

Maybury Primary School

Parent Information

2022—2023



Believe. Achieve. Succeed.

Welcome

The staff and I would like to take this opportunity to welcome you to Maybury Primary School. We are a Values based school, in a caring environment that reflects the multicultural society in which our school is set. All our children are individuals, each with talents and interests which need to be developed. We believe that our school provides a secure and happy environment which enables children to fulfil their potential and achieve high standards in personal and social development as well as in academic achievement. We encourage parental involvement as we consider that a close partnership between home and school is essential for children to gain maximum benefit from their time at school.



Our prospectus gives you a snap shot of our school, but we always welcome visitors, so please come and see us in action.

Mrs Merritt
Headteacher



View of the School

The March 2015 Inspection found our school to be a '**Good**' school with an '**Outstanding**' Early Years (Reception and Nursery) and '**Outstanding**' provision for our children's safety.

We had a short inspection in December 2018 which confirmed our school remains a "**Good**" school.

We were thrilled with the following findings:

'The leadership team has maintained the good quality of education in the school since the last inspection.'

You have built on the school's existing strengths. You and your staff are motivated by an astute awareness of the pupils in the school and their diverse range of needs.

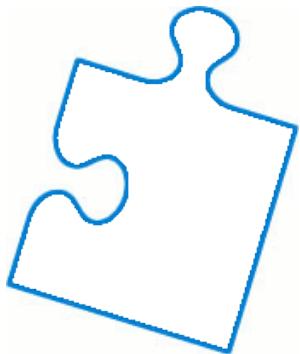
'Your school is a vibrant and purposeful place'

'You are determined that pupils have every opportunity to succeed and you work persistently towards achieving this goal.'

'One parent captured this relationship when they spoke of their child being in the 'kind and loving hands' of school staff'

'Pupils are well looked after and they are adamant that bullying does not happen in their school. "

We are very proud of our report and feel it recognises the drive we have to ensure all our children have the best education and are supported both academically and emotionally.



Mission Statement

Vision

We have uncompromising aspirations for all of our children. We are committed to providing an education and environment that enables every child to **believe** in their ability to **succeed** and excel in all that they do. We are proud to be a respectful and inclusive school at the heart of our culturally diverse community, where every child is valued and enabled to **achieve** their highest potential in all areas of the curriculum.

Mission

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision statement

Believe. Achieve. Succeed.

Safeguarding

Maybury Primary School is committed to safeguarding and promoting the welfare of children and expects all parents/carers, staff and volunteers to share this commitment.

This means that we have a Child Protection Policy and safeguarding procedures in place. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Parents and carers can find the policy on the school website or are welcome to request a copy from the office.

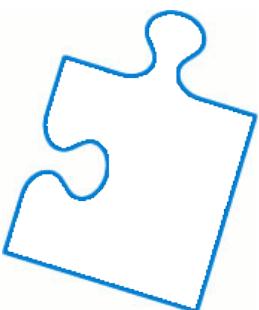
All staff, volunteers and all outside agencies are subject to statutory vetting and DBS checks, and the school maintains an up-to-date and comprehensive Single Central Record. During the school day all adults and visitors must sign in at the school office and wait to be given a visitors' lanyard.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that we discuss any concerns we might have about your child with you as parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

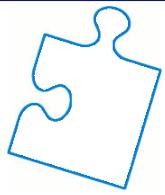
Our Designated Safeguarding Lead (DSL) is Mrs Sullivan (Assistant Headteacher)



Our Deputy DSL is Mrs Merritt (Headteacher)



Admissions



This document sets out the admission arrangements for Maybury Primary School for 2023/24.

The Published Admission Number for initial entry to Maybury Primary School in September 2023 is 30.

The primary school has a single intake into Reception.

All children whose date of birth falls between 1 September 2018 and 31 August 2019 will be eligible to apply for a full-time place in Reception at a school for September 2023.

Maybury Primary School participates in the local authority co-ordinated admissions scheme and applications for admission at the normal intake for Reception will be managed in accordance with Surrey's co-ordinated scheme for primary admission. (for details see www.surreycc.gov.uk/admissions). Applications for admission to Reception must be made by 15 January 2023.

Children with an education, health and care plan (EHCP) that names the school will be allocated a place before other children are considered. In this way, the number of places available will be reduced by the number of children with an EHCP that has named the school.

1. Over-subscription criteria

When the school is over-subscribed, applications for entry in 2023/24 will be ranked in the following order

First criterion: Looked after and previously looked after children. See section 2 for information relating to looked after and previously looked after children.

Second criterion: Children of a member of staff. See section 3 for information relating to children of a member of staff. A supplementary information form (Appendix A) must be completed and returned by the application closing date for all applicants wishing to apply under this criterion.

Third criterion: Children who will have a sibling at the school. See section 4 for information relating to siblings.

Fourth criterion: Any other children. Remaining places will be offered on the basis of nearness to the school measured in a straight line from the address point of the child's home address, as set by Ordnance Survey to the school's official school entrance in Walton Road (the pedestrian gate that leads to the school office). See section 5 for information on the definition of home address. See section 6 for information on tie breakers.

2. Looked after and previously looked after children

Looked after and previously looked after children will be considered to be:

- children who are in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989, e.g. fostered or living in a children's home, at the time an application for a school is made; and
- children who have previously been in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989 and who have left that care through adoption, a child arrangements order (in accordance with Section 8 of the Children Act 1989 and as amended by the Children and Families Act 2014) or special guardianship order (in accordance with Section 14A of the Children Act 1989).

- children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child will be regarded as having been in state care outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society. The parent/carer will need to provide evidence to demonstrate that the child was in state care outside England and left that care as a result of being adopted.

Places will be allocated under this criterion when places are first offered at a school and the local authority may also ask schools to admit over their published admission number at other times under this criterion.

3. Children of a member of staff

Priority will be given to a child if their parent is a permanent member of staff at the school and meets either or both of the following circumstances:

- A) the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made; and/or
- B) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

This excludes all temporary or sub-contracted staff.

For applications made as part of a normal intake, the length of employment will be considered as of the closing date for applications. For in year applications and for the purpose of maintaining a waiting list, the length of employment will be considered as of the date the application is received or the date a place becomes available, if a place is considered from the waiting list.

A supplementary information form (Appendix A) must be completed and returned by the application closing date for all applicants wishing to apply under this criterion.

4. Siblings

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half-sister or a step-brother or step-sister or an adoptive or foster sibling, ordinarily living as part of the same family unit at the same address.

A child will be given sibling priority if they have a sibling on roll at the school concerned and that sibling is still expected to be on roll at that school at the time of the child's admission.

5. Home address

The child's home address excludes any business or childminder's address and must be the child's normal place of residence. It also excludes any relative's address unless the child lives at that address as their normal place of residence.

Where the child is subject to a child arrangement order and that order stipulates that the child will live with one parent/carer more than the other, the address to be used will be the one where the child is expected to live for the majority of the time.

For other children, the address to be used will be the address where the child lives the majority of the time. In other cases, where the child spends an equal time between their parents/carers, it will be up to the parent/carers to agree which address to use.

