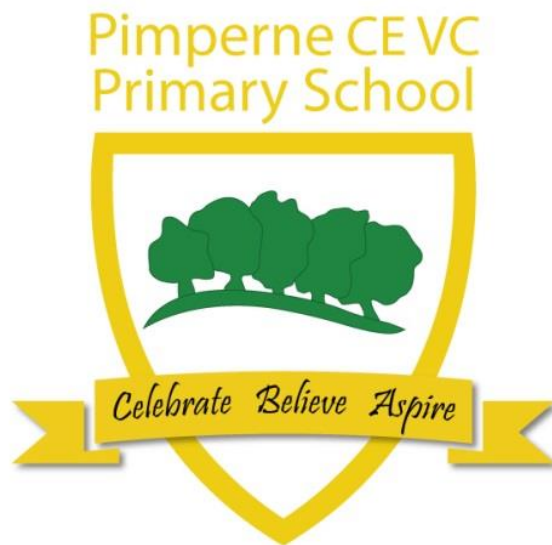


Silver Birch Class

Year 4



Class Handbook

2023-2024

Our School's Vision is incapsulated within this Biblical verse:



What Pimperne Primary is about: Our School Vision

Our Vision is the hope and aspiration that “*As each one does their part, we grow in love*”, taken from Ephesians Chapter 4, verse 16.

To help us understand this we look to the image of a tree, a common association with Pimperne Primary School.

Put very simply, each one of us can be represented as a tree, needing all our parts to function and flourish – nurtured by the environment and external factors. A flourishing tree is able to sustain and support others, it can create a web of successful links.

As each part of us develops and grows, so does the whole. Where we have a school of individuals that help each other, then the collective outcome improves. Where we have a school that works together, then we can ‘branch out’ further to impact and transform the lives of others in the community both near and far.



In order to help each unique individual become a flourishing tree ready to positively impact on others our school will focus on:

[Our Christian Foundation](#)

[Our Curriculum](#)

[Our Values](#)

[Our Motto and Logo](#)

[Our ‘Switched On’](#)

The Background information

Our Christian Foundation:

We recognise, as a school, that we are all unique individuals with differing talents and gifts – equal in importance.

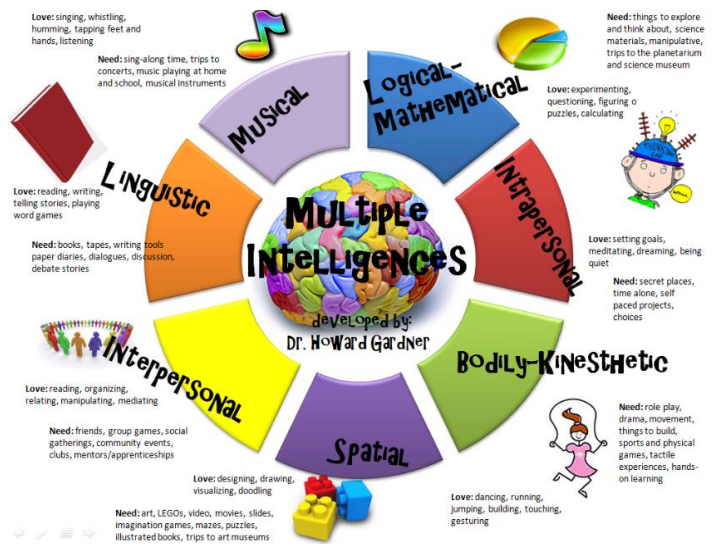
The theological underpinning – Although this quote is taken from Ephesians, Paul is also quoted in 1 Corinthians v.12/13 as saying that we are unable to function on our own, we need to come together ‘in the body of Christ’ and that everyone has a role to play which makes us stronger ‘we grow in love’, meaning the broadest sense of the word encompassing respect and support.

Our Curriculum: Each unique person is made of parts –The school is educating children in far more than the academic. We are looking at the whole child and delivering the holistic approach. **We look to teach emotional and social and spiritual intelligence** (by this we mean the awe and wonder in our lives). We take a Trauma Informed approach throughout our School, believing that relationships are key, developing a ‘family’ feel to our school community. Our intent is to prepare children for life in all its fullness’, ready to succeed in a rapidly changing world.



