when agreement is not reached and where the pupil cannot qualify for a place at the preferred community school under the normal admissions policy, a place at the school will be held pending the decision of the SEN Appeals Tribunal.



'Mid year' Admissions

The process described above is that used for dealing with large numbers of children of the same age entering school at the same time – at ages 4 and 11 (note: children transferring from "feeder" infant schools to linked junior schools have priority of admission). Many applications have to be processed individually at other times as pupils transfer between schools for whatever reason. For these pupils, parents will be advised which schools are known to have places and a statement of preference will be invited. If the preferred school has a place available it will be allocated. If the school is full the nearest alternative school with a place will be offered and the applicant will be placed on the "waiting list" of the preferred school

Waiting Lists

Parents may request that their application is kept on file until a place at a preferred school becomes available. The pupil must remain on the roll of another school at this time. When a place becomes available in an otherwise full school, all current applications for a place in the year group will be considered equally.

The Council will not, therefore, maintain ordered waiting lists for schools. Information can be provided to parents about the order of priority of applications for a school being held at a particular time but no guarantee can be given that higher priority applications will not be received by the time a place becomes available.

Full details of admission arrangements are available from Croydon Council.

The School's Ethos and Values

Pegasus People do it 'The Whitehorse Way'

The government primary strategy 'Excellence and Enjoyment' published in 2003 says 'Schools are very diverse, each with their distinct identity. We intend to help them build on their diversity and their ethos. Schools should feel empowered to develop their own rich and varied curricula'.

The individual character of our school is encapsulated in a statement that we call '**The Whitehorse Way**'. This makes clear to everybody, adults and children alike, in plain language what it is that makes our school special



- *We care.*
- *We are proud of ourselves and proud of each other.*
- *We are safe, healthy and happy.*
- *We have good manners.*
- *We strive to be independent learners.*

We aim to offer maximum opportunity to every pupil to excel, irrespective of identity, 'race', cultural tradition or community experience.

Our aim is to ensure that we provide genuine equality of access, opportunity and treatment for all our pupils.

Respect and Tolerance

We aim to foster an ethos of respect and tolerance in the school so that everyone can develop a sense of personal identity.

We aim to foster this learning through the knowledge, understanding, skills and attitudes which place emphasis not only on learning about diversity but also on values and concerns which different cultures have in common.

Our aim is that each person is able to develop a sense of identity which is confident, strong and self-affirming, open to change and receptive and generous towards other identities and willing to learn from other identities.

Building Confidence

We aim to build confidence in our pupils by ensuring that the pastoral curriculum provides opportunities for all pupils to take an all-round view of their own learning, progress, behaviour and development.

We aim to develop self-esteem, confidence and motivation in all aspects of their lives so that there is no artificial split between the academic curriculum and the pastoral.

We aim to offer a range of teaching styles, including those which foster confidence, motivation and a sense of personal worth by drawing on pupils' own personal experience.

A Full School Life

We aim to offer a full school life, which will prepare all pupils for the shared responsibility of citizenship in modern Britain and the world.

Consistency and Fairness

We aim to ensure consistency and fairness throughout the school by making sure that all pupils are aware that staff have very high expectations of them, and are continually challenging all pupils to achieve higher standards.

We aim to foster a positive atmosphere of mutual trust and respect amongst pupils, in which all pupils feel affirmed, safe and unthreatened and that all staff follow agreed procedures for dealing with racist, mistaken or insensitive comments made by pupils.

A Safe and Happy Environment

We aim to create a safe and happy environment in which every child has the right not to have to fight; to expect people to be kind; not to be made fun of; not to be scared of others; to have friends; not to be made to feel sad; not to be scared to come to school; to be safe. Staff work hard to create a stable and secure environment for pupils through the way they deal with them and the way in which they react to children.



Equal Opportunities Statement

The Governing Body supports Croydon's equal opportunities policy.

In society many people are undervalued and may experience disadvantage because of their colour, race, culture, religion, class, gender or special educational needs.

We, at Whitehorse Manor Junior School, feel that every person should be valued and respected equally and that everyone should have the same chance to realise their full potential.

We want our children to play a positive role in society where cultural diversity is recognised and respected.

We shall do our best to appreciate everyone: we will show respect for each other through the way we interact with each other.

Staff at Whitehorse Manor Junior School work to ensure that all children and adults are valued and respected as individuals.

Differences in ethnic group, social, religious and cultural background are celebrated.

All children are expected to participate in the whole curriculum and attain the highest possible standards.

Racism

All children and adults must be encouraged to understand how wounding racist behaviour can be and must appreciate how seriously it is regarded in our school.