Where a child spends their time equally between their parents/carers and they cannot agree on who should make the application, the school will accept an application from the parent/carer who is registered for child benefit. If neither parent/carer is registered for child benefit the school will accept the application from the parent/carer whose address is registered with the child's current school or nursery.

The school will not generally accept a temporary address if the main carer of the child still possesses or rents a property that has previously been used as a home address, nor will the school accept a temporary address if it believes it has been used solely or mainly to obtain a school place when an alternative address is still available to that child.

All distances will be measured by the computerised Geographical Information System maintained by Surrey's admissions team.

The address to be used for the initial allocation of places to Reception will be the child's address at the closing date for application. Changes of address may be considered in accordance with Surrey's coordinated scheme if there are exceptional reasons behind the change, such as if a family has just moved to the area.

The address to be used for waiting lists, after the initial allocation, will be the child's current address.

Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the relevant date. Applicants have a responsibility to notify Surrey County Council of any change of address.

6. Tie breaker and the admission of twins, triplets, other multiple births or siblings born in the same academic year

If within any criterion there are more children than places available, any remaining places will be offered to children who meet the criterion on the basis of proximity of the child's home address to the school, with children living nearest receiving the greater priority.

Distance will be measured in a straight line from the address point of the child's home address, as set by Ordnance Survey, to the school's official school entrance in Walton Road (the pedestrian gate that leads to the school office). This is calculated using the admissions team's Geographical Information System.

Where two or more children share priority for a place, e.g. where two children live equidistant from a school, the school will use random allocation to determine which child should be given priority.

In the case of multiple births, where children have equal priority for a place, each child will be offered a place.

7. Waiting lists

Where there are more children than places available, waiting lists will operate for each year group according to the oversubscription criteria for the school without regard to the date the application was received or when a child's name was added to the waiting list.

Waiting lists for the initial intake will be maintained until the last day of the Autumn term when they will be cancelled.

The New round Waiting list will be cancelled at the end of December 2023. If parents wish their child to remain on the waiting list after that date, they must write to the school requesting to be placed on the waiting list.

After 31 December 2023 parents whose children are not already on the waiting list but who wish them to be so must apply for in-year admission. Waiting lists for all year groups will be cancelled at the end of each academic year.

8. In-year admissions

The following applications will be treated as in-year admissions during 2023/24:

- applications for admission to Reception which are received after 1 September 2023;
- all other applications for admission to Years 1 to 6.

Applications for the school must be made to the local authority on Surrey's common application form.

Where there are more applications than places available, each application will be ranked in accordance with the published oversubscription criteria for the school.

9. Starting school

Applicants can defer their child's entry to Reception until later in the school year, but this will not be agreed beyond the beginning of the term after the child's fifth birthday, nor beyond the beginning of the final term of the academic year for which the offer was made. Applicants may also arrange for their child to start part time until their child reaches statutory school age.

10. The admission of children outside of their chronological year group

Applicants may choose to seek a place outside their child's chronological (correct) year group. Decisions will be made on the basis of the circumstances of each case and what is in the best interests of the child concerned.

Applicants who are applying for their child to have a decelerated entry to school, i.e. to start later than other children in their chronological age group, should initially apply for a school place in accordance with the deadlines that apply for their child's chronological age. If, in liaison with the headteacher, the governors agree for the child to have a decelerated entry to the school the place cannot be deferred and instead the applicant will be invited to apply again in the following year for the decelerated cohort

- Applicants who are applying for their child to have an accelerated entry to school, i.e. to start earlier than other children in their chronological age group, must initially apply for a school place at the same time that other families are applying for that cohort. If, in liaison with the headteacher, the governors agree for the child to have an accelerated entry to the school, the application will be processed. If it is not agreed for the child to have an accelerated entry to the school, the applicant will be invited to apply again in the following year for the correct cohort
- Applicants must state clearly why they feel admission to a different year group is in the child's best interest and provide what evidence they have to support this. More information on educating children out of their chronological year group and the process for making such requests is available at www.surreycc.gov.uk/admissions.

11. Providing false or misleading information

If an applicant is found to have supplied false or deliberately misleading information or to have withheld any relevant information, the school reserves the right to withdraw any offer of a place, even if the child has already started at the school.

12. Home to school transport

Surrey County Council has a Home to School Transport policy that sets out the circumstances in which children might qualify for free home to school transport. A full copy of Surrey's Home to School Transport policy is available on Surrey's website at www.surreycc.gov.uk or from the Surrey Schools and Childcare Service on 0300 200 1004.

13. Appeals

In accordance with the 1998 Education Act, parents whose children are refused admission to the school may appeal against the decision. The appeal should be made in writing. Information on the Appeal Procedure together with an Appeal Form is available from either the School's Admissions Officer or by following the link www.surreycc.gov.uk/appeals.

Home School Agreement

As a school, we will:

- Provide a safe and caring place to learn and make sure that children are taught how to take their personal safety seriously.
- Provide high quality PE and Health Education and a good School Meals Service; take children off site whenever we can; provide a good range of after school clubs.
- Monitor attendance and punctuality and provide support with attendance issues.
- Provide a broad and balanced curriculum, including homework; teach as well as we can; let you know what your child is learning and how you can help.
- Keep you informed about general school matters and your own child's learning and progress.
- Work with you and your children to foster good relationships between us all—children and adults.
- Promote positive, respectful behaviour and relationships.

As a Parent/Carer I will:

- Help my child take greater responsibility for their own personal safety; let the school know about any changes of circumstance affecting my child. Endeavour to provide a safe, happy environment at home for my child to thrive.
- Let my child have school meals or provide a balanced and healthy lunchbox; encourage my child to get out and about and perhaps join after school clubs. Co-operate with staff and multi-agency professionals to support your child's development.
- Ensure that my child attends daily, on time, in correct uniform and with all the things they need: encourage them to take responsibility for having everything they need.
- Support my child by finding out what they are learning and helping with homework, reading, spelling and tables. Read all information sent home by schools. Encourage a positive attitude towards my child's education and our school and not to bring the school into disrepute.
- Get to know my child's life at school and do my best to attend parents' evenings and workshops.
- Support my child by working in partnership with the school and solving any problems together.
- Respect my own child's rights, and the rights of other children and their families.

As a pupil, I will:

- Take care of myself and other people and tell an adult if I think something is unsafe.
- Make healthy choices and try a range of activities or clubs.
- Come to school every day in my uniform, be on time and bring all the things I need.
- Work as hard as I can in all of my learning activities, including homework, promoting our school values.
- Talk to my family about what I am learning at school.
- Do my best to get on with everyone and tell an adult if something is worrying me or if something important happens.
- Respect my own rights, and the rights of other people.

Organisation

Main School Grouping

The School has a Published Admission Number of 30 per year group and, at present, is grouped into 7 classes. The classes are organised into mixed ability according to their age and National Curriculum year grouping.

Within each class, where necessary, the children may be grouped by ability to facilitate learning. All classes have a range of books and equipment to suit the abilities of all the children. The class teacher's planning follows the Early Years Foundation Stage and National KS1 and KS2 Curriculum and is in line with the school's values. Detailed records and assessment files are kept for each child which show their attainment and indicate their next steps.

