



## **Primary Phase**

*"Excellence is our standard"*

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PE32 2QT

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**Headteacher**  
Robert Martlew

**Assistant Headteacher, Head of Primary Phase**  
Kate Atkins

**Chair of Governors**  
Gary Hinchcliffe

## **Welcome from the Headteacher and Assistant Headteacher, Head of Primary Phase**

Dear Parent or Carer

Welcome to Litcham School. We hope you will find all the information you need in this prospectus and that you will get a flavour of what makes this such a special place, an all-through school for children aged 4 to 16.

We provide primary education for the children of Litcham, Mileham, Tittleshall, East and West Lexham, Kempstone and Longham but, every year, we also welcome children from many other villages. Once on roll, our pupils are automatically entitled to a place in the secondary phase of Litcham School.

Our aim is to offer a broad and balanced primary education that provides the inspiration, challenge and support in which children feel happy and secure and can develop their talents to become rounded, confident individuals. Our all-through status means that we can draw on lots of extra resources, expertise and facilities to provide a very wide range of opportunities and experiences.

We love the outdoors here at Litcham and try to make best use of our wonderful school grounds. Outside learning opportunities lie at the heart of much of our curriculum, as does using the resources of the local community. Class trips and visitors to the school are a vital 'hook' to inspire and encourage a love of learning, so every class has several opportunities each year to participate in such activities.

We hope you like what you read here. If you would like to learn more about the school, please contact us to arrange a visit. We look forward to meeting you.

Yours sincerely



**Kate Atkins**  
**Head of Primary Phase**



**Robert Martlew**  
**Headteacher**

## Litcham as part of Synergy Multi Academy Trust

Litcham benefits significantly from being part of the Synergy Multi Academy Trust which consists of the following schools:

Astley Primary

Bawdeswell Primary

Corpusty Primary

Fakenham Infants

Fakenham Juniors

Foulsham Primary

Mattishall Primary

Reepham Primary

Reepham High School and  
College

This partnership enables members of staff from the different schools to work together for the benefit of our primary and secondary pupils. Collaboration on the curriculum, teaching and learning and extra-curricular opportunities enables us to provide an even higher quality educational experience for everyone.

### Staff

#### Senior Leadership Team

Mr Robert Martlew

Mr Stuart Wilson

Ms Kate Atkins

Mr Paul Clark

Headteacher

Deputy Headteacher, Designated Safeguarding Lead

Assistant Headteacher, Head of Primary Phase

Assistant Headteacher

#### Class teachers

Mrs Vicky Dennis

Mr John Spooner

Mr Ricky Brooks

Mrs Christine Hinchliffe

Miss Jade Riches

Miss Amy Hinchliffe

Ms Kathy Riviere-Wright

Mrs Alexandra Wicks

Miss Catherine Zammit Haber

Mrs Debbie Mitchell-Finnegan

Mrs Anita Stewart

Mr Matty Parkinson

Mr Josh Thurston

Miss Xenoula Eleftheriades

Kingfishers class (year 6)

Oystercatchers class (year 5)

Oystercatchers class (year 5)

Golden Eagles class (year 4)

Skylarks class (year 3)

Tawny Owls class (year 2)

White Doves class (year 1)

White Doves class (year 1)

Red Robins class (Reception)

Red Robins class (Reception)

Cover Supervisor

PE Instructor

PE Instructor

Dance Teacher

## **Support Staff**

Mrs Maxine Skipper	Secretary
Mrs Lindy Bishop	Teaching Assistant
Mrs Julie Cuss	Teaching Assistant
Mrs Karen Druce	Teaching Assistant
Mr Liam Jarvis	Sports Apprentice
Miss Shelly Pope	Teaching Assistant/Mid-Day Supervisory Assistant
Mrs Lisa Rodwell	Teaching Assistant
Mrs Sadie Bailey	Teaching Assistant/ Mid-Day Supervisory Assistant
Mrs Jackie Vear	Mid-Day Supervisory Assistant
Mrs Guba Morling	Teaching Assistant/Mid-Day Supervisory Assistant
Mrs Anne Elliott	Mid-Day Supervisory Assistant
Mr Billy English	Site Manager
Mr John Endersby	Site Team
Mr Keith Kerr	Site Team
Mrs Sandra McCormack	Cleaner

