Maybury Primary School

Parent Information

2025-2026

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. Please visit our website to view a virtual tour of our school.

Mrs Merritt

Headteacher

View of the School

Our school was inspected in June 2023. We are extremely proud to be a **'Good'** School overall with an **'Outstanding'** judgment in Early Years Foundation Stage, an **'Outstanding'** judgment in Personal Development and an **'Outstanding'** judgment in Behaviour and Attitudes.

We were thrilled with the following findings:

'Pupils flourish here. They adore their school.'

'Behaviour in classrooms, around the school and in the playground is excellent.'

'Leaders have created an ambitious curriculum.'

'Children have an outstanding start to their education in the early years. Staff guide children to deepen their knowledge and understanding expertly.'

'Leaders provide pupils with an exceptional personal development programme. This prepares pupils for life beyond Maybury well.'

'The safeguarding culture is extremely strong. Keeping pupils safe, in school and beyond, is at the forefront of all adults' minds.'

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 DSLs are is Mrs Merritt (Headteacher), Mrs Gregory (Assistant Headteacher) and Mrs Melling (KS2 Phase Leader)

Mrs Merritt

Headteacher

Mrs Gregory

Assistant Headteacher

Mrs Melling

KS2 Phase Leader

Admissions

To view our Admission Policy please visit the school website, www.maybury.surrey.sch.uk located under ‘Our School’ and ‘Policies’.

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.

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. In line with Surrey County Council admission deadline dates.

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 £2.50 per session.

Collecting children

Children must be brought to school and collected by an adult with the exception of the children in year 6 who have written consent from parents to walk to and from school. 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 £15.00 per week (£3 per day). You can pay online, via our online payment system. Please see our website for instructions on how to set up an account. Please navigate through our website by selecting the 'Parents' 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.

For medically required diets all requests are to be supported by a GP/Dietician letter confirming the allergy. A Medical Request Form must be completed and returned to the school office.

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.**

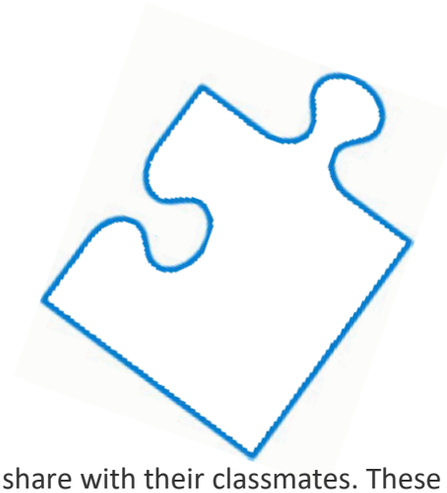
✓Alternatives to bread are welcome, pitta breads, flat breads, wraps, crackers or why not try a pasta salad with tomato and peppers. We welcome any ideas on a healthy lunch you would like to share with us.

✓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 Midday Supervisors 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 Means (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.

Birthdays

Children may bring wrapped sweets or wrapped chocolates to share with their classmates. These treats will be distributed at home time and should not be consumed during the school day. Please note that we cannot accept cakes or baked goods, and our school is a nut-free environment to ensure the safety of all our children.

Participation in these celebrations is at parent/carer discretion.

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.

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, ch ild 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 measles, chickenpox, mumps or any other infectious illness, please let the school know as soon as possible.

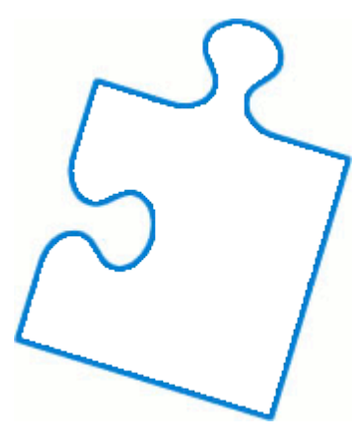
If your child has any allergies please let us know or, if you have any concerns about your child's health, please come and talk to us. The more we understand your child, the more we can help them at school.

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 you child has an accident at school appropriate first aid while 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.



The Curriculum at Maybury Primary School

The Maybury 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.