The day to day organisation of the class is the responsibility of the class teacher. Teaching Assistants and Higher Level Teaching Assistants work across the school to support the children either in class or in small group interventions. The school also employs Reading Recovery Teacher to work with targeted groups of children.

Nursery Grouping

The nursery children are taught in classes where there is a ratio of 1 adult to 13 or less children.

Secondary School Transfer

Children leave Maybury Primary School for secondary school at the end of Year 6. Parents complete an application form online for the school of their choice.



School Hours

Nursery

Morning Session 8.30am – 11.30am
Afternoon Session 12.15pm – 3.15pm

Foundation Stage (Reception) and Year 1

Morning Session 8.40am – 11.45am
Afternoon Session 12.45pm – 3.15pm

Year 2

Morning Session 8.40am – 12.00noon
Afternoon Session 1.00pm – 3.15pm

Key Stage 2

Morning Session 8.40am - 12.15pm
Afternoon Session 1.15pm - 3.15pm

For children in Reception year (ie the academic year in which they reach their 5th birthday) they will attend school as follows:

- all children will be offered a full time place (8.40am-3.15pm)

Registration

Gates open at 8.35am for children to go straight into class. Gates close at 8.45am.

Breakfast Club

We have a daily Breakfast Club which operates in the school hall and opens at 8.15am. The charge is £2 per session.

Collecting children

Children must be brought to school and collected by an adult. If someone other than yourself is due to pick up your child you must let the class teacher or the front office know.

If you know that you are going to be late picking up your child please let us know by telephoning the office. This avoids confusion, or your child becoming distressed.

School Dinner

Universal Infant Free School Meals - Reception, Year 1 and 2 (UIFSM)

All children in Reception, Year 1 and Year 2 are currently entitled to receive a free hot dinner. Children will be given a tasty and nutritious school lunch, and will also develop positive eating habits. We assume that all children in Reception, Year 1 and Year 2 will be having a free hot dinner, unless you let the School Office know you do not wish to take this option

Year 3, 4, 5 and 6

Children in Years 3, 4, 5 and 6 have the option of paying for a hot dinner or bringing their own pack lunch. You will need to decide a half term in advance which option, Hot dinner or Pack Lunch, you will take and will **not** be able to change week to week. However, you will still be able to pay weekly- which should be done in advance. The charge is £12.00 per week. You can pay online, via our online payment system or by cheque (made payable to Surrey County Council). If you wish to pay online only, please see our website for instructions on how to set up an account. Please navigate through our website by selecting the School Information tab and then, online payments guide.

School Meals

School meals are cooked on the premises, are of a high standard and follow Surrey County's policy on healthy eating. Our kitchen caters for all children including those who require Halal meat and those who are vegetarian. As part of our healthy eating ethos, the school will be offering the KS1 children fresh fruit or raw vegetables on a daily basis.

Packed Lunch

Children can also bring a packed lunch to school in a suitable container.

Lunchbox contents should be in line with our Healthy Schools Lunchtime Policy (available on our website) so that we can all work together to achieve our Healthy School Aims.

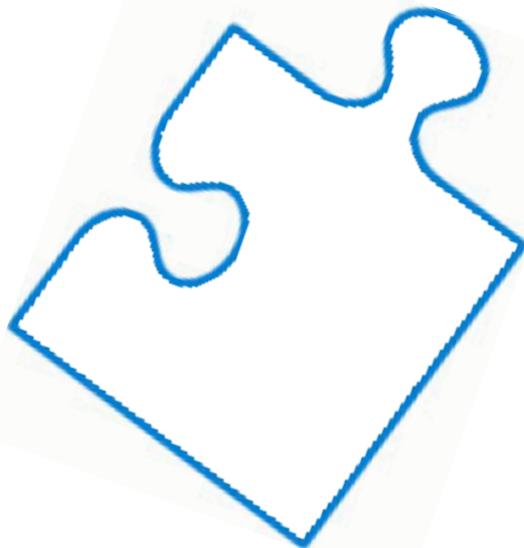
- ✓ Sandwiches should include a healthy filling (egg, salad, tuna, cheese, cucumber etc.)
- ✗ Chocolate spread, jam and honey are not healthy fillings as they have a high sugar content so please do not use these as sandwich fillings for school. Also we can no longer include Peanut butter and Nutella as a sandwich filling due to their nut content, which could seriously affect any child or adult with a nut allergy. **We are a nut free school.**
- ✓ Alternatives to bread are welcome, pitta breads, flat breads, wraps, crackers or why not try a pasta salad with tomato and peppers. We welcome any ideas on a healthy lunch you would like to share with us.
- ✓ Please remember that all items in a lunchbox must be cold

All children, regardless of what type of lunch they have, are supervised throughout the lunch break by our Lunchtime Learning Leaders, who also provide the children with learning opportunities at lunchtime.

Pupil Premium

Pupil Premium is additional funding given to schools for pupils who have been registered as being entitled to Free School Meals (FSM) at any point in the last 6 years. Schools receive this funding to support eligible pupils and narrow the attainment gap. It also entitles children to discounts on school trips. A Pupil Premium form is attached at the back of this pack, for every parent to complete and return to the school office as soon as possible. **We urge you to complete this form even if your child will be having Universal Infant Free School Meals (Reception, Year 1 and 2) or is in Key Stage 2 and will be having a packed lunch. The school will still receive the additional funding, and you will still benefit from the relevant discounts.**

Please see our school website for further information about how the school spends the Pupil Premium funding.



Learning Council

The Learning Council enables the children to influence developments in the school as well as provide increased opportunities for responsibility. The elected representatives from each class meet weekly with Learning Council Leader to discuss ways of improving the school in response to an agreed agenda. Learning Councillors are chosen by their class at the beginning of each term. Mrs Zalman runs the Learning Council.

Health and Welfare

The Inclusion Service (Previously known as the Education Welfare Service)

The Inclusion Service works within a legal framework. The main service provided relates to non-attendance, assistance with children with emotional, behavioural and special needs, child protection issues and the employment of children.

The Inclusions Officer regularly visits the school to check registers for issues of attendance and to discuss any concerns raised by the school regarding pupils.

Absence from School

When your child is absent from school please telephone the school office on 01483 763272 to let us know on every day they are absent. Alternatively we also use the app 'Study Bugs', this can be downloaded free of charge to most smart phones; this app enables you to report your child absent. We operate a "First Day Calling" service whereby the school will contact the parent by text to identify reasons for a child's absence. For children who are persistently absent, evidence will be asked for to clarify reason for absence e.g. a Dr's appointment card, prescription receipt.

If your child has Covid-19*, measles, chickenpox, mumps or any other infectious illness, please let the school know as soon as possible.

If your child has any allergies please let us know or, if you have any concerns about your child's health, please come and talk to us. The more we understand your child, the more we can help them at school.