Incidents of racism will be treated in the following manner:

- The incident will be dealt with immediately
- The injured party will be comforted
- The offending party will be reprimanded
- If necessary the incident will be discussed later with either or both children
- If racist incidents occur persistently parents will be asked to enter into a partnership to resolve the issue
- All racist incidents are reported termly to the Director of Education.

School Uniform

The school colours are burgundy and grey. Children are expected to wear a school sweatshirt, cardigan or jumper, with the school logo. These are available from '**Bubble Gum**' 113 High Street, Thornton Heath. In addition children should wear a white polo-shirt or shirt, grey trousers or shorts, grey skirt or pinafore and sensible black school shoes. No boots, sandals or trainers are allowed. Black trainers with a sporting brand label are not a substitute for black school shoes. In the summer

term, girls may wear a school summer dress, which is a standard red gingham check. Socks should be plain grey, black or white. Tights should be plain grey, black or burgundy, and of suitable thickness. The school shop also stocks school ties, should you wish to purchase them. Any headwear worn for religious purposes, such as hijabs



or turbans, must be black or burgundy. Only Pegasus branded baseball caps can be worn.

PE kit

PE kit consists of a plain white t-shirt and black shorts for gymnastics and dance and children are barefooted. For games and athletics, the same kit is used, but with socks (no tights) and trainers or plimsolls. For outdoor games, black tracksuit bottoms and school sweatshirts may be worn. All children must change for indoor and outdoor PE. Clothes should be non-restrictive, but baggy clothing is unsuitable and a potential safety hazard. We ask for a tee-shirt with short sleeves and not a vest. PE bags are available from the school shop. Children who forget their PE kit will be asked to sit out and observe the lesson and a letter will be sent home.

All clothing should be clearly named. Lost property is returned to its owner if named. The school sells PE bags at the school shop

Jewellery and hairstyles

Apart from small stud earrings, jewellery is not allowed in school. In preparation for secondary school, we expect hair to be kept sensibly neat and tidy. Mohican hair styles, colours, extravagant or brightly coloured hair accessories and shaved markings or tramlines in hair or eyebrows are not acceptable.

Book bags

Most children choose to purchase a book bag and these are available from the school shop. This gives them a place in which to store their reading books, reading diaries and homework.

Mobile phones

Mobile phones are not allowed in school except by special arrangement by the class teacher. If the class teacher allows a child to bring a mobile phone it must be given to the class teacher to store at the beginning of the day and will be returned at home time.

Free school meals

Free school meals will be awarded to children whose parents are receiving any of the following benefits:

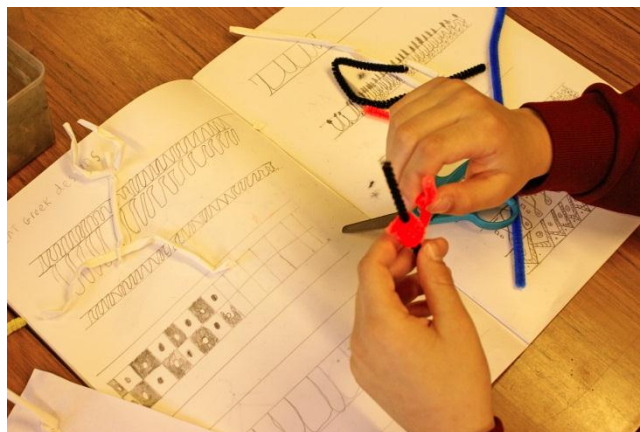
- Income Support;
- Income-based Job Seeker's Allowance;
- An income related employment and support allowance;
- Support under part VI of the Immigration and Asylum act 1999;
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual joint income (as assessed by Revenue and Customs) that does not exceed £16,040
- The 'guaranteed' element of state pension credit.

Applications should be made to the school.

Organisation for Learning

Classes are arranged according to age and are of mixed ability. Children are organised and taught in a variety of groupings such as individually, as a class, in a mixed ability groups or in a similar ability group, depending on the learning activity.

On one afternoon per week, from 2:00pm-3:05pm, we run enrichment sessions in which the children have access to a wide range of activities.



The school day

The school day begins at 9.00am and finishes at 3.15pm. The doors are opened at 8:45 am allowing a prompt start at 9:00am. We also have a breakfast club which operates from 7.45am. If it is wet children and adults wait under the canopy area. Children should be collected promptly at 3.15pm from the front of the school, unless participating in an after school activity, when they should be collected at the time arranged.

For safety reasons, children and adults are not allowed to enter or leave the school premises by the back gate.