Our motto is **Believe. Achieve. Succeed.**

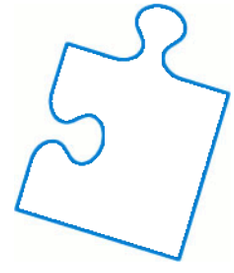
Our primary aim is to develop a love of learning through meaningful, engaging and creative learning experiences. We aspire to enable every child to become an active member of our school and the wider community. We celebrate diversity and teach our children that equality and respect are the foundations of our community. We pride ourselves on our Values Based Education which results in an inclusive, welcoming and caring ethos.

Our intent is to provide opportunities for all of our children to become independent, confident learners with high aspirations, who know how to make positive contributions to the wider community. We want our pupils to be able to retain knowledge, widen their vocabulary and gain transferable skills to support their next steps in education ensuring all children are ready for the challenges that await them.

Our curriculum is **ambitious and coherently planned and sequenced**, children understand the purpose of their learning and are able to link new knowledge and skills to previous learning and experiences. We have an excellent knowledge of our children and their backgrounds. Our aim is to provide every child with the **vocabulary, skills and knowledge** they need to be successful.

As the majority of our children have low start points in Communication and Language and speak English as a second language, language and communication development is a pivotal part of our **rich language-based curriculum**. For this reason**, reading is at the heart of our curriculum**. We are 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.

At Maybury, many of our children start school with limited experiences, so we construct a curriculum which provides a wealth of practical first-hand experiences including visitors, trips and workshops. We are therefore committed to broadening their world to provide them with the cultural capital they require to be successful, enabling them to **Believe, Achieve and Succeed.**



Curriculum design

We implement this through consistent and effective Quality First Teaching delivered by highly trained staff. We deliver a curriculum which is designed to provide a **broad and balanced education** that meets the need of all children in the modern world. We provide a personalised curriculum which is heavily based on developing children's communication skills particularly for SEND, new arrivals and children with English as an additional language. This involves clear language modelling and vocabulary development, and ensuring that they have access to the curriculum through translated resources, and bilingual staff.

The teaching of key vocabulary is a primary feature in all subjects through a range of strategies such as, precision teaching, pre-teaching and language modelling. The ethos of the school reflects our commitment to all children in an inclusive way, promoting the protective characteristics and which **celebrates our rich diversity.**

The school curriculum map is planned to ensure that **teaching is sequential and that vocabulary, knowledge and skills are taught in a logical and progressive order.** This ensures pupils will know more and remember more. Our lessons provide opportunities for retrieval practice and, over time, revisit teaching and knowledge of skills, knowledge and vocabulary. This enables children to build upon prior learning and the sequence of knowledge we have identified necessary for children to make good progress.

Teachers assess effectively to help pupils embed and use knowledge and skills fluently. Through fast feedback we are able to provide children with **immediate feedback** which they act upon to make improvements to their learning.

Our rich and vibrant curriculum aims to develop specific skills which can be seen across the school throughout all subject areas. As a team, we have created long term and medium term plans which ensure progression of vocabulary, skills and knowledge within a context. **Teaching is carefully tailored to meet the needs to all children.**

Maybury Lesson Model

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 aim to develop children's sense of importance and belonging which is essential for building social relationships and for contributing to the world.

Our School Values are Equality, resilience, Positivity, Kindness, Respect and Independence.

Throughout our curriculum we promote these life-long values to ensure:

- Our children are ambassadors for **equality** for all
- Our children have the **resilience** to succeed in all they do
- Our children spread **positivity**
- Our children will always choose **kindness**
- Our children champion mutual **respect** for all
- Our children develop **independence** to be self-reliant and self-sufficient

OFSTED (2023) 'Leaders provide pupils with an exceptional personal development programme. This prepares pupils for life beyond Maybury well.'

Accessibility and Support

Our highly qualified staff use their expertise to skillfully 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 high quality adapted learning which is carefully scaffolded for our children's needs and we utilise a number of targeted class based interventions and adaptations to the curriculum in order to present our children with additional challenges or support as appropriate. Some children require highly personalised learning opportunities and environments and we work closely with our specialist colleagues to ensure that we provide the most appropriate support to enable children to make progress.

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 and parent/ child partnership projects where we model how we teach children and show parents how they can best promote their child's learning in specific areas. We also have 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 Seesaw which is an online Learning Journals. All children have home school planners 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.

EYFS

From the moment a child is born in the community, they can interact with the school staff and our curriculum starts the minute the children and their families set foot inside our school, for many of our children this is when they start in Nursery. We also work with our community to support children from the minute they are born though our community play and learn group.