## **Admission arrangements at Reception**

Children may start school during the year in which they become five. All children will be offered a full time place from September, but parents may defer their admission providing the child is in full time education by the term after their fifth birthday and by the beginning of the summer term at the latest. In the case of over-subscription, places will be offered in the following order of priority:

*Published admission limit: 25*

Children who are due to start school and:

1. have an EHCP or a statement of special educational needs naming the school;
2. are in public care who have been adopted;
3. live in the area served by the school who have a brother or sister attending the junior the school at the time of their admission;
4. live in the area served by the school who have a brother or sister attending the feeder junior school;
5. have a disability and live in the area served by the school (Appropriate professional evidence will be required to confirm the disability);

6. children who are due to start school, living outside the area served by the school who have no brother or sister at the school;
7. have been allocated a permanent place at a Specialist Resource Base attached to the school. (Places allocated by Norfolk County Council's Placement panel);
8. live outside the area served by the school who have a brother or sister with a statement of special educational needs attending the school at the time of their admission;
9. live outside the area served by the school who have a brother or sister attending the school at the time of their admission;
10. live outside the area served by the school who have a brother or sister attending the feeder junior school;
11. have a disability and live outside the area served by the school (Appropriate professional evidence will be required to confirm the disability);
12. live outside the area served by the school.

If all children within any of the above rules cannot be offered a place, the highest priority will be given to children living nearest to the school within that rule. To determine who lives nearest, distance will be measured on a straight line "crow fly" basis, using Ordnance Survey data. The address will be measured from the post office address point on the property.

In the unlikely event that distance does not separate the final two or more pupils seeking the last remaining place, a random allocation will be used to determine who is offered the final place.

NOTE: Criteria 7 only applies to schools which have a Specialist Resource Base on site.

Feeder school priority will only apply in the first year of entry to the school.

## **Admission at Year 7**

*Published admission limit: 87*

Children already in Year 6 at Litcham School will automatically progress to the secondary phase at the start of Year 7. Parents of children in Year 6 (the last year of primary school) at other primary schools are issued with a preference form and other information by the Local Authority. This form must be completed and returned by the specified date.

If there are more requests for places than places available, the Local Authority will admit children in the following order of priority:

1. children with an EHCP or statement of special educational needs naming the school;

2. children in public care and those previously in public care who have been adopted or are subject to a residence order or special guardianship order who are due to transfer;
3. children who are due to transfer and live in the area served by the school;
4. children who are due to transfer and live outside the area served by the school who have a brother or sister attending the school at the time of admission;
5. children who are due to transfer and live outside the area served by the school but are attending a feeder primary school at the opening date of the admission round;
6. children who are due to transfer and live outside the area served by the school.

If all children within any of the above rules cannot be offered a place, the highest priority will be given to children living nearest to the school within that rule. To determine who lives nearest, distance will be measured on a straight line 'crow fly' basis, using Ordnance Survey data. If following the application of admission rules and distance, two applicants cannot be separated for a final place at a school, the Local Authority will use random allocation to determine the priority for the remaining place. Arrangements for admission for all other years are managed by the Local Authority (Tel: 0344 800 8020)

### **The move into Secondary Education**

The move from primary to secondary education is a major step in a child's education. The induction programme organised for Year 6 pupils is designed to help them to become more familiar with the secondary phase and its work. The programme includes an extended transition period, usually of two weeks spent on the secondary site in the term before entry. This allows pupils to experience working in new subject areas; meet their future tutors and generally familiarize themselves with secondary education. Parents and carers are also invited to a family interview with a member of staff.

At the same time we move all other classes up one year, from reception through to year 5. This allows pupils to meet their new class teacher, get used to the new year's curriculum and allows the staff to really get to know their class before the summer break.

### **Ethos and behaviour**

Visitors comment on the school's pleasant atmosphere and strong sense of purpose. We aim to create an environment in which work and study are valued and encouraged. Good behaviour and relationships, built on mutual respect and trust, are essential for effective teaching and learning to take place. We expect high standards of behaviour and self-discipline and we will contact parents/carers if we have concerns about their child's behaviour.

## **Our Code**

1. I will always work to the best of my ability and allow others to work without disruption
2. I will behave with courtesy, care and consideration for others and keep the school a safe place for everyone.
3. I will treat the school's and other's property with respect.
4. I will care for the school environment.
5. I will use kind hands and kind words at all times

## **Safeguarding young people**

The school follows local authority guidelines relating to safeguarding. The 'named personnel' for child protection in the Primary Phase are Ms Kate Atkins, Mr Wilson and Mrs Pavey. The school is fully committed to the principles that underpin child protection guidelines and our policy is regularly reviewed.