*Covid-19 Pandemic

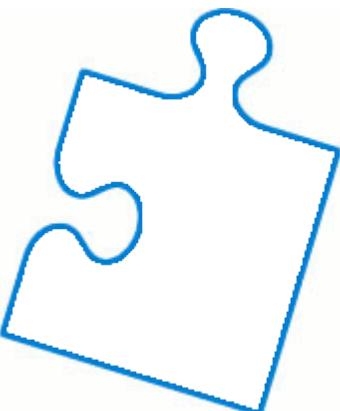
The Covid-19 pandemic continues to be part of our every day lives. Should your child become unwell with symptoms of Covid-19; a high temperature, a new, continuous cough and/or a loss or change to your sense of smell or taste, guidance is that you should stay at home until you are symptom free and/or feel well enough to attend school. You may wish to test using a lateral flow test available to purchase at a chemist.

Illness or accident at School

Your child's safety is paramount and we try to provide a safe learning environment inside and outside the classroom with continual adult supervision. In case of illness or accident at school it is sometimes necessary to contact a parent immediately. We ask parents, therefore, to fill in a form giving us a series of telephone numbers to call in case of emergencies. If these should change subsequently please let us know as soon as possible. If your child has an accident at school appropriate first aid will be administered (please see enclosed plaster consent form) and an accident form will be completed and sent home with your child.

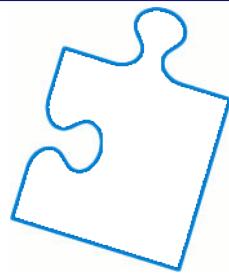
Hair

It is very important that parents inspect their child's head regularly to check for head lice. If head lice are found, please let the school know, so that other parents check their child's head. It is important that hair is treated immediately. Please see the school website for guidance on the treatment of head lice.



Curriculum

The Curriculum at Maybury Primary School



Our Learning Philosophy

At our school we believe that all children should “Believe. Achieve. Succeed.” Children are encouraged to become life-long learners through meaningful, engaging, challenging and creative learning experiences.

Our children come from a wide range of backgrounds and we are a truly multicultural and diverse school community where all pupils are equally valued. We celebrate similarities and differences and use children’s experiences to deepen and extend their understanding about each other and the world in which they live. Children’s learning in each term is supported by exciting and inspiring trips both in the local area and further afield. In addition to this we organise regular visitors and workshops to enhance our curriculum. These experiences help bring learning to life and make it memorable for our children.

Our children learn about learning through a metacognitive approach. They are encouraged to work in pairs, small groups and whole class situations and to talk about and analyse their own learning. In this way we help them to understand how they learn best and what they need to do to extend their learning. We encourage children to be independent thinkers and to adopt investigative and problem-solving approaches to challenging learning situations.

OFSTED (2018) “You and your staff are motivated by an astute awareness of the pupils in the school and their diverse range of needs. Collectively, you are determined that pupils have every opportunity to succeed and you work persistently towards achieving this goal”.

Values Education

Our curriculum is underpinned by a strong values-based ethos which helps our children understand about their responsibilities to themselves and others. We have high expectations of all our children and encourage them from the outset to be aspirational and self-reflective individuals.

We have a strong wellbeing and positive mental health focus and each class have a focused wellbeing lesson and creative learning session every half term. We also have weekly wellbeing and celebration assemblies.

Accessibility and Support

Our highly qualified staff use their expertise to skilfully scaffold and support children’s learning across all curriculum areas. Children are carefully observed and assessed at ongoing and regular intervals to ensure that the learning opportunities we provide are relevant and responsive to individual needs. We provide quality first teaching which is carefully scaffolded for our children’s needs and we utilise a number of targeted interventions and adaptations to the curriculum in order to present our children with additional challenges or support as appropriate. These focused interventions include: Reading Recovery, Talk Boost, Lego play, Colourful Semantics, Draw and Talk, First Class at Number, ELSA and Early Literacy Support.

Parental Involvement

We value and encourage parental involvement and the benefits this has for children’s learning and development. We fully support our parents through focused parent workshops where we model how we teach children and show parents how they can best promote their child’s learning in specific areas. We have also introduced a drop in parent hub where parents can access support from our Home School Link Worker and Inclusion Leader.

Each class has a dedicated page on our school website with ideas and strategies for parents on how to support their child's learning at home. In the Early Years Foundation stage (EYFS) classes parents are invited to share and celebrate their children's learning achievements at home through their Tapestry online Learning Journals. All children have home reading records and we encourage parents to make comments in these. In Years 1 and 2, parents are invited to continue sharing home learning through Seesaw. In KS1, parents can access home learning from the website. In KS2, families can access home learning through Google Classroom. All classes have a class email account where they can contact the class teacher.

We hold regular parent/teacher meetings to inform parents about their child's progress and to share individual targets. We are also fortunate to have a full time, bilingual, home/school link worker who works closely with our families.

Learning in the Early Years Foundation Stage (EYFS)

It is our aim at Maybury Primary School that children in the EYFS are happy, confident, independent and curious learners who can thrive in a safe, secure and challenging environment.

At Maybury we know our community well and therefore the needs of our children, because of this our curriculum changes from year to year depending on the needs of our cohorts.

The EYFS curriculum covers Nursery and Reception and is split into seven areas of learning as stated in the **Early Years Foundation Stage framework (2021)**. There are three prime areas: Communication and Language, Physical Development and Personal, Social and Emotional Development. In addition to this there are four specific areas, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

Our EYFS is based around four guiding principles and these shape our practice at Maybury. They are reflected in our curriculum, they are:

'A Unique Child'. We believe every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships. Children learn to be strong and independent through the development of caring, secure and positive relationships with parents/carers and the adults who are supporting them in school.

Enabling Environments. Our inside and outside environments play a key role in supporting and extending children's development and learning with adults teaching and supporting children with different interests and needs.

Learning and Development. Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected. The framework covers the education and care of all children in the early years, provision, including children with Special Educational Needs and Disabilities (SEND).

At Maybury many of our children start school with limited experiences so we construct a curriculum which provides a wealth of first-hand experiences including

Visitors trips and workshops. We aim to provide children with a wide number of experiences and ideas based on their own personal circumstances through exciting and stimulating activities including awe and wonder. Play is central to learning for all children in the EYFS. Our learning experiences take place both indoors and in our outdoor learning classrooms.



At Maybury we have skilful adults in the EYFS who engage in conversations with children to develop their vocabulary. We use bi-lingual staff to communicate and translate with children in EYFS. Staff are positive role models for spoken language and communication, and language is a pivotal part of our rich language-based curriculum.

There is a sharp focus on ensuring that our children acquire a secure knowledge of phonics this gives them the foundations for future learning especially in preparation for them to become confident and fluent readers. Our school's approach to teaching early reading and synthetic phonics is systematic and aims to ensure that all children learn to read words and simple sentences accurately by the end of reception. We use Letters and Sounds to teach phonics.