We understand the importance of a highly effective EYFS curriculum which provides all children with the skills and knowledge they need to ensure strong foundations are established for all future learning. Our whole curriculum is designed to build upon skills, knowledge and vocabulary children have learnt in the EYFS enabling children to know more and remember more.

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).

Play is central to learning for all children in the EYFS. Our curriculum is delivered through play and through high quality adult interactions.

At Maybury we have skillful 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.

We aim to provide children with a wide number of experiences based on their own personal circumstances through exciting and stimulating activities including awe and wonder. Our learning experiences take place both indoors and in our outdoor learning classrooms as well as through trips and visitors from the community.

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 Read Write Inc to teach phonics.

Our Maths curriculum develops early mathematics skills which are embedded during continuous provision, we use Mastering Number to teach mathematics in Reception.

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

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 year 1, children develop their writing skills through weekly cycles to exposure children to a rage of stories and language, developing their early writing skills and writing structures. From year 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 and that each child can achieve their full potential. High quality written work is celebrated during our celebration assemblies and displayed in the classrooms. Grammar, punctuation, spelling and handwriting are intertwined into lessons.

Reading

Reading is at the heart of our whole curriculum. We recognise the foundations for teaching the English National Curriculum begin in Early Years with the development of a high-quality programme planned within Commu-

nication, Language and Literacy. Many children enter our schools with very poor language skills, limited exposure to books, spoken English and opportunities to share stores. Therefore, teaching children to communicate and engage with stories is vital from the very early stages of their journey with us through primary school. As an inclusive school, our curriculum recognises the varied needs of our children and allows every child to maximise their learning potential and achieve. Our aim is to prepare them for the application of English Reading skills across the whole curriculum and life beyond education. We believe reading is a passport to the world and strongly feel that cultivating a "reading for pleasure" culture in our schools is imperative. Reading consists of two dimensions: word reading and comprehension. Learning to read begins with daily phonics sessions in Reception and key stage one. We use Read Write Inc Phonics (RWI) to give our children the best possible start to their reading journey. Children are grouped by ability to ensure that the learning is at the most appropriate level for their needs and are continuously monitored to ensure they make the best possible progress. From year two onwards during our whole class reading sessions we teach explicit VIPERS skills. These reading sessions are separate from our Literacy lessons, although texts may complement literacy or another curriculum area. During a typical week, the teacher will plan a range of activities that are linked to VIPERS skills. They will share which VIPERS skills the children will be focusing on for that session, using displays to reinforce learning.

Speaking and Listening

At Maybury Primary, we believe that all our children can 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 a range of 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. 'Word Aware' and knowledge organisers are used to introduce new vocabulary and to develop our children's understanding of what words mean.

Maths

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 supports children in 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.

At Maybury, there is an expectation that all children can succeed in Maths, giving children a secure and sustainable understanding of mathematical concepts by using a CPA approach (Concrete, Pictorial and Abstract). 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 fast feedback (during lessons), same-day intervention (conferencing), plus longer-term help if necessary.

We encourage all learners to become fluent in their times tables to allow them to make excellent progress in Maths lessons. All children 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 technology 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, we recognise the importance of Science in daily life. Science is taught in units laid out in the National Curriculum, and we use this to plan lessons and to ensure coverage and progression throughout school. We embed Scientific enquiry skills in each topic, as well as topic-specific vocabulary and opportunities to investigate. We want our children to believe that they can grow up to be scientists and inventors. We try to use our outdoor school environment where possible to support learning and plan a range of school trips and workshops throughout the year to bring Science to life and to provide first-hand experiences.

We aim for Science learning to increase children's knowledge and understanding of our world, and to develop skills associated with Science by exploring and talking about their own ideas, asking their own questions and solving problems, allowing every child to achieve their full potential. We strive to develop the natural curiosity of our children and encourage respect for living organisms and the physical environment. We aim to help children develop an understanding of key scientific concepts whilst engaging in meaningful enquiry, so that they may succeed in all areas of Science.

The Foundation Curriculum

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

History

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 endeavour to ensure all pupils succeed regardless of ability, every child can be an historian.

Geography

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 are committed to providing children with opportunities to investigate and make enquiries about their local area of Woking so that they can achieve of real sense of who they are, their heritage and what makes our local area unique and special. We are 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.

Where possible, links are made to our local area during Geography lessons and our international week provides the children with a rich understanding of a range of different cultures and traditions. Our four areas of focus are for children to develop their: contextual world knowledge, geographical understanding, geographical enquiry and mapping skills.