## **Policies**

Our policies on a range of issues, including behaviour, anti-bullying, anti-racism and drugs are available for inspection.

## **Mobile phones and other devices**

The internet and communication technologies are essential for learning, but they can be misused. We recognise that there are sound reasons why pupils might need to have access to a mobile phone after school. At the primary phase site we advise that during the day mobile phones are left at the school office for safe keeping. However, whilst students are on the school site mobile phones, iPods and other electronic and communication devices must be switched off and not used. Pupils and parents are required to sign an internet use agreement. Fit bits – pupils can bring these into school at their own risk!

## **Friends of Litcham School (Primary Phase)**

### **Officers:**

Chairperson	Sam Badesha
Secretary	Rebecca Crossley
Treasurer	Lew Pearson
School staff link	Vicky Dennis

A great deal of help is received from the 'Friends of Litcham School' - a group formed to develop good working relationships between parents and staff and also, to raise vital funds to buy equipment and resources for the children that the school's own budget may not otherwise afford. All parents and carers of children who attend the school are automatically members, as are members of staff. In previous years there were separate Primary and Secondary Friends groups, however, these have now merged to raise funds collectively to benefit the entire school.

In recent years, the Friends have raised funds to provide the Primary Phase with additional fun maths equipment, large wooden play blocks, sports equipment, indoor and outdoor storage, Year 6 leaver's gifts and transport for educational visits. We also provide prizes, equipment and refreshments at special events and we are able to achieve this by holding fun fund-raising events throughout the year, such as discos, a summer fete, cake sales, quizzes, beetle drive, raffles and the Christmas Fayre.

This is only possible with parental help, so we look forward to seeing you at our events and meetings, hearing your ideas and incorporating them in helping the school. The meetings are very relaxed and informal and are normally held immediately after the end of school when children are welcome to stay and play. More details of Friends events and purchases are available on the display in the school Reception area.

### **Contact with parents and carers**

We want to forge strong links with parents and carers and encourage you to become involved with the work of your child and the school. There are 2 parents' consultation evenings and a written report sent home during the school year. For Reception children, there is also an introduction to meet your child's teacher.

If you wish to discuss your child's welfare or progress, please telephone or write to make an appointment with his/her teacher. The Head of Primary Phase and the Headteacher will always be available to meet parents, although the class teacher should be the first point of contact.

Parents receive details of school events and other information through our electronic weekly newsletter, The Word.

We also have a texting system. In the event of an emergency, such as school closure due to severe weather, we will use the texting service and information will be available on the Norfolk County Council website <http://www.schoolclosures.norfolk.gov.uk/>



## **The Curriculum**

### **How teaching is organised**

During your child's time in the primary phase he or she will experience class, group and individual teaching. A child is an individual, and no matter what form of organisation our teaching takes, we must be aware of each child. The task of writing a story, for example, might be a class assignment, but the needs and abilities of the different individuals will be taken into account when the teacher is marking pieces of work.

Where work is naturally cross-curricular, we build it into our plans. A science experiment, for example, may require mathematical measurement and calculation or a written explanation. It may require a search of the library, use of the internet or a look at history to view the background to the experiment. However, we also ensure that the National Curriculum requirements of each separate subject are met through careful planning, assessment and record keeping.

Class teaching is often used where all of the children in a class are able to respond to a task at his or her own level. The previous example of story writing gives a clear illustration.

Children will also work in groups for various reasons. Class teachers may put children together because they are at a similar stage of development. Teaching can then be matched to their needs. Mixed ability groups may be formed so that children can share their talents in the solving of a problem. Quite frequently, children are allowed to form their own groupings to meet the demands of a task, or work alongside a "critical" friend.

Individual teaching is used where appropriate, as in the teaching of reading or music tuition.

#### **Special educational needs and disabilities:**

Approximately 20% of all pupils will need some extra help during their school life. This may take the form of:

- advice to staff, parents and pupils, provided by class teachers, support staff and/or external agencies (such as educational psychologists, behavioural support staff)
- support staff assistance to help the teacher give extra time to the child
- regular short sessions with a specialist such as a peripatetic special needs teacher or speech therapist in order to help the child develop a particular skill
- extra teaching time, "booster classes", intervention groups, books or equipment.