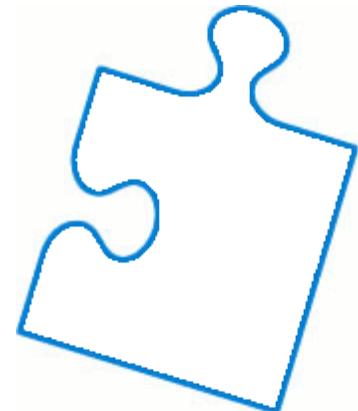
Our maths curriculum is devised in EYFS to develop early mathematics skills which are embedded during continuous provision, we use White Rose mastery and NCETM Numberblocks to inform our planning which is devised to meet the individual needs of our children and is regularly adapted depending on our cohort. Our mathematics curriculum provides a strong basis for more complex learning later on.

Our EYFS environment is a real strength of our school, it is highly engaging and stimulating. It is well organised and resourced with open-ended opportunities to develop children's curiosity to ask questions and develop knowledge.

Adult interactions with children during child-initiated play is excellent in the EYFS, adults model language through showing, explaining, demonstrating, exploring, encouraging, questioning and recalling. Therefore, adults are able to facilitate and set challenges to assist children's progress in all areas of the curriculum as well as identifying any misconceptions. Misconceptions are addressed immediately through our 'in the moment' provision and feedback.

Our EYFS curriculum also encourages children's social and emotional development and the development of appropriate relationships. Children's social and emotional health affects their overall development and learning. We know that children who are mentally healthy tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities, and demonstrate higher academic performance. At Maybury we promote children's social and emotional health in many ways, for example, building trusting relationships and teaching social and emotional skills intentionally.

Our curriculum also promotes healthy lifestyles. Our leaders and staff are particularly attentive to the youngest children's needs. Our staff give clear messages to children about why it's important to eat, drink, rest, exercise and be kind to each other.



Literacy

Speaking and Listening

At Maybury Primary, we intend for our children to become clear, fluent and confident speakers. We provide a range of speaking and listening opportunities such as, drama, presenting, questioning and the use of 'Talk Buddies'. Teachers use 'Read Aloud Think Aloud' strategies to encourage children to articulate their thinking and listen critically to others.

As many of our children speak English as an additional language (EAL), we are addressing the deficit in their knowledge of English vocabulary. Staff are mindful of the correlation between a strong spoken vocabulary and achievement in Reading and Writing. Accordingly, 'Word Aware' is used to develop our children's vocabulary where each class has a word of the day, aiming to close the gap between many of our children and their peers.

Reading

Maybury Primary is a school that prioritises Reading, knowing that reading proficiency impacts on our pupils' future success. Above all, we want our pupils to love to read.

As many of our children are EAL, we are acutely aware of the need to develop their spoken English in order for them to develop reading and writing skills. Therefore, we use texts which offer the opportunity to learn new vocabulary and which demonstrate English language structures. (This is particularly important for younger children and new arrivals to this country). Therefore, our book banded books are chosen carefully and are accurately banded to develop natural language from companies such as UCL (Reading Champions), Story World and PM. There is ample opportunity in such texts for pupils to practise and use their phonic skills.

We have a specialist reading teacher who provides 1:1 support as well as training support staff who deliver targeted interventions such as Boosting Reading at Primary (BRP), Inference Training, Early Literacy Support (ELS) and Fischer Family Trust (FFT). We have a range of fully decodable phonic books that are used for group teaching, which support our Letters and Sounds programme.

We actively promote the importance of reading at home and reading diaries are utilised well to record each child's reading experience. Children can also log into 'Bug Club' at home where they can read a range of texts, including fully decodable texts and answer comprehension questions on screen. Parents are encouraged and children rewarded for regular home reading. This partnership is vital for success in reading.

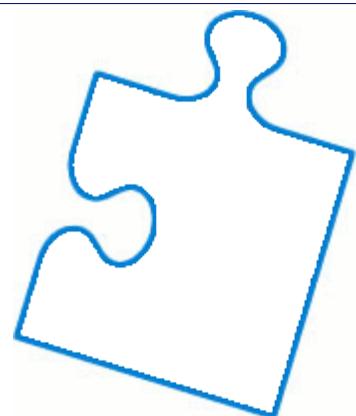
Staff are adept at listening to children read and observing strategies used. In KS1, every child is heard read individually at least once a week. In Year 3 every child will be heard read once a fortnight and from Year 4, we will have focus readers who are heard at least three times weekly. Children also read to an adult within their Reading Roundabout sessions.



Reading levels are assessed regularly using Benchmarking materials. Our school has an excellent library to further promote our love of reading and support all areas of the curriculum.

We recognise the importance of our children reading for meaning, therefore approaches such as 'Read Aloud Think Aloud', 'Cracking Comprehension' and 'Read Theory' are used to develop our children's inference skills.

Class books are used in KS2, where every class has a whole class set of books for each half term. Books are chosen to link to enhance our curriculum subjects, specifically History, Geography and Science. Our class books are also selected for our children's interests and to ensure diversity of coverage.



Our Approach to the Teaching of Reading

Reading is the most important skill we teach at our school and our aim is for every child to be an enthusiastic and confident reader. It enables children to access the full curriculum.

We can achieve this together through:

- using Read, Write, Inc; a program to help your child to read
- encouraging children to develop a love for books by reading to them daily, at home and at school and through listening to them read
- giving children access to a wide range of books at school and at home including books above their current reading level



At Maybury, we use Read Write Inc Phonics (RWI) to give your child the best possible start to their reading. We have put together this guide to show how the RWI program works, together with some useful links. Once your child gains confidence in decoding words, we can begin to concentrate on all the other skills involved in the reading process, especially on comprehension.

What is Read Write Inc?

RWI is a complete phonics program which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The program is designed for children aged 4-7 but we continue teaching RWI to children beyond the age of 7 if they still need support with their reading. RWI was developed by Ruth Miskin and more information on this can be found at: <https://www.ruthmiskin.com/en/find-out-more/parents/>

Reading Roundabout

This approach is used for half an hour each day in addition to the literacy session from Year 2 up to Year 5. Each class has a number of reading groups and over the five days the groups will rotate in order to complete a range of reading activities by the end of the week.

Typically, the learning activities will be:

- guided reading with an adult
- reading for pleasure
- comprehension and exploration of non-fiction and fiction materials, including ICT based activities (comprehensions will be dated and kept in reading comprehension books).

In Year 6 'Cracking Comprehension' and 'Read Theory' are used every week to develop inference and comprehension skills.

During our Cracking Comprehension sessions and Reading Roundabout sessions we teach explicit VIPERS skills. These reading sessions are separate from our Literacy lessons, although texts may complement literacy or another curriculum areas. During a typical Reading Roundabout session, the teacher will plan a guided reading session and independent activities that are linked to VIPERS skills. They will share which VIPER skill the children will be focusing on for that session, using displays to reinforce learning.

VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence or Summarise)

Children are explicitly taught the skills of reading (as outlined in the National Curriculum) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

The Reading Vipers can be used by both KS1 and KS2 with a little adaption. The main difference being in the S.