Art

At Maybury we believe that pupils should be exposed to a broad range of different kinds of arts, craft and design. They should be able to think critically about art and design, including their own.

Children will develop their understanding of the visual language of art, and the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) and these are developed by providing a curriculum which enables children to reach their full potential. As children progress through each year group, they will develop their techniques and have the opportunity to apply these creatively with no ceiling on what they can achieve. The teaching and implementation of our Art and Design Curriculum at Maybury Primary is based on the National Curriculum, we ensure a well-structured approach to this creative subject where all children can succeed. Producing 'art' at Maybury is like going on a journey where children have opportunities to explore techniques and materials, learn and practise new skills through mimicry and looking at the work of artists. The outcome is unique for each child where they are able to be independent and make their own choices.

5 Stages of the 'Art Journey.'

- Observation/research
- Explore (teaching of a technique)
- Mimic the style/technique
- Try different media
- Unique – produce own work in the style of an artist or using new techniques/skills taught.

The skills, knowledge and key vocabulary that children will develop throughout each art unit are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their own creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, sculpture as well as printing and collage. From Year 1, our children are provided with a sketch book in which they can explore, mimic and practise new skills and produce their own work.
Local artist studies, trips and workshops ensures that art is given high status in the curriculum. The school takes part in 'Station Art' which enables us to showcase our artwork within our local community for all to enjoy and celebrate.

Design Technology

At Maybury we believe Design Technology is a key part of our broad and balanced curriculum. It is our intent for Design Technology 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, skills and vocabulary needed to achieve a process of designing and making. At Maybury DT is carefully planned through the use of 6 key principles to allow all pupils to succeed.

These are:

- **User** - Pupils should have a clear idea of who they are designing and making products for
- **Purpose** - Pupils should be able to clearly communicate the purpose of the products they are designing and making
- **Functionality** - Pupils should design products that work/ function effectively to fulfil users' needs
- **Design Decisions** - Pupils need opportunities to make their own design decisions
- **Innovation** - When designing and making pupils need some scope to be original with their thinking
- **Authenticity** - Pupils should design and make products that are believable, real and meaningful to themselves and others

Key skills, knowledge and vocabulary for DT have been mapped out across the school to ensure progression between year groups and to ensure complete coverage of the National Curriculum. This also ensures that there is a context for the children's work in Design and Technology; that they learn about real life structures, mechanical systems, textiles and cooking and nutrition and the purpose of specific examples. Children learn

how to take risks, becoming resourceful innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology products, the children at Maybury develop a critical understanding of its impact on daily life and the wider world.

Music

At Maybury we believe that children should enjoy and be exposed to different genres of music, allowing them to feel musical and develop a lifelong love for music. They should have the opportunity to participate in music through listening and appraising, singing, playing an instrument, composing and performing while exploring the inter-related dimensions of music. These consist of pitch, duration, dynamics, tempo, texture, structure and timbre. These elements are at the centre of all music learning at Maybury.

Music is taught through Kapow, a scheme of work which provides a steady progression plan, both within each year and from one year to the next, ensuring consistent musical development. By using Kapow as the basis of a scheme of work, we can ensure that we achieve the aims for musical learning stated in the National Curriculum whilst also meeting the aims of the Model Music Curriculum.

Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children are actively involved in developing the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down.

Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose, perform and succeed.

In our music curriculum we study 5 strands within our progression of musical skills:

- Listening and evaluating, creating sound, notation, improvising and composing and Performing – singing and playing. Listening and evaluating includes the following sub strands - the children responding to music, analysing, evaluating and being aware of cultural and historical awareness of music.
- Creating sound includes the following sub strands singing repertoire, singing technique, instruments and posture.
- Notation includes the sub strands understanding notation, representing pitch and representing rhythm.
- Improvising and composing includes the following sub strands – stimulus and purpose, improvising, creating and selecting sounds and sequencing.
- Performing includes the following sub strands – understanding and evaluating performance, awareness of music, awareness of self and awareness of others.