Often, additional support for a short time enables the child to overcome difficulties. We will, of course, consult with parents when we feel that a child is in need of special or extra help.

If it is felt that a child needs long-term support, an Educational Health and Care Plan (EHCP)

may be started. It simply means that a very careful and detailed report is made on the child in order to make a written statement of the child's difficulty and the type and amount of help needed through to adulthood. This is a formal process involving consultation with parents and pupils at all stages.

## **Mathematics**

In our teaching of mathematics, we use a mastery approach, where we attempt to impart knowledge, understanding and practical knowledge. We aim to make our children feel 'at home' with numbers and to have the ability to make use of the mathematical skills which help them cope with everyday life. Children learn to handle numbers and measures mentally, orally and in writing; use a variety of calculations accurately and appropriately; interpret and use data presented in graphs, charts and tables. We encourage our children to ask questions, discuss their work and explain their thinking, tackle problems and, through perseverance, use what they know to find an accurate answer. We believe that children should not only feel confident in their number work but they should also enjoy it.

## **English**

### **Speaking and Listening**

Children are encouraged to speak clearly and give thought to what they are saying. They have the opportunity both in class and elsewhere in school to talk not only to their peers but also to other age groups and adults. Special whole school assemblies and performances are specifically geared to this.

### **Reading**

Reading is taught through a strong base of phonics at reception level with sound and word work continuing throughout KS1 daily and into KS2. Guided reading, where children read together in small groups, is actively encouraged across the whole primary phase. Children are encouraged to share their books with the family and keep reading records up to date or write reviews at various stages. There are library sessions in school time to enable children to browse and choose, read to each other and to adults. Some year 6 pupils act as librarians and help run and manage our school library.

## **Writing**

The study of writing at Litcham School is broken into:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Teaching develops pupils' skills in these two dimensions. In addition, pupils will be taught how to plan, revise and evaluate their writing.

Writing down ideas confidently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the word structure and the spelling structure of words.

Effective composition involves forming, articulating and communicating ideas, and then organising them logically for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## **Drama**

When appropriate (across the curriculum, not just within literacy sessions) children are given the opportunity to act and be involved in role play.

This may include acting out stories and poems or re-creating past events. During personal, social and health education (PSHE) sessions, children use role play to explore everyday situations and as a basis for discussion.

## **Science**

Our work in science is planned over two year cycles, using half termly themes, linked with other relevant subjects, e.g. technology, geography maths and ICT. We aim to develop children's interest and awareness in the world around them and to encourage and develop their natural curiosity. We are committed to developing the school grounds to support this area of our work. We promote an understanding of natural phenomena and the confidence to use science to solve problems, through using technology skills, knowledge and understanding, and also to develop positive attitudes to safety and the care of living things. We also visit science events, and link with our secondary phase for investigation days, involving our older pupils.

## **Computing**

Our aim is to teach computing both as a discrete separate lesson and as an integral part of all other curriculum subjects. Starting with teaching basic keyboard and mouse skills, we aim to enable children to use a wide range of software including word processing, databases, spreadsheets, multimedia presentation packages, and control and monitoring, we also explore basic programming and the creation of Apps and Websites. Using computing in a range of contexts, we can develop the children's skills of communicating, evaluating, analysing and information processing.

We have a large number of laptops and tablets which we use for all subjects.

## **Design and Technology**

Design and technology is taught throughout the school and activities are often linked to topical themes. We aim to develop an understanding of problem-solving techniques alongside the ability to apply them to new situations, using a range of hand tools and basic materials with

due regard for safety and economy in order to build a genuine understanding of the meaning of design and everyday technologies. We frequently take advantage of the facilities at the secondary phase for activities relating to food technology and textiles.

## **Geography**

We follow the National Curriculum programmes of study and teach children about maps, their locality and places further afield, environmental issues and skills concerned with observing, recording, and analysing evidence, for instance, the weather, changes in the environment and how places differ. By the end of Key Stage 2 children will have gained sufficient knowledge and understanding to enable them to appreciate what living in different places is like, the way in which human activity affects the environment or offer reasoned opinions on geographical issues.