Sequence - KS1

Summarise - KS2

Writing

High quality texts are integral to our teaching of writing, together with a range of age specific resources and the use of technology. In Key Stage 1 children develop their writing skills through weekly cycles to expose children to a range of stories and language, developing their early writing skills and writing structures. In Key Stage 2, writing skills are developed in three-week cycles, providing the opportunity to embed vocabulary, develop language structures and refine pupils' writing. Children are taught to plan, write, edit and publish their work. Children learn about a range of genres throughout the year. They focus on the key features for each genre and learn the skills to write in that particular genre. The different genres are then retaught throughout the school, ensuring that there is progression between the year groups. High quality written work is celebrated during our celebration assembly each week.

Each half term the children complete an unaided piece of writing which is used with other evidence to build up a picture of each child's strengths and next steps in writing. The teachers work together in school and with partnering schools to moderate this work.

Writing Workshops and Phonics

'Writing Workshops,' takes place twice weekly for 30 minutes in KS2 (in addition to the literacy session and Reading Roundabout). Children are grouped by ability to ensure that the learning is at the most appropriate level for their needs. Children are taught specific grammar and punctuation which they are then expected to use in their literacy lessons.

Handwriting (Foundation Stage and Year 1)

In EYFS children develop their fine motor skills through a range of kinaesthetic activities. Handwriting is taught from Reception upwards using specific devised rhymes scheme and from Year 1 upwards the 'PenPals' scheme which is a multisensory, pre-cursive model.

Handwriting (Year 2 and Key Stage 2)

Children are taught to write using the cursive script using 'PenPals'. Children practice their handwriting through a range of activities and have specific handwriting lessons twice a week. Handwriting pens are introduced in Year 3 with the intention of all children using pens by the end of the first term.

Spelling

In KS1 and KS2, all children are taught a spelling pattern every week following the scheme on Edshed. The pattern is taught at the beginning of the week (and sent home for children to learn at home) and children are given further time to practise and apply these words in school. Children are tested on their set of words before being given a new set.



Maths at Maybury provides a foundation for understanding the world; the ability to reason and problem solve mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

There is a strong emphasis on Mastery, which means children having a secure understanding of mathematical concepts and processes, combined with a genuine procedural fluency. Children are able to apply their understanding of a concept in a wider variety of contexts, some of which are more difficult. They can manipulate the facts they know and the skills they possess in order to solve more complex problems. We use White Rose mastery and NCETM Numberblocks in Key Stage 1 to inform our planning which is devised to meet the individual needs of our children and is regularly adapted depending on our cohort. Our mathematics curriculum provides a strong basis for more complex learning. We are part of the NCETM Mastering Number programme which supplements our Mastery curriculum.

At Maybury, there is an expectation that all children can succeed in Maths, giving children a secure and sustainable understanding of mathematical concepts by developing consistent models and images throughout all year groups. Teachers ensure that children are fluent in mathematical procedures and number facts by rehearsing these in systematic ways. Children who master a concept easily are expected to deepen their understanding, for example by applying it to solve problems embedded in mathematical investigations or more complex contexts. Children who do not master an objective with the rest of the class are supported to enable them to gain more experience and achieve mastery, for example through immediate fast feedback, same-day intervention, plus longer-term help if necessary. Maybury is fortunate to have trained support staff who deliver targeted interventions such as 'First Class @ Number' and 'Success @ Arithmetic'.

Children in Key Stage 2 have access to Times Table Rockstars at school and at home, this is an online game to practice times tables which comes packed with activities for children of different ages allowing them to progress at a pace appropriate to their own individual abilities. All children at Maybury have access to laptops, iPad and Chromebooks where they can play mathematical games to consolidate and apply their learning.

Every day the children complete daily arithmetic sessions and apply prior learning using Flashback 4 slides at the start of each Maths lesson.

Science



At Maybury, it is our intention to recognise the importance of Science in every aspect of daily life. We give the teaching and learning of Science the prominence it requires. Scientific learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry.

It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence. We intend to build a Science curriculum which develops learning and results in the acquisition of knowledge and build a Science curriculum which enables children to become enquiry-based learners.



Children have access to key language and meanings in order to understand and readily apply to their written, mathematical and verbal communication of their skills. They use a range of resources to develop their knowledge and understanding that is integral to their learning and develop their understanding of working scientifically. In lessons, they reflect on previous learning and cross-curricular links will be made wherever possible. Children will be able to build on prior knowledge and link ideas together, enabling them to question and become enquiry-based learners. Where applicable links to Science will be made to develop the children's topical learning. Children will work collaboratively and practically to investigate and experiment.



Attainment will be assessed each half term through related topic assessment tasks. We desire for all children to retain knowledge that is pertinent to Science with a real-life context. Additionally, we want all children to be able to question ideas and reflect on knowledge. We support our children in explaining the process they have taken and be able to reason scientifically.

The Foundation Curriculum

In each year group children cover the New National Curriculum (2014) through a range of exciting learning experiences.

History and Geography

At Maybury, we teach three History and three Geography units every year. These units often provide overarching themes for the class who match class books, class assemblies and home learning to them. Every half term, the class teacher will send home knowledge organisers for the unit of learning which will be regularly referred to at school.



At Maybury Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and achieve as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We provide high quality history trips, workshops and visitors to enrich our lessons. We have links to local museums where we can borrow their historical artefacts. We often use Chromebooks and iPads to conduct further historical research.

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives, to believe that they can have a positive impact on the environment around them. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We use Digimaps to develop the children's map skills. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Woking so that they can achieve a real sense of who they are, their heritage and what makes our local area unique and special. We use our local area for field work opportunities such as our Year 1 town walk, visiting Dapdune Wharf in Year 2, exploring Wisley in Year 3 and much more. We also developing the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences and succeed in becoming geographers. During our Geography lessons and our international week we provide the children with a rich understanding of a range of different cultures and traditions.

Art

At Maybury our pupils will be exposed to a broad range of different kinds of arts, craft and design. They will develop their ability to think critically about art and design, including their own.

Children will develop their understanding of the visual language of art, gain an understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) and be exposed to a curriculum that will enable the children to reach their full potential.

As they progress through each year group the children will develop their techniques and have the opportunity to apply these creatively with no ceiling on what they can achieve. At Maybury, Art is planned using 5 stages, observing and research, learning a new skill, mimicking, using a range of media and finally producing a unique piece of art work. These stages make up each 'art journey'.

Whole-school project work, trips and workshops ensures that art is given high status in the curriculum. The school takes part in 'Station Art' which enables us to show case our art skills within our local community for all to enjoy and celebrate.

Design Technology is a key part of our broad and balanced curriculum. It is our aim for our Design Technology curriculum to offer children the chance to use creative thinking and design within a defined purpose and tangible outcome. Through a variety of creative and practical activities, pupils at Maybury are taught the knowledge, understanding and skills needed to **achieve** a process of designing and making. At Maybury DT is carefully planned through the use of the 6 key principles to allow all pupils to **succeed** in

producing their own unique projects. These are: user, purpose, functionality, design decisions, innovation and authenticity.

Music

At Maybury we aim for our children to enjoy and be exposed to different genres of music and have the opportunity to participate in music through, listening and appraising, composing and performing. Music is carefully planned to ensure a progression of skills across all year groups.