Please contact the school if you are unable to collect your child at any time or if you anticipate being late. Children who are not collected on time will be kept in the Learning Mentors' office until a responsible adult arrives to collect them. This adult will be expected to sign the lateness register which explains why they were late. Children cannot be released into the care of an unknown person. Parents must provide authorisation for another person to collect their child. Although older children may walk home from school unaccompanied, children who have appointments in the middle of the school day must always be collected by a responsible adult. We reserve the right to place your child in our after school club and charge you for the privilege.



You should always try to contact the school if you are unable to collect your child. In cases where children are not collected and no contact with parents can be made the school adheres to Croydon Council's agreed protocol. Copies are available from the school office.

Visiting the School

Parents are welcome to visit the school to meet with staff. If you wish to see a member of staff or visit your child's class during the school day, please telephone to make an appointment. Staff are happy to see parents after school and will do their best to be available. However, they are often involved with after-school activities and may need to rearrange for a more convenient time.

The Head of School will always see parents at short notice if she is available, or by appointment. If this is not possible, and the matter is urgent, the Assistant Head or Senior staff may be available to help you.

Complaints

We hope you will be happy with the efforts that are made by the school to ensure your child receives the best possible education whilst at Whitehorse Manor. However, we understand that there may be occasions when you feel that you wish to make a complaint. The school has a well-documented complaints procedure, a copy of which can be obtained from the school office or can be found on the school's website. Any matters of concern should be made in the first instance to your child's teacher. If the matter cannot be resolved the Head of School should be informed. You may then involve the local governing body, and failing this, the directors of the academy trust.

Attendance and punctuality



Attendance and punctuality are very important. Please make sure your child attends regularly and arrives on time. We open the school at 8:45 and children may go to their classrooms at this time. The morning register is taken promptly at the beginning of the day. Any child arriving after 9.00am is late, and this is recorded. If your child arrives after 9.25am, the absence is unauthorised and is reported to the school's attendance officer.

If your child is unwell and cannot come to school, you should inform the school on the first day of absence by telephoning **020 8684 3929 and press '1'**. You can leave a message here which will be picked up by the school's office staff. If you do not use this method, you must give the reason for your child's absence in writing, otherwise it will be recorded as unauthorised.

Exceptional leave

Parents / carers should not take their children away from school during term time for holidays. However, the Head of School is permitted to authorise exceptional leave for a maximum of ten school days in any one academic year in emergency circumstances. A form is available from the office requesting exceptional leave and must be submitted before the absence begins. Please be aware that the Head of School, working with the school's educational welfare officer (EWO), has the power to issue a 'fixed penalty notice' if parents decide to go ahead with exceptional leave that is not requested and authorised in the correct way

Commitment to sustainable travel

In our school travel plan we commit to:

- improving the safety of journeys to and from our schools;
- reducing the number of car trips made by staff and parents;
- increasing awareness of the alternatives to driving;
- encouraging the use of walking and public transport on the annual school journey and during visits;

The most popular form of transport for children at Whitehorse Manor Junior School is walking. Most of our children live close to school and parking facilities around the school are limited. We encourage all parents and staff to avoid driving whenever possible.

Lunchtime at School

Children have lunch between 12.30 and 1.25pm in the gym. Classes enter on a rota basis so that all children get the opportunity of being first and last! Children may have a school lunch (free to those eligible for a free meal, £2.10 per day for others), or may bring sandwiches. We are a 'cashless' school and school meals must be paid for using 'Paypal'. Pupils may also bring a drink, but only in plastic bottles or cartons, and the drink must not be fizzy. We operate a healthy eating and 'nut free' policy and children should not bring sweets or confectionary bars in as part of their lunch. Pupils may also go home for lunch provided they are collected from school and return by 1.10pm.

Pupils should not bring games from home to play at school as they may get lost or broken. The school will provide games and equipment for playtime sports.

Healthy schools

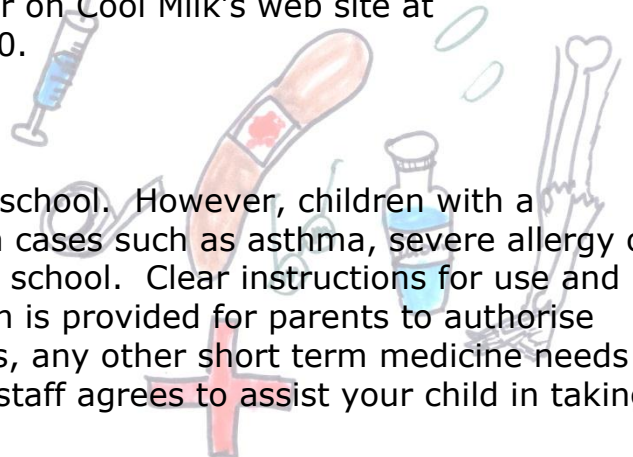
Because we are a healthy school we do not allow sweets or crisps at playtime. Children are welcome to bring fresh fruit in as a snack and we sell apples on the playground for 20p each day. We do allow children to bring wrapped sweets for their birthday to share with others at home time. The school has a policy which covers all aspects of food and drink in school which is available on our school website.