## **History**

The Foundation Stage and Key Stage 1 children study history through topics. Sometimes themes may be specific to history, e.g. castles or famous people. Sometimes they may be more general, e.g. the topic Ourselves provides an opportunity to look at grandparents.

History in KS2 not only looks at specific periods in history, such as the Anglo Saxon period or Ancient Egypt, but also covers themes over a wider period of time such as invasion, rich and poor and crime and punishment.

## **Music**

Music is taught throughout the school. Lessons include singing, and playing mainly pitched and unpitched percussion instruments. Children learn to read and play from a simple score with others. There are opportunities for listening and appraising music, and for composing and performing.

There is close cooperation between the primary and secondary phases which provides KS2 children with many extra experiences in music and the opportunity to perform alongside older children.

Individual instrumental tuition is available on string, woodwind, guitar, piano, brass and percussion instruments. Arrangements are possible for tuition on other instruments too.

A charge of £65 per term is made to help cover the costs of individual instrumental tuition except where it forms part of the national curriculum

## **Art**

The children are given the opportunity to use a variety of materials and techniques to produce both two and three dimensional work - drawing, painting, colour work, collage, printing and model making. We teach art as a subject to include the discussion of paintings and other works

of art and the lives of artists. We also teach art and craft as a way of enhancing other areas of the curriculum. We encourage children to be observant and to use their sketchbooks. We hope that an interest in colour and design will continue into adulthood.

### **Physical Education**

All children have regular, timetabled use of our well-equipped hall, playground and school field. Carefully planned activities provide them with experience of a range of small and large apparatus, ball skills and a range of seasonal team games, including football, netball, tag rugby, cricket, short tennis, rounders and hockey. Other activities include dance, movement, gymnastics and athletics.

Swimming takes place at Dereham Leisure Centre for children in KS1 and 2. We also use the specialist facilities, such as the dance studio, on the secondary site. We have strong sporting links with the other schools in the Litcham Cluster, and regularly meet for inter-school tournaments and friendly matches between these and other schools.

We are members of the West Norwich and Dereham Sports Partnership and take part in tournaments and school games regularly.

### **Religious Education (RE)**

We use our own scheme of work focusing on themes throughout the year which looks at similarities and differences in religions. The syllabus helps pupils to explore religious beliefs by acquiring knowledge and developing understanding of Christianity and the other five major faiths - Buddhism, Judaism, Sikhism, Hinduism and Islam. Parents who wish to withdraw their child from RE or the devotional part of morning assemblies should discuss the matter with the Headteacher.

### **Modern Foreign Languages**

Every KS2 class now has a weekly foreign language lesson and we are presently developing the curriculum we follow. French is taught initially through songs and games and then with more formalised lessons, which not only focus on reading and speaking and listening but also some of the cultural aspects of France.

### **PSHE (including Citizenship and Relationships and Sex Education)**

Our programme of Personal, Social and Health Education helps our pupils learn progressively more about health, hygiene, human biology, personal development and social issues. The programme encompasses a variety of approaches and learning styles, including circle time and whole school assemblies (as with "Stranger Danger", charitable organisations or safety with dogs, for example) to age specific class or year group units of study (for example puberty and menstruation for KS2 pupils). Where particular sensitive issues are explored we ensure parents are informed of the content of lessons prior to them being taught. We have also been able to offer pupils road safety programmes.

## **PATHS**

We are a PATHS school. PATHS stands for Promoting Alternative Thinking Strategies. Each week your child will have a PATHS lesson where they will learn about problem solving, developing self-confidence, self-control and emotional understanding. This will be taught through circle times (group discussions), stories, songs, games, role play and art activities. Some home learning tasks are also sent home for you to share with your child. Please see the PATHS Parent's Guide for more information.

### **Educational Visits**

Educational visits form an important part of the curriculum. They provide an opportunity for the children to extend their learning beyond the classroom, making full use of the resources available locally. Parents are informed of the cost of visits made and the school holds a fund raising event to fund the cost of the transport annually. Charges are made in line with the school's charging and remissions policy. We appreciate the support that parents give in making the voluntary contributions that enable these valuable experiences to take place.

Residential trips are presently organised for Years 5 and 6. We believe they contribute greatly to children's personal, social and physical development as well as offering curricular benefits. Children with special needs are encouraged to take part in all aspects of school life, including educational visits. However, each child will be considered on an individual basis in order that their needs can be fully met and not compromise the safety of themselves or others. When organising education visits, we plan them with all our children's needs in mind and are committed to providing an inclusive experience. We see the value of such visits for all children and will work with parents to ensure opportunities for all children.