All children at Maybury Primary School have opportunities to experience and perform through singing and playing musical instruments. As part of our regular weekly music lessons, all children have the opportunity to learn an instrument, these include the recorder, the ukulele and the glockenspiels.

At Christmas we put on an EYFS, KS1 and a KS2 Christmas production and have the opportunity to sing and perform at the local care homes.

Our talent competition "Maybury's Got Talent" is always a popular finale to our year where children can perform their musical abilities.

MFL

At Maybury we aim to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Currently, we teach all children in Key Stage 2 French, however we strive to provide children with opportunities to experience a range of other languages with so many of our learners already speaking another language. By the time our pupils leave Maybury, we want them to have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important other languages can be in their future.

Computing is integral to children's learning across the curriculum. We recognise that the use of communication technology is a central part of our children's lives both at home and at a school. We encourage pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We embed computing across the whole curriculum to make learning creative and accessible.

Children have shared access to around 30 laptops, 100 Chromebooks, 50 iPads, desktop computers, recording equipment and a range of software. We also have a class set of LeGo Wedo 2.0 which is used for building models and coding using the Lego Education App. The children are both taught and assessed using Interactive whiteboards, visualisers, iPods, digital cameras, voice recorders, and numerous other technologies. The children also have access to a SMARTtable that allows them to learn in small groups on more focused and personalised tasks.

Digital Literacy is a big part of the curriculum, with children learning how to use ICT safely – at regular points throughout the year children undertake online safety assemblies on topics such as cyberbullying or keeping information safe as well as having lessons in class.



In **Physical Education** children have the opportunity to engage in a variety of team games (including football, netball, hockey and Tag rugby), as well creative and agility-based topics such as gymnastics and dance. In these sessions, they learn about the key skills needed to succeed in each sport, how to apply these skills in competitive games and then move on to evaluating their own techniques. We have a specialised PE teacher who delivers a skills based PE curriculum to all groups from Year 1. Swimming is taught during Year 5 with booster sessions in Year 6 to help the children who need further support in reaching the swimming targets. The children take part in an extensive range of physical whole school workshops such as fencing, archery and dance. We have good links with our academy schools and our children enjoy participating in inter-schools activities and festivals. They also enjoy the wide variety of after-school sports clubs. We have a wide range of resources and equipment to maximize the physical opportunities for our children.



Religious Education is taught according to the updated 2017 agreed Surrey syllabus. This syllabus promotes tolerance of and respect for people of all faiths, cultures and lifestyles which supports our school's multicultural beliefs. It focuses on teaching the children about all six of the main faiths: Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism. We demonstrate this through celebrating festivals from all faiths including Eid, Diwali, Chinese New Year, Harvest, Christmas and Easter. The syllabus focuses on improving children's understanding of each religion's teaching by building on previous learning ensuring progression throughout their time at Maybury. The children are also taught units about comparison and spiritual development which encourage them to reflect on their learning about religion and life as well as how we can learn from religion.

Personal, Social and Health Education – Learning for Life

This is a key learning area which underpins all areas of the curriculum but is also taught in a more specific way through focused PSHE sessions. PSHE is now called Learning for Life as it covers the six areas which educate and prepare the children to be responsible citizens that understand what it is to have a healthy, physical and emotional lifestyle. In our Learning for Life curriculum we champion diversity and inclusion and promotes the protected characteristics. PSHE is planned using the PSHE Association's Programme of Study to ensure progression and



coverage of knowledge and skills. Teachers plan lessons that focus on the skills that children will learn and these are highlighted on the learning slips in their books. Learning for Life includes Relationships and Sex Education. This is taught in all year groups. The curriculum content and the associated vocabulary have been carefully planned in consultation with parents.

Learning for Life is supported by our commitment to Values Education and our restorative approach to managing conflict. We explicitly learn a value each month including respect, tolerance and responsibility, which reflect the fundamental British values.

Throughout the school the children learn about right and wrong through assemblies, role play and circle times. They are taught about human rights and what it is to live in a democracy. Learning for Life also teaches the children about finances, careers and gives them confidence to be what they want to be. In Upper Key Stage 2 children learn about the rule of the law and the British criminal justice system.

Children are given opportunities to make a positive contribution to the life of the school and all children are members of a 'learning team'. We regularly participate in national and local focused weeks and projects such as 'Anti- Bullying Week' and 'Online Safety week' which help children to learn about keeping themselves safe, healthy and responsible citizens. Children also learn about others living in challenging circumstances and help to support charitable bodies and causes through national fundraising days such as 'Children in Need' and class 'Enterprise' weeks. Children learn about being part of the school community, local community and being part of the British society.



Learning for Life is enhanced by the commitment to focus on Well Being and the school were awarded the Wellbeing Award in October 2021. All children participate in half termly 'Well Being Wednesdays'. Wellbeing Wednesdays begin with a well-being lesson on one of the below themes: wonderful me; community; meaning and purpose; resilience; healthy body and brain; and relaxation. The Wellbeing day also involves creative wellbeing activities such as construction, cookery, art, musical composition and much more. The school also has a wellbeing week each year where we have many outside providers leading wellbeing activities such as yoga, animal handling and sports coaches. Staff, children and parents are surveyed regularly to find out about their Well Being and all views are considered to

ensure that everyone is heard.



Worry boxes and feelings books are displayed in the classrooms



Displays encourage children to reflect on their feelings

After School Learning

Our school has a number of after school learning clubs run by teachers and support staff at no charge to parents. Our clubs are very popular and support learning in a number of curriculum areas. We offer a range of clubs, including: football, netball, table tennis, indoor sports, wellbeing, computing, singing, drama, young carers, construction, Lego, mindfulness, cooking and booster clubs.

Special Educational Needs & Disability

The children are helped in all areas of the curriculum by the teacher aiming to match the work provided to the child's ability.

Additional support is given to those children with Additional Educational Needs.

If children are experiencing very pronounced learning difficulties or displaying emotional and behavioural problems, then outside help is sought, but only after parents have been consulted.

All children with additional educational needs will be fully integrated into the school. They will have access to a broad and balanced curriculum to include the national curriculum through differentiated work. They will be supported according to need by: -

- Specialist SEN staff within the school
- Class teachers
- Special Needs Assistants/Teaching Assistants
- Other agencies and advisory bodies
- Provision will be offered through individual or small group tuition, or adaptation of learning resources/environment

In meeting its responsibilities as stated in the Code of Practice for Special Educational Needs, the school will: -

- maintain a file of children with additional educational needs which identifies the level of support being offered to each child.
- Write up SEN Support arrangements for each child
- regularly review the effectiveness of each child's plan and determine future action.
- keep parents informed at all stages and gain their active involvement in the programme of support.

Where there are children with Statement of Special Educational Needs/ Education Health and Care Plans the school will: -

- carry out the requirements of the statement/plan, seeking advice and support from other agencies as necessary.
- carry out an annual review of each statement/plan and amend accordingly.
- involve parents as active partners in all stages of the assessment procedures.

More Able Pupils

The needs of more able pupils are met within the classroom by the class teacher. Work is planned to provide for a wide range of ability within the school. Activities are built in to extend pupils to enable them to reach their full potential.