School Milk

Our school milk is provided by Cool Milk at School Ltd and stored in a fridge until use. Parents are invoiced directly from the company. If you wish your child to have milk, either collect a form from the office, or register on Cool Milk's web site at www.coolmilk.com. Our school code is 2090.

Medicines

As a rule, medicines should not be brought to school. However, children with a continuing need for medication, for instance in cases such as asthma, severe allergy or ADHD, are allowed to keep their medication in school. Clear instructions for use and dosage must be given to the school and a form is provided for parents to authorise their child to take such medicines. In all cases, any other short term medicine needs to be prescribed by a doctor. If a member of staff agrees to assist your child in taking



their medication this is done on an entirely voluntary basis and with the parent taking full responsibility.

Illness and Accidents in School

If a child becomes ill or has an accident at school, parents /carers are contacted by telephone. There is always a trained first-aider on the school premises who will deal with your child if necessary. If hospital care is required, we will expect the parent / carer to take the child. However, in an emergency an ambulance may be called and a member of staff will accompany the child until a responsible adult arrives.

It is therefore essential that we always have your up-to-date contact numbers and alternative numbers, should we be unable to contact you.

Charging Policy

State Education is free and we make no charge for your child's education. However, as part of our curriculum, children go on trips or we arrange other activities in school that can only take place if parents contribute to their cost. We will occasionally ask you for a voluntary contribution towards such costs and we will keep them to a minimum and as low as we can. Without these contributions, trips and extra activities cannot take place.

We provide children with the pens, pencils, etc. that they require. However, some children lose or damage these items, and they are expected to replace them as necessary. We operate a school 'shop' where necessary items may be purchased at cost. This takes place on Monday and Friday mornings from 8.45 – 8.55 in the atrium area.

A charge is made for pupils to receive instrumental music tuition, and for some clubs where additional expense is incurred. Full details will be provided if this involves your child.

Data Protection Act – Fair processing notice.

Schools, Local Authorities (LAs), the Department for Education and Skills (DfES), the government department which deals with education, the Qualifications and Curriculum Authority (QCA), Ofsted and the Learning and Skills Council (LSC), the London Borough of Croydon (Social Services and Education departments) and Croydon Primary Care NHS trust all process information on pupils in order to run the education system, and in doing so have to comply with the Data Protection Act 1998. This means, among other things, that the data held about pupils must only be used for specific purposes allowed by law.

Information on what these agencies use this information for is contained in Croydon education department's fair processing notice which can be found on the policies page of our website.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the school at Whitehorse Manor Junior School, Whitehorse Road, Thornton Heath, CR7 8SB
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE;
- LSC's Data Protection Officer at Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT;
- the DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the information requested.

Separately from the Data Protection Act, regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's educational record at the school. If you wish to exercise this right you should write to the school or provide us with 24 hours notice.

Behaviour

We have a clear behaviour policy, available on our website, and keep parents informed about behaviour via a 'sunshine card' which children bring home each evening, and which parents are expected to sign once a week. Behaviour is taught to children and should be reinforced at home. At Whitehorse Manor Junior School we aim to create a happy, safe, caring and stimulating environment for all. We aim to encourage self-discipline and to keep rules and regulations to a minimum. As members of the community we aim to build positive relationships with each other, with the children and their families. As members of the school community we all have rights and responsibilities. We believe that everyone at school is important and to be valued. We expect each individual to respect others, their families, culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

This means:

1. Keeping calm
2. Listening carefully
3. Being sensitive to others' points of view
4. Being consistent in our dealings
5. Using humour and praise wherever possible
6. Not talking negatively about children in front of them or in front of other children.
7. Learn to ignore unrealistic threats, so we are careful to talk about sanctions we mean to uphold.
8. Admitting when we are wrong.



Adults should at all times set a good example – being confident, firm, reasonable, realistic and fair.

The most important rule, for adults and pupils alike, is to

EXPECT GOOD THINGS

EVERYONE AT SCHOOL

- is important and valuable
- is here for a purpose
- has an important contribution to make

SHOW RESPECT

- for every person
- for property and the school environment

TREAT

- everyone as an individual

Time is allotted in the classroom and assembly to talk about acceptable and desirable behaviour. There will be a practice of praising good behaviour throughout the school.