### **Parental Involvement**

We encourage parents to get involved in school life and offers of help are very welcome. Parents help in many ways throughout the school - listening to reading, cooking and craft work, with computer and library studies, sport and educational visits, as well as helping with transport on out of school activities. Please be assured all our helpers have been approved by the Disclosure and Baring Service (DBS).

In addition to our newsletter, we also invite parents to attend weekly assemblies celebrating special efforts and sharing various aspects of class-work through our termly reading and maths cafés. We have hosted evenings for parents about the end of key stage tests.

Our home-school agreement was drawn up in full consultation with parents, pupils, staff and governors, and new families are asked to sign copies of the agreement when they join the school. The agreement itself is subject to regular review by the governing body.

## **Homework in the Primary Phase**

Homework is used to help foster links between home and school and provides opportunities for children to work within their family on a variety of tasks. Our youngest children will bring home reading books on a regular basis and other tasks (spellings, games and multiplication tables for example) are gradually introduced. By Key Stage 2 children are set a wider range of tasks which relate to a theme or topic being taught in school.

### **Why is homework so important?**

Research over a number of years has shown that homework can make an important contribution to children's progress at school. It is important at all stages in a child's education and when used properly, extends the challenge to pupils, and ensures that teaching time is used to maximum effect.

### **What is homework?**

Any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

It should:

- Consolidate/reinforce skills and understanding;
- Make use of resources for learning at home;
- Extend school learning, for example through additional reading;
- Encourage pupils as they get older to develop the confidence/self-discipline needed to study on their own;
- Prepare older pupils for the requirements of secondary school;
- Provide opportunities for parents, pupils and school to work as partners and to ensure parents have a clear understanding about expectations;
- Encourage children to develop long term strategies for future needs;
- Be planned/structured to meet the needs of individual children;

### **How can you help?**

You can:

- Provide a reasonably peaceful, suitable place in which your child(ren) can do their homework;
- Provide suitable equipment – pens, pencils, crayons, rulers, rubbers, dictionary etc.;
- Make it clear that you value homework and explain how it can help their learning;
- Encourage and praise your child(ren) when homework is completed;
- Help with learning spellings, tables, number facts and read together;
- Help work out a manageable daily homework routine;
- Help where possible with research/information gathering by providing books at home and visiting local/mobile libraries;
- If possible, take your child(ren) on visits which will support learning in topics covered by termly projects;
- Ensure that you are aware of tasks set in reading/homework diaries or homework books;

- Please remember that it is the child's homework!

### **Homework through the school**

The purpose of homework changes as children progress through the school, and is reviewed at the start of each autumn term. For younger children, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose.

Every class will have spellings, times tables to learn each week and should also be reading regularly.

Year 1 and 2 are expected to do English and Maths for up to half an hour each week (1/2 hour total)

Year 3, 4 and 5 are expected to do half an hour of English and half an hour of Maths each week (1 hour total)

Year 6 are expected to do up an hour of English and Maths each week (2 hours total)

### **School absence data for autumn 2018 to spring 2019**

*The Education (Students' Attendance Records) Regulations 1991, require information on unauthorised absences to be published in all school prospectuses.*

School absence target:	96%
May 2018 attendance:	95.13%
Enrolments at start of academic year:	147
Percentage of student sessions ( <i>half days</i> ) missed through authorised absence	3.82%
Percentage of student sessions ( <i>half days</i> ) missed through unauthorised absence	1.06%



**The school year  
2019 - 2020**

**Autumn term 2019**

School re-opens after the summer break	Wednesday, 4 <sup>th</sup> September
School closes for half-term	Friday 18 <sup>th</sup> October
School re-opens	Monday, 28 <sup>th</sup> October
School closes for Christmas	Friday, 20 <sup>th</sup> December

**Spring term 2020**

School re-opens after Christmas	Tuesday, 7 <sup>th</sup> January
School closes for half-term	Friday, 14 <sup>th</sup> February
School re-opens	Monday, 24 <sup>th</sup> February
School closes for Easter	Friday, 3 <sup>rd</sup> April