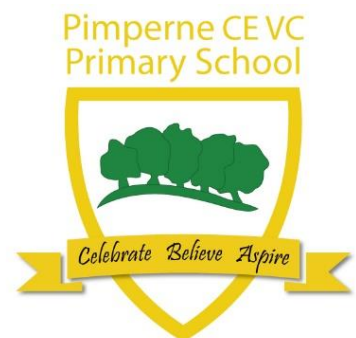
We teach the academic but we also teach our children about themselves and all the parts of them that go to make a whole unique individual. Our church distinctiveness reminds us that everyone of us is unique made in God's own image. Children must believe in themselves before they can make a genuine contribution to developing their relationships with others, their community or their environment.

We believe that the school helps children understand their 'wholeness' and help them fit their 'parts' together, like a jigsaw, as they grow into unique individuals ready and equipped for a path of lifelong learning and success as a human.



Our Values: Our values are very important to us and direct our work each day. We will get them wrong from time to time, but we commit to being learners and to do our best for each child and family in the school community. We have developed our aims to fully encompass our beliefs, our understanding of the learning process and our expectations of ourselves. The following are our aims for every member of the Pimperne school community. The spiritual values that we hold dear combine values that are both rooted in our Christian ethos and also inherent in our place in British Society. Namely our Pimperne Primary Values are: **Perseverance, Courage, Compassion, Justice, Respect, Forgiveness, Trust** and **Selflessness**.

Our School Motto and Logo: *Our vision is encapsulated within our motto 'Celebrate, Believe, Aspire'... it is children knowing themselves and having confidence (Believing), building strong relationships, being ambitious and brave (aspiring), looking to make a difference and overcome barriers with resilience (celebrating success).*



Celebrate, Believe, Aspire – We look at this from different perspectives.

From the point of view of the Staff, Governors and Parents of our school: We **Celebrate** our children's achievements and qualities (whether in school or in extracurricular pursuits and interests). We **Believe** that our children deserve to be given every opportunity to succeed (both at school and in life) and we will work tirelessly to make every decision with their best interests as our guide. We **Aspire** to be creative, draw on experiences that bring learning to life and share the awe and wonder of special moments in time, that leave an impression for a lifetime.

From the point of view of our children: They learn to feel pride in the celebration of their successes, they reap the rewards from showing the values and attitudes that we promote throughout the school and they deservedly **Celebrate**. The children feel the positivity that surrounds them every day and know that they are safe to 'have a go' and should **Believe** in their own capabilities and independence. Our children know that a challenge is hard work but they learn to be driven by self-satisfaction in knowing they demonstrated our 'Switched On' attitudes, they learn to set goals and **Aspire** to be anyone or do anything that they set their mind to.



The main features of our logo are the 5 Pimperne trees. The tree is important to us in our school but also the tree is a natural wonder

Trees like children are individual and unique. They have many parts to them, each needing nurture. A strong tree or individual can support others, an eco-system, it can provide for others – offering shade, sustenance and support, just as we as God’s children can provide for others, if we look after ourselves.



The roots of the tree are vital – we see our School values, our family’s values and British Values as the nourishment for the roots. We have our 8 school values, some of which are rooted in Christianity; courage, compassion, forgiveness, trust, selflessness. Others are rooted in morality, citizenship and life: perseverance, justice, respect.

The trunk – the core or support of each child: measured in their resilience, mindset and independence. External support is given by those around the child: by staff, families, the Governors, the community; from which the unique child blooms and flourishes.

The leaves – the talents, strengths and experiences of every individual. The connections they make with others.

The Tree - The wholeness of all the parts, “As each does its part, we grow in love.”

When our children join Pimperne, they belong, they are connected. The children’s leaf handprints are displayed in clay amid the five Pimperne trees.

‘Switched On’

Our learning values and attitudes are best summed up by the seven strands of our ‘Switched On’ approach to life and learning. They are: Stick At It, Work as a team, Independence, Think Hard, Citizenship, Hard Working and On Task. For more specific aspects about these strands, please see our ‘Switched On’ chart below.