POSITIVE BEHAVIOUR – will be recognised by

- praise from adults and peers
- a sunshine day stamp in the 'sunshine card'
- being given responsibilities e.g. monitors
- using reward stickers
- whole school systems such as house points, blue beads, lining up points etc.
- sharing achievements with other staff
- sharing achievements with other classes in assembly
- special rewards such as top table, common room or tea time

Bullying

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We have an anti-bullying policy which gives this definition of bullying:

- 1. Bullying is ongoing. It is not the same as a conflict between two individuals or a random unprovoked aggressive act.**
- 2. Bullying is deliberate and often premeditated.**
- 3. Bullying is unequal – it involves a power imbalance (this can result from size, number, higher status or as a result of having access to limited resources).**

We will deal with any incidents of bullying according to our policy which can be found on our website.

Children can confidentially report bullying via the 'bullying box' in the atrium area or by speaking directly to their teacher, the Head of School, Assistant Head or Learning Mentors.

Homework

Homework is important because:

- It can help pupils make more rapid progress in learning
- Working at home can provide a quiet and private space for thoughtful work of all kinds
- It can allow valuable practice of skills learned in the classroom
- It can involve parents / carers and other in the pupil's work for their mutual benefit
- It forms a link with the methods of study crucial to success later in secondary school

Homework is set in accordance with our homework policy which is approved by governors. Homework will involve reading, an online based maths program ('Mathletics') and one other piece of homework. Homework is set on a Friday and must be returned by Wednesday. This allows time for children to raise questions about the homework set on a Monday or a Tuesday. **Teachers cannot guarantee to mark homework that is submitted late.**

Each pupil has an orange homework diary which should be used regularly as a contact book between home and school. Children are expected to read every day for a minimum of ten minutes. Parents / carers are asked to sign the reading record every day to confirm that the child has either read to the parent or the parent has witnessed the child quietly doing their reading.

You can help your child by:

- Checking that homework details are filled in clearly and regularly in the book
- Signing the record daily when your child has read
- Organising your child's time to the best advantage so that things are not left to the last minute or forgotten
- Trying to make sure that there are suitable working conditions at home
- Taking a positive and active interest in your child's homework rather than just insisting that it is done
- Letting us know if there are problems with homework that you cannot resolve. Contact the class teacher in the first instance who will be glad to help.



After school clubs

The extended schools' co-ordinator, Mrs Christopher, organises a number of clubs after school which parents are informed about each term. Clubs normally run for between 6-10 weeks before the next set begin. Details are posted on the website and parents should ensure that they arrive promptly to collect their children at the specified time. Some after school activities (for instance sessions at the Crystal Palace Study Support Centre or academy football training) take place off the school site and in these cases permission is sought from parents before children are enrolled.

Special Educational Needs

Every child has individual needs and brings different experiences, talents, interests and strengths to our school.

Our intention is for each child to reach his or her maximum potential in a caring supportive environment, that provides equal opportunities for all, and to create an inclusive environment in which every child is able to access the whole curriculum.

Our aims are:

- To ensure equality of opportunity/entitlement and access to the curriculum for all children
- To maintain a programme of support and referral that will enable the children to receive the help they need quickly and effectively
- To ensure that parents are able to play their part in supporting their child's education
- To outline the provision for identifying, assessing and meeting special educational needs
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems
- To develop skills in identifying children with learning problems and construct suitable programmes of work
- To identify roles and responsibilities of staff in providing for children's special educational needs
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow
- To take into account the wishes of the child relevant to their age and comprehension

Procedures for identification, assessment and review are conducted in accordance with the Code of Practice and follow the graduated response based on the categories School Action, School Action Plus and Statement.

Children who may need special consideration in our school include those who:

- have a physical or sensory need
- have a general or specific learning difficulty
- have a different level of achievement from their peers
- have a behavioural problem
- have a social or emotional problem

At this school we believe in the early identification/assessment of Special Education Needs, and use a variety of means. Where a child needs support that is different from or additional to the differentiated curriculum within the class, an Individual Education plan, outlining provision, is drawn up by the class teacher, in liaison with the Inclusion Manager (IM), giving due regard to the opinions of the parents and of the child, where appropriate. Children are consulted about their own targets and take some responsibility for achieving them.

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. In order for parents to be active partners it is essential that they fulfil the following responsibilities:

- Uphold the Home-School agreement
- Ensure children attend regularly
- Attend parent consultation and review meetings
- Meet with other agencies/services as required
- Support work at home
- Keep school fully informed at all times

The class teacher informs the parents at the earliest opportunity to alert them to concerns and to enlist their active help and participation.