**Summer term 2020**

School re-opens after Easter	Monday, 20 <sup>th</sup> April
School closes for half-term	Friday, 22 <sup>nd</sup> May
School re-opens	Monday, 3 <sup>rd</sup> June
School closed	Thursday 25 <sup>th</sup> June
School closes for the summer break	Friday, 17 <sup>th</sup> July

## **General information for parents**

### **The school day**

#### **Morning Session**

8.55 am – 12.25 pm (Reception and KS1)

8.55 am – 12.35 pm (KS2)

#### **Break**

10.15 am – 10.35 am

#### **Lunch**

12.25/12.35 pm – 1.30 pm

#### **Afternoon Session**

1.30 pm – 3.25 pm

Bus Children leave class at 3.15 pm

Remaining children dismissed at 3.25 pm

#### **Break**

2.30 pm – 2.45 pm (Reception and KS1)

Members of staff are on duty in the playground from **8.45 am to 8.55 am** and also during morning and afternoon break.

The mid-day supervisory assistants carry out lunchtime supervision, under the overall supervision of the Head of Primary Phase, from **12.20 pm to 1.30 pm**.

### **Home-School agreement and Internet agreement**

In accordance with government requirements, all parents and pupils are asked to sign the Home-School Agreement. It is not a legally binding document but it is a very useful re-enforcement of the vital home/school partnership. Pupils and parents are also asked to sign an agreement relating to the use of the internet.

### **Discretionary travel scheme**

Some 5-16 year olds in Norfolk will qualify for free travel. This depends on how old your child is, which school they go to and where they live, and whether they have any special educational needs or mobility issues.

All applications for school transport are considered on a case-by-case basis, taking personal circumstances and legal requirements into account.

Your child will be entitled to free transport, to and from school, if they:

- Are of compulsory school age (5 to 16-years-old) on 1 September **or**
- If they will be 5 before 1 September 2019 when applying for the school year 2018-19 **and**
- If they will be 5 before 1 September 2020 when applying for the school year 2019-20 **and**
- Attend the nearest catchment (Longham, East and West Lexham, Tittleshall and Mileham) school, or the nearest appropriate school with a place as designated by Children's Services **and**
- Live more than 2 miles measured by the nearest walking route to school, when under the age of 8
- Live more than 3 miles walking distance from school, when aged 8 or over

Have a statement of special educational needs or an educational, health and care plan that states they need it. More details are available on Norfolk County Council Website. <https://www.norfolk.gov.uk/education-and-learning/school-and-college-transport/school-transport>

We will also provide transport for children who are unable to walk to school due to mobility problems or a severe medical condition. This is unless they live close enough to school to be able to make their own way, using a wheelchair or suitable alternative.

The local authority does not provide transport for students who live outside the catchment area.

Parents of pupils living outside the catchment area make their own arrangements for transport but it may be possible for them to make use of the local authority's discretionary travel scheme. This scheme is provided so that any spare seats on contracted school transport vehicles can be offered to pupils who are not entitled to free transport. Further details of this scheme are available from the Transport Office at County Hall. (*Telephone 0844 8008003*).

If pupils cycle to and from school, the bicycle used should be in good condition for the road. A padlock should be provided and the bicycle locked on arrival at school. A bike shed is available but the school cannot accept any liability for loss or damage to bicycle equipment.

It is strongly recommended that cyclists wear a helmet, easily seen, light-coloured clothing and fluorescent bands.

### **Medical arrangements**

Routine medical inspections are arranged from time to time by the area health authority and parents are informed of these in advance.

Parents wanting their child to have access to medication during the school day should complete and return the relevant request form, which is available from the school reception. The school cannot administer or store medicines without the appropriate consent forms. All medicines administered by school must be a prescribed medicine from the doctors.

## **School Council**

Our School Council plays an important role in discussing issues relating to whole school improvement and in the decision making process within the school. It is made up of children from Reception to Year 6 who are elected by their class to serve on the council and represent their views. These representatives work with the head of the Primary Phase. The older school council members support the younger members in fulfilling their role and take on the officers' roles.

The Primary Phase School Council has the opportunity to meet with the Secondary Phase Council to discuss whole school issues.

## **Clubs and activities**

Maths Booster  
Orchestra  
Football  
Dodgeball  
Craft/Art/Clay Club  
Netball  
Tennis  
Cricket  
Dance  
Library Reading  
Lego  
Puzzles  
Choir

This is just an example of some of the clubs we offer over the course of the year. Some of these clubs are seasonal.