All children at Maybury Primary School have opportunities to learn and perform musical instruments, these include untuned instruments as well as tuned instruments such as the glockenspiel. In addition to our weekly music lessons, we have weekly singing assemblies and additional workshops

to enhance our curriculum. The children also have opportunities to perform during class assemblies and at Christmas we put on an EYFS, KS1 and a KS2 Christmas production. 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 using the Language Angels scheme. We also strive to provide children with opportunities to experience a range of other languages with so many of our learners already speaking another language. In Key Stage 2, children will begin to learn French as an introduction to modern language with a high focus on oral spoken language. We believe through these lessons the children will make grammatical links with the English language, build upon their French vocabulary whilst learning about French culture and traditions. This will allow them to achieve an understanding of both spoken and written French and succeed in knowing the importance of languages in their future.

Computing

At Maybury we understand that technology is everywhere and will play a pivotal part in pupils' lives. We want to model and educate our pupils on how to use technology positively, responsibly and safely. We want them to believe they can have a positive impact online. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this allowing every child to achieve their full potential. We want our pupils to be fluent with a range of tools to best express their understanding and hope by the end of KS2, children have the independence and confidence to choose the best tool to succeed at tasks and challenges set by teachers.

At Maybury, we follow the objectives from the Teach Computing scheme of work to ensure full coverage of the National Curriculum. Children have shared access to a range of hardware to support computing teaching including Chromebooks, iPads, BeeBots, LEGO WeDo sets, micro:bits headphones and we hire out VR headsets to enhance learning and engagement in computing further. The school uses a range of software to deliver the computing curriculum including paint apps, Jamboard, scratch Jnr, scratch, Chrome Music Lab, j2data, pixlr, canva, stop motion app and BandLab.

We also deliver online safety sessions half termly to the children in each year group alongside termly assemblies for KS1 and KS2. EYFS use story books with the children to ensure they are being taught about staying safe online as soon as they arrive at our school. Through our computing curriculum, children show that they are enthusiastic and confident in their approach towards Computing. They are able to identify the source of problems and work with perseverance to 'debug' them and are able to create and evaluate their own project work.

PE

At Maybury PE provides pupils with the opportunity to learn how to be successful participants in physical activity. It allows pupils to understand what physical activity looks and feels like and believe that, with practice, they can improve their skill sets to reach high quality outcomes.

In our Physical Education curriculum, 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 ,dance and athletics. We also teach Outdoor Adventurous Activities (OAA) in the form of Team Building and Orienteering.

In P.E sessions, they focus on the key skills needed to succeed in sport. In KS1, we work on developing fundamental skills such as throwing, catching, running, jumping and agility. They also start to develop working as a team and supporting each other. In lower KS2, we develop these fundamental skills further and embed them more within specific sports but in skill-based lessons. In upper KS2, we embed the social side of PE with good sportsmanship and having more opportunities for competition within lessons to apply their skills to games. By the time pupils reach upper KS2, they will have a deep and varied PE experience. They will be able to call upon an extensive range of skills and link these together to achieve more complex movements and tasks. They will be able to apply tactical and strategic thinking in a range of contexts.

Furthermore, we want the children to apply key values to their sport, such as respect and fairness to succeed at becoming sportsmen and sportswomen. We have strong links with teachers at our local secondary school, who support and extend our teaching of physical education, who teach P.E at Maybury every Wednesday, providing high quality CPD for teachers.

We offer a range of sporting clubs, some lead by our staff and others coached by outside sports providers. We also provide children with opportunities to try new sports outside of our curriculum with various physical school workshops, such as fencing, archery and fitness. Our good links with our EEEA academy schools and our local Woking schools (WASPS) provide children with opportunities to attend inter-school activities and apply their skills in a different environment.

To help with engagement in physical activity, we have a wide range of resources and equipment to maximize the physical opportunities in school time for our children, including equipment for active play and lunch times.

Religious Education

At Maybury we follow the 2023 Surrey Agreed 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 several of the main faiths: Christianity, Islam, Judaism, Hinduism, Humanism, Buddhism and Sikhism. 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.

We **believe** that **Religious Education** is an essential component of a broad and balanced education. Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives and it provides opportunities to explore, make and respond to the meanings of those experiences. It is the aim that the teaching of Religious education at Maybury is of a high standard which helps to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future, allowing them to **achieve** their full potential. A main aim of RE is to develop tolerance and respect within our pupils allowing them to **succeed** beyond Maybury Primary School.

The main impact of effective RE at Maybury, is that our pupils can make sense of the world and their place in it, it encourages our children can connect learning from different religious and non-religious views. The aim of RE is to develop tolerance and respect – this is clearly achieved and is evident when you meet and talk to our pupils.