'Gifted and talented' children

The Department for Education defines 'gifted' children as those within the top range of a class in any academic year. 'Talented' children are those who demonstrate abilities in the Arts and sport. We make special consideration for these children at our school and have been awarded the NAACE (National association for able children in education) challenge award for our work in this area. We provide extra opportunities for these children through extra-curricular work and differentiation within class. We identify these children by the use of a survey when children join us in Year 3 and through our classroom observations. We formally recognise their abilities by presenting a 'gold award' each half term.

Sex and Relationship Education (SRE)

Our policy was written in 1996 after consultation with parents, and amended in 2005. Sex and Relationship Education is an integral part of our PSHE curriculum. It is taught within a moral framework which is sensitive to the needs and beliefs of all pupils and their parents / carers. 'Relationships' is a SEAL (social and emotional aspects of learning) topic, taught in each year group. The human reproduction aspect of SRE is taught at the end of Year 5 and linked to the science curriculum

At levels appropriate to the age and ability of the children, we aim to:

- Develop self-awareness, self-esteem and respect for others
- Develop skills to make choices and decisions
- To understand about family life and the relationships within family networks, friendships and the community
- Encourage personal hygiene
- Enable pupils to know and identify the internal and external body parts
- Enable pupils to know about reproduction and sexual activity
- Enable pupils to know about puberty, menstruation and the emotional and physical changes they cause
- Help children to recognise physical, cultural and emotional similarities and differences
- Develop an awareness of personal safety and acquire assertiveness skills
- Introduce pupils to the subjects of HIV, AIDS, other STDs and contraception. To answer related questions about sensitive issues when raised

The full policy is available to parents on request and parents will be consulted before any changes in the policy.

The sex education builds on the work covered in the Key Stage 2 science curriculum. Where discussions relating to sex education arise as part of a National Curriculum subject, the governors will accept the professional judgement of the teacher regarding the discussion as long as it conforms to school policy.

Requests for withdrawal from sex education must be made in advance to the Head of School. Parents will be informed in advance of sex education lessons (in Year 5) and given an opportunity to view the material used.

English

Our aim is to ensure that children are able to use English confidently, appropriately and accurately to the best of their ability.

We encourage children to:

- read and write with confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

The school follows the National Strategy offering daily, hour long lessons in 'literacy' with all classes undertaking extra opportunities for reading, spelling and writing in sessions at other times during the week. The National Curriculum for English includes the requirement that English should take place within the contexts of Speaking and Listening, Reading and Writing:

Speaking and listening

Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose texts. We stress the importance of talking and listening through every area of the curriculum. We encourage children to share ideas, to put forward reasoned arguments and to listen to other people's viewpoints. They take part in assemblies, performances, express and justify opinions and preferences and respond to each other thoughtfully. If English is not a child's first language, extra support is given by EAL support staff.

Reading

Children have reading activities every day; it has a high priority at WMJS. Each class has access to a range of high quality fiction, poetry, drama and non-fiction texts, which children are encouraged to use, enjoy and evaluate. Parents are invited to work in partnership with the school in developing their child's ability to read. Children are able to borrow books regularly to read at home and parents are expected to sign their child's Homework diary/Reading Record regularly.

Writing

Our children are taught writing during daily literacy lessons and within other subjects. This involves the children learning the basics of grammar, punctuation, spelling and handwriting, as well as writing for different purposes and audiences. We want our children to develop into fully independent writers able to use all the various styles and conventions of writing. They are provided with opportunities to evaluate and improve their work through editing, proof-reading and redrafting. Writing and reading are seen as complementary. Children are taught to use a cursive script and all classes have weekly spelling activities; more opportunities for you to help at home!

Mathematics

"Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways".

(Mathematics, The National Curriculum for England 1999)

Numeracy is a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an ability to solve number problems in a variety of contexts.

At Whitehorse Manor Junior School, numeracy and mathematics are closely integrated with children developing a proficiency in numeracy through the wider contexts of mathematics.

Our aims for the teaching and learning of mathematics are founded on a belief that ALL children should enjoy equality of access to the provision of a high quality curriculum that will:

- extend each child to his or her fullest potential, building on previous experiences and recognising individual capabilities.
- enable children to achieve a high standard in numeracy and a range of other mathematical skills and apply these skills with confidence and understanding when solving problems
- foster interest, confidence and enjoyment in mathematics and inspire children to appreciate the mathematics of many cultures
- provide opportunities to apply mathematical learning in everyday situations and enable children to use and apply their knowledge in the world outside.
- enable children to have a sense of the size of a number and where it fits in the number system and know by heart number facts such as number bonds, multiplication facts, doubles, and halves.
- enable children to:
 - (i) calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies and understanding of the required operations,
 - (ii) recognise where it is appropriate to use a calculator, and be able to do so effectively.
- encourage children to explain their methods and reasoning and use correct mathematical terms and to judge whether their answers are reasonable and have strategies for checking them.
- provide contextual challenges which span the whole application of mathematics, including the use of data, geometry and measures.