## **Charging**

The *Education Reform Act (2002)* sets out the law on charging in all local authority maintained schools. The governors' policy on charging is consistent with the requirements of the act. The full statement on charging is available for inspection in the school office.

In line with the policy set out in the Local Authority document 'Information for Parents', parents of students taking practical subjects who wish to keep final products will be asked to provide ingredients or materials (or cash equivalent).

The school will continue to offer students as wide a range of opportunities as possible and hopes that parents, where possible, will look sympathetically upon a request for a voluntary contribution. Parents who wish their children to take advantage of optional extras, but who may not be able to afford such extras, should contact the Head of Primary Phase to see if there may be any means of financial support to assist them.

## Complaints

The school's arrangements for handling complaints made by parents in respect of the school's curriculum and arrangements for collective worship under the terms of section 23 of the Education Reform Act will follow the procedures set out by Norfolk County Council. Copies of the local authority's procedures are available from the school office.

In the first instance, parents should make any complaint to the Headteacher. If it cannot be resolved at this stage, it may be directed to the governing body or to the local authority.

## School Meals

Meals are cooked in our kitchens at the Secondary Phase by our own staff. Termly menus are sent home with children prior to start of each term. All school meal orders and payments are made on Parent Pay and are priced at £2.20 each meal. The children can choose between having a cooked lunch, baked potato, salad or baguette.

Our canteen staff can also offer a snack during mid-morning break of toast, milk, a selection of fresh and dried fruit (20p). Money for snacks should be sent in a clearly named secure purse/wallet/envelope.

**The school is pleased to provide free hot school meals for all KS1 pupils (R, Y1 and Y2).**

Families on Income Support or Income Based Job Seekers Allowance are eligible for free meals and application forms may be obtained from the school office. **Please note that it is essential that where families do not take up free meal entitlement they still inform the office of their eligibility to free meals, as this information is a factor in the school's performance data.**

## Water

We encourage the children to bring in a named, see-through bottle of water, which is available within the classroom, to be sipped throughout the day.

Current thinking states that if children are allowed free access to water this improves both their learning and their general health.

## Uniform

**All aspects of the Litcham School Uniform must be worn by all members of the school.**

- Black trousers should be smart, formal and full length. No leggings. Black formal shorts may be worn during the summer term.
- Black skirts should be formal, plain and at least knee length. Vertical pleats are permitted but not horizontal pleats/frills. Hipster-style and jersey-style skirts are not permitted.
- Blue/white check dresses may be worn during the summer term.
- White shirt/blouse/polo shirt.
- Navy blue sweatshirt/cardigan (with school logo).
- Footwear should be black shoes that are safe, sensible and of a type that will not mark floors. No boots are permitted.
- Outside garments should be warm and weather-proof and should not carry large logos, branding or other images.
- Make-up of any sort is not permitted.
- Jewellery: one small stud per ear lobe and a watch are permitted.
- Hair should be one natural colour and not of an extreme style. No large hair decorations such as flowers, bows or animal ears.
- Socks should be white or black and plain. Tights may be worn and should be plain black.

Children are encouraged to wear peaked or legionnaire style sun hats during the periods of bright sunshine.

## **PE/games kit**

- Shorts/Skort – Navy (with Litcham School Logo – optional)
- Polo shirt – White Navy (with Litcham School Logo – optional)
- Trainers for outdoor use
- Socks – White (for indoor PE and Summer Sports)
- Tracksuits (Navy) for outdoor activities in the cold weather
- Sweatshirt – Blue Navy (with Litcham School Logo – optional)
- Football socks – Navy/White (optional)
- Swimming – girls – one piece swimsuit
- Swimming – boys – Trunks/shorts (not Bermuda style)

For safety, children with long hair will need to tie back their hair and earrings should be removed or taped.

### **Please ensure all items of uniform and PE kit is named**

All uniform is available exclusively from Birds of Dereham:

**Birds (Argent Clothing Ltd)**  
**Unit D, 13 Yaxham Road**  
**Dereham, NR19 1HB.**

**Tel: 01362 699130**

**Email: [enquiries@birds-sport.co.uk](mailto:enquiries@birds-sport.co.uk)**

### **Protective clothing**

Aprons for technology and food lessons are provided by the school.