Personal, Social and Health Education (PSHE) – 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 promote the protected characteristics.

At Maybury, we use Jigsaw which is a scheme of work that uses a whole school approach to PSHE. Jigsaw covers the PSHE Association's Programme of Study. It also links to values, mental health, self-esteem, social skills, emotional literacy, safeguarding and spiritual, moral, social and cultural development (SMSC).

Each Jigsaw lesson has a PSHE focus and an emotional literacy focus. There are 6 'jigsaw Pieces,' or topics, one for each half term. Each half term, the whole school will focus on the same jigsaw piece. Children revisit and build on their learning ensuring progression as they move through the school.

Our key areas of learning are:

Autumn 1 – Being Me in the World

Autumn 2 – Celebrating difference

Spring 1 – Dreams and goals

Spring 2 – Healthy Me

Summer 1 – Relationships

Summer 2 – Changing Me (A Christopher Winter's scheme was carefully adapted in consultation with parents).

Children learn about being part of the school community, local community and being part of the British society. 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 citi-

zens. 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'.

Learning for Life is enhanced by the commitment to focus on Well Being and the school were awarded the Wellbeing Award in October 2021. The school also has a wellbeing week each year where we have many outside providers leading wellbeing activities such as yoga, dance workshops, brush parties and sports coaches. Staff and children 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.

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 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: 5th Floor, 98 Theobalds Road, London WC1X 8WB

Data Protection Officer

Email: dataservices@judicium.com

Telephone: 0345 548 7000 (Option 1, then 1)

Home Learning

Class	Year Group	Home Learning	
		Literacy	Numeracy
Rabbit	R	Daily sound practise in their Speed Sound Books Daily reading - RWI group book and RWI Book Bag book Occasional challenges set linked to our learning eg on a walk find an orange and a red autumn leaf during our autumn topic etc	
Squirrel	1	Reading- 10 minutes a day and Spelling practice – 5 minutes a day 1 piece of literacy home learning set or 1 piece of Maths home learning set every week (From Spring term)	
Hedgehog	2	Reading- 10 minutes a day Spellings- 10 minutes a day 1 piece of literacy home learning set every week	1 piece of Maths home learning set every week
Kingfisher, Badger and Fox	3, 4 and 5	Spellings are given out weekly. Reading– 15-30 minutes per day 1 piece of literacy home learning set each week on Google Classroom 1 piece of comprenhension	Time tables- 10 minutes per day on TTRS 1 piece of maths home learning set each week on Google Classroom
Owl	6	Monday—Grammar Tuesday—Maths Wednesday—Punctuation and spellings	

School Development Priorities

School Development Target 1:

To enhance the teaching and learning of writing so that it positively impacts pupil outcomes across the curriculum.

School Development Target 2:

To enhance the provision and curriculum for children with high special education needs (SEND) and EAL, to ensure the curriculum is accessible for all. "Essential for some, useful for all."

School Development Target 3:

To enhance personal development to ensure all children are included, valued, and feel a sense of belonging by embedding our school values, rules, and high expectations. To promote the importance of high attendance and punctuality.

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	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 can 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 (one day a week in Reception) 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 Wednesday 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.

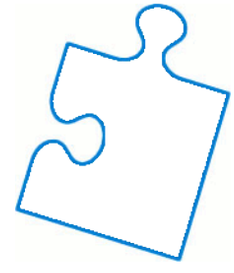
Our Home School Link Worker runs regular parent workshops on a variety of topics.

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

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 Governor meetings.

Maybury Primary Governors Names				
Name	**Type**	**Responsibilities**	**Committees**	**Term of Office**
Jamie Clark	Co-opted		FLAC	07/03/24 to 07/03/28
Chris Cornish	Co-opted	Vice Chair	FLAC	12/07/25 to 26/09/28
Judy Hall	Co-opted	Safeguarding	FLAC	20/11/25 to 19/11/29
Hannah Joyce	Co-opted		FLAC	21/09/23 to 21/09/27
Amanda Merritt	Headteacher		FLAC	Continuous
Claire Melling	Staff Governor		FLAC	21/09/23 to 21/09/27
Jan Parker	Co-opted	Chair of Governors	FLAC	12/07/25 to 11/07/29
Della Sullivan	Associate		FLAC	Annual Approval
Catriona Wood	Co-opted		FLAC	21/09/23 to 21/09/27



A mouse
took a stroll
through the deep
dark wood.

Maybury Primary School

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