Organisation

Children are taught mathematics using the structure and planning of the National Strategy. The areas of mathematical learning covered are: using and applying mathematics, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data. Lesson objectives are always shared with the class and expectations made clear. The daily maths lesson includes:

- *A Mental and Oral Starter:* Warm-up, practise and recall of skills involving the whole class.
- *A Main Teaching Activity:* Direct teaching through demonstrating, modelling and discussion. Teachers use a variety of resources and mathematical language during this part of the daily maths lesson. Children participate actively in activities related to the learning objective.
- *A Plenary:* Reference is made to the learning objective of the lesson.

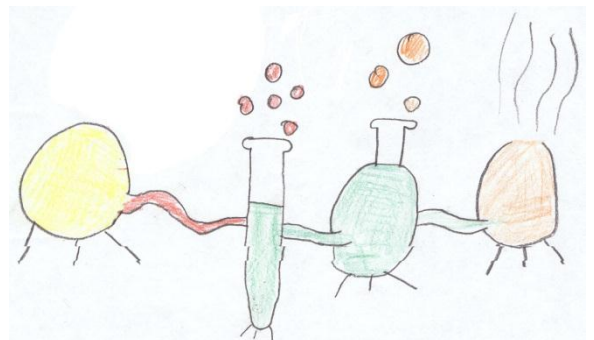
All mathematics lessons are based upon common objectives for the class. Within each part of the Mathematics lesson, there is suitable differentiation to meet the needs of the whole class, groups and individual children, including where appropriate, expectations relevant to different year groups.

Science

In our Science curriculum, children learn about:

- A wide range of living things: humans and other animals, green plants, identifying locally occurring plants and animals, protecting living things and the environment and micro-organisms.
- Materials: grouping and classifying materials, changing materials and separating mixtures of materials.
- Physical processes: electricity, forces, light, sound and the Earth and Beyond.

Children apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They carry out systematic investigations and use a range of reference sources. They make links between ideas and communicate their findings using a wide range of scientific language, conventional diagrams, charts and graphs.



Religious Education

Aims

1. To develop children's knowledge and understanding of the beliefs and practices of different religions
2. To enable pupils to understand and reflect upon the religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for the meaning of life
3. To develop children spiritually and personally by providing opportunities for them to explore and express their own responses and personal beliefs.

Throughout the teaching of RE, we want to develop positive attitudes and values such as positive self-esteem, a respect for others and their beliefs and an appreciation of the natural world. These are integral to the teaching of RE in school.

We follow the agreed syllabus for RE in Croydon Schools. Daily acts of collective worship are held in the school. In line with legal requirements these are of a broadly Christian nature. We aim to organise assemblies that value and respect all our children and their families so that everyone feels able to participate.

Parents have the right to withdraw their child from religious education and collective worship. The head teacher would value a discussion about this before a final decision is made and to discuss alternative provision for those pupils.

Information Technology

We believe that Information Technology (IT) should be approached as both a taught subject and as an integrated tool used to enhance all aspects of learning. All children, irrespective of gender, race or ability use IT to enhance and extend their learning in all subjects. We aim to enable children to gain the confidence and capability to use IT in everyday life. Our school has a high speed dedicated broadband connection to the Internet, and children use wireless netbooks to access the web. Children have access details for Fronter, our managed learning environment (MLE) and can access resources and educational games via this at home and at school. Pupils have the opportunity to use data logging; control robots; voice recorders; video and still cameras; sound production equipment and interactive whiteboards.

Thematic curriculum

In September 2008 we launched our thematic curriculum in which 5 subjects that were previously taught separately, namely history, geography, art and Design Technology (DT), and Information Technology (IT), are combined into themed work which is more meaningful to the children. There are 2 themes per year for each year group with each theme running for half of an academic year. At present our themes are:

Year 3	All about me
	Out and about
Year 4	Explorations and encounters
	On the move
Year 5	Invaders and settlers
	Sights and sounds of India
Year 6	Greece is the word
	Walk like an Egyptian

In our planning for our thematic work we use the best elements of many different schemes of work, as well as original material that teachers themselves have contributed. The work moves towards children engaging in independent research and they are carefully guided towards this by teacher led whole class sessions and 'carousel' work in which some groups are working independently and some groups are working with an adult. These groups then rotate (hence 'carousel') for the next session so that all groups get equal access to adult direction. Of course if children encounter problems the staff are still there to help.

By independent research we do not mean that the children are left to work without any adult intervention but rather that the direction their learning takes at this stage is

determined by the child. If they are not confident working on answering their own questions it may be that they would work with another child or in a friendship grouping. Some suggestions of what this independent work might constitute are: library research, using the internet, devising a questionnaire, taking photographs, recording a spoken answer. Answers may be **recorded** as a written piece, a table, an ICT presentation ('2 connect' or 'Powerpoint'), labelled photographs, a labelled diagram, a picture, a sculpture, a recording, a video, something that is cooked (photographed), a model (photographed), a comic strip etc.

Independent research is arranged when all previous lessons have been completed to a good standard. It may be that some children only get a few sessions of independent work as the emphasis is on quality not quantity.

Enrichment

One afternoon per week, children take part in enrichment activities. These include a modern foreign language (French), keep fit and art based activities. We consult with our pupils through our school council to ensure that we adapt our enrichment activities to the preferences of our pupils.

Music

Music is important for all children and is a big feature of our school. It helps to develop the child's short and long term memory, the ability to perform from visual signs and symbols, and the ability to listen with concentration. Playing an instrument extends these skills and develops co-ordination and control. Children are given opportunities to perform, giving them greater confidence to express themselves and have opportunities to sing, play instruments, compose and listen to music. There are regular weekly music lessons given by specialist music teachers and many informal opportunities for music making.



Music is used in assembly and in other lessons including Art, Drama, English, History, P.E., R.E. and Science. Children sing and listen to music in assembly. The School has a good range of percussion instruments which the pupils learn to play in composition and performance. They are encouraged to listen attentively and use appropriate language to talk about music. Music making is an important part of the social and community life of the School. Pupils may be considered for learning one of the instruments taught at the school. Full details are available separately.



The school has a choir, open to any pupil at the school. Pupils who sing in the choir or play an instrument are often given opportunities to perform at venues such as the Fairfield Halls.

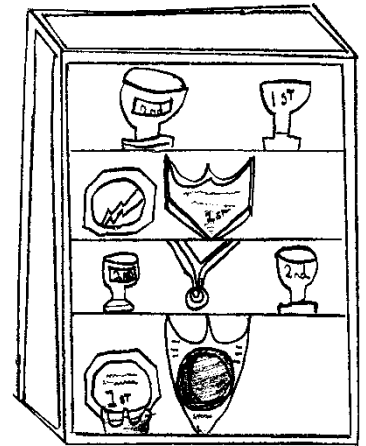
Physical Education

Physical Education forms an essential part of the curriculum at Whitehorse Manor. It educates pupils in the knowledge of the body: how to use their bodies efficiently and effectively, and the importance of a healthy lifestyle. A balance of individual and team, co-operative and competitive activities cater for each pupil's ability and potential.

We cover a wide range of activities throughout the Key Stage where pupils have the opportunity to learn new skills whilst consolidating and building upon existing ones.

The children are taught through the following areas of activity:

- Games: *football, basketball, hockey, netball, lacrosse, volleyball, tennis and cricket*
- Gymnastics
- Dance
- Athletics
- Swimming



There are also a wide range of extra-curricular sports clubs which children who have a particular interest or talent are encouraged to join. After school clubs are an enjoyable and useful way of extending opportunity to those children. As part of these clubs children may have the opportunity to represent the school in competitions and tournaments. A list of clubs for each term is provided on the school's website.

All PE clothing should be named and taken home at least each half term to be washed. Records will be kept of those not participating and contact made with parents for those children who persistently forget their PE kit.

If a child is not participating in a lesson due to illness or injury, etc. this should be backed up by a letter from home.

Watches should be removed during PE. Long hair, below shoulder length, is a safety hazard and must be tied back carefully. If children are wearing small stud earrings, the only jewellery allowed in school, these are worn at their own risk. Children are welcome to remove stud earrings for PE.

Swimming certificates

The National Curriculum sets the target that all children should be able to swim 25m by the time they leave their junior school. We put a great deal of time into making sure that our children achieve this target through regular swimming sessions at Thornton Heath pool. As an aid to motivation we award certificates from the Swimming Teachers' Association along with cloth badges to sew on tracksuits. We ask for a contribution of £1 from parents when these certificates are awarded at 5m, 10m, 25m, 50m, 100m and 200m.

Please note: Swimming is a required subject within the National Curriculum and therefore is not optional.

Whitehorse Manor Junior School

Whitehorse Road
Thornton Heath
CR7 8SB

Telephone: (020) 8684 3929

Facsimile: (020) 8684 5379

Email: junioradmin@whitehorse.croydon.sch.uk

Website: www.pegasusacademytrust.org