‘Switched On’ – introduced 7 years ago now, because there was such a massive deficit and void in our children’s ability to deal with knock backs or to push through the perseverance barriers. This has been really positive for the years of children that this it now is an automatic response for. It is very exciting seeing that change in culture and attitude. We have returned to it, in light of the pandemic, in order to focus on those key skills in order that our children know the value.

Stick at it	Keep going when task is difficult	Understand that sometimes things will go wrong	Demonstrate resilience (an ability to bounce back)	Demonstrate resourcefulness (an ability to overcome barriers)	See tasks through (enjoy the satisfaction of completion)
Work as a team	Work with others to achieve a goal, share your knowledge and skills	Show resilience and compassion to others at play time	Meet school expectations in play and in class	Tolerate a difference of opinion	Tell staff about your worries and concerns
Independence	Work well on your own to achieve a goal	Solve a problem by yourself by using the resources around you	Think for yourself	Demonstrate enjoyment of learning	Be responsible for your own belongings
Think Hard	Think through a task before you begin it	Reflect on task once you have finished	Learn from your mistakes	Be proud of your achievements	Keep up a good pace of learning
Citizenship	Put others before yourself	Follow the school values	Be kind and thoughtful and trustworthy	Show good manners and respect towards others	Listens and acts the ‘first time’
Hard Working	Demonstrate effort in class	Demonstrate a ‘have a go’ attitude	Continue to push yourself (even when you make mistakes)	Be focused and remain on task	Be positive (think of what you know not what you don’t know)
ON task	Listen to instructions and explanations	Contribute in class	Understand expected time frames	Want to improve	Have a determination to succeed



Personal Development is such an important part of our school curriculum. We want the children to be 'switched on' to learning but also to Life. Our 'switched on' skills are so applicable to the life skills needed in the world that lies ahead: teaching resilience, hard work, perseverance, teamwork, responsibility, reliability, trustworthiness, respect, resourcefulness, bounceback-ability, independence and co-dependence and determination.

Behaviour *(More information is held within our Behaviour Policy accessible from our school website.)*

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." Pam Leo

Pimperne CE VC Primary School believes in creating a safe, welcoming and stimulating environment for all the children in its care. The school believes that a safe social atmosphere helps children of all ages to develop their social skills and confidence.

Since September 2018, Pimperne Primary School Staff have been trained in the Trauma Informed Schools (TIS) approach. In January 2022, the Dorset STEPS approach was considered beneficial to dovetail with our approach. This behaviour policy for the whole school is underpinned by a therapeutic approach to managing behaviour where prosocial behaviours are promoted to encourage sustainable positive behaviour choices from pupils.

"An approach to behaviour management which prioritises the prosocial feelings of everyone in the school community." (Dorset STEPs)

We recognise that negative experience creates negative feelings and that negative feelings may lead to negative behaviours, whilst positive experiences create positive feelings which are more likely to lead to positive behaviours. At Pimperne Primary School, every adult seeks to understand the reason why a child is presenting with antisocial behaviour(s) and endeavours to change the circumstances in which the behaviours(s) occur.

Instead of thinking of 'good' and 'naughty' pupils, Pimperne Primary School upholds that all children's behaviours are a consequence of a 'need'. Children experiencing any challenges, however minor we may see them, are unlikely to respond to traditional, suppressive behaviour approaches. A therapeutic approach to behaviour is more likely to change behaviours, not just in school, but also at home. Emphasising prosocial experiences will have a positive impact on all pupils, but it will require a consistent and understanding approach from all staff.

Our full **Behaviour Policy** is on our school website and aims to:

- Develop an unambiguous philosophy to behaviour management
- Outline consistent strategies to teach behaviour
- Define what we consider to be unacceptable behaviour, including bullying
- State how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to the Behaviour Policy
- Share our system of rewards and consequences

Rewards and Consequences

"Positive experiences create positive feelings. When you change people's feelings, you change people's behaviours - permanently." Angel Wadham, Dorset STEPSs consultant

Positive behaviour should be rewarded with:

- Verbal