English as Additional Language (EAL)

The school provides advice and support to those children who have English as an additional language. It is provided through the schools bi-lingual assistants who support with interpretation, translation of documents and in any way that helps communication between school and home.

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising achievement. The school recognises that many EAL pupils have considerable communicative powers in their mother tongue. We aim to build on these skills and extend them into the English language. We value the child's home language and encourage them to use it at school as research has shown that first language competence facilitates development of an additional language.

The Data Protection Officer is responsible for overseeing data protection within Maybury Primary

Data Protection Officer

School so if you do have any questions in this regard, please do contact them on the information below: -

Data Protection Officer: Craig Stilwell

Company: Judicium Consulting Ltd

Address: 72 Cannon Street, London, EC4N 6AE

Email: dataservices@judicium.com

Telephone: 0203 326 9174



Home Learning

Class	Year Group	Home Learning	
		Literacy	Numeracy
Starfish	R	Word tins for practising blending and segmenting.	Weekly maths games
Seahorses	1	Reading- 10 minutes a day and Spelling practice – 5 minutes a day 1 piece of literacy home learning set <u>or</u> 1 piece of Maths home learning set every week (From Spring term)	
Jellyfish	2	Reading- 10 minutes a day Spellings- 10 minutes a day 1 piece of literacy home learning set every other week	1 piece of Maths home learning set every other week

Year Group	Home Learning	
	Literacy	Maths
Key Stage 2	Spellings are given out weekly. Reading– 15-30 minutes per day	Time tables- 10 minutes per day on TTRS
Years 3, 4 and 5	1 piece of literacy home learning set each week on Google Classroom 1 Reading comprehension per week	1 piece of maths home learning set each week on Google Classroom
Year 6	Monday—Grammar Tuesday—Maths Wednesday—Punctuation and spellings Thursday Maths Friday—Reading comprehension and handwriting	

School Development Priorities

School Development Target 1:

To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed.

School Development Target 2:

To develop children's phonics and reading skills throughout the school so that it positively impacts pupil outcomes in reading and phonics throughout the school.

School Development Target 3:

To continue to diminish the difference for disadvantaged pupils (DAP) and children with SEND in all areas particularly in Reading and Writing so that they make better than expected progress from their start points.

School Development Target 4:

To continue to deliver excellent personal development, whilst promoting well-being for both staff and pupils. To promote pupil attendance so it is at least in line with National, and Persistent Absence is reduced in line with National. To roll out revised school values to work alongside our Learning for Life Curriculum.



Uniform

School Uniform	PE kit
Sky blue polo shirt with school logo Navy blue sweatshirt with school logo or navy blue cardigan with school logo KS2 children (from year 3) a sky blue shirt and tie Grey trousers or grey skirt Plain grey socks Summer Uniform (optional) Blue/ white checked dresses or grey pinafore dresses may be worn in the summer Plain navy or white tights or white socks (not leggings)	Sky blue P.E T-shirt with school logo and navy shorts or jogging bottoms. Navy hoodie
Footwear	PE footwear
Sensible black shoes (not trainers)	Trainers for outdoor use

School uniform can be purchased from School Uniform Direct. There is the option of either ordering online at www.schooluniformdirect.co.uk or by visiting their shop conveniently located in West Byfleet, (1 Park Court, 1 Pyrford Road, West Byfleet, KT14 6SD) Tel: 01932 354406

All items of uniform without the school logo can also be purchased from other high street stores or supermarkets.

Maybury's Pre-loved Uniform Team host sales every half-term.

Children will come to school wearing the PE kit two days each week, on the remaining 3 days children will be expected to wear the full school uniform. A timetable detailing what days are allocated to each class will be made available on the school website and in the newsletter.

No extreme hairstyles are permitted including overly spiked, sculptured, shaved areas and razor lines/pictures. If in doubt, please ask before a visit to the hairdresser/barbers.

All hair bands/ clips/ bows must be plain and in school colours only which are black, white, navy or sky blue, grey, or matching the school summer dresses. Children will be required to remove any hair items that do not conform to the uniform code.

Parent Consultation

Parents' consultation appointments are held in the Autumn and Spring term and parents receive an end of year report in the Summer term. There is an opportunity for you to share in your child's literacy, numeracy and personal and social targets, and to discuss your child's progress with your child's teacher. At the end of the academic year your child's End of Year Report shows the year's progress in the six areas of the Foundation Stage and all subjects in the Key Stage 1/2 curriculum.

Parents are welcomed by the staff to a variety of home/school learning sessions which cover a variety of subjects related to their child's development. Parents can come into school on the last Tuesday of each half term to look at children's learning in books from 3:15-3:30.

Monthly newsletters are sent to parents to inform them of school events, diary dates, sharing assemblies and all school initiatives. Curriculum information is available on the school website which includes activities for children to complete at home. The class web pages are regularly updated to include photographs and video footage of class activities (www.maybury.surrey.sch.uk).

Parents are invited to many school events e.g. Sport's Day and Sharing Assemblies.

Parents are also welcome into the classroom to support children in a variety of ways eg story telling in mother tongue or English; cooking, art or craft or in any way that parents feel confident to help.

Our Home School Link Worker runs regular parent workshops on a variety of topics.

We need your help to make the partnership a successful one.



SATS Results

This tables below show a summary of our results for Early Years, Year 1 Phonics screening, Key Stage 1 SATs result and Key Stage 2 SATs result for 2022.

EYFS GLD	Maybury
	67%
Phonics	Maybury
	86%

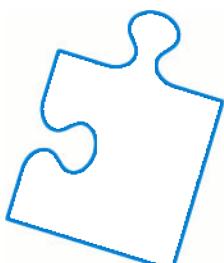
Key Stage 1	Maybury
Reading	62%
Writing	59%
Maths	66%

Key Stage 2	Maybury
Reading	78%
Writing	70%
Maths	70%
Combined	65%
GPS	83%

Governing Body

The Governors have general responsibility for the effective management of the school, operating within a framework of national legislation and the policies of the local education authority. Detailed decisions about the day-to-day running of the school are undertaken by the Headteacher with the main aspects of the school life discussed and agreed upon at regular Governors' meetings.

Maybury Primary Governors Names				
Name	Type	Responsibilities	Committees	Term of Office
Saeeda Ahmed	Co-opt Governor		FLAC	29/09/18 to 28/09/22
Zoe Butler	Trust Governor		FLAC	18/07/21 to 17/07/25
Chris Cornish	Trust Governor	Chair of Governors	FLAC	01/11/20 to 31/10/24
Judy Hall	Trust Governor	Safeguarding	FLAC	24/09/21 to 23/09/25
Amanda Merritt	Headteacher		Resources and Children & Learn- ing	Continuous
Claire Melling	Staff Governor		FLAC	28/09/19 to 27/09/23
Jan Parker	Trust Governor		FLAC	24/09/21 to 23/09/25
Salma Rahman	Parent Governor		FLAC	16/09/2022 to
Della Sullivan	Associate		FLAC	Continuous
Tracy Walker	Trust Governor		FLAC	11/03/22 to 10/03/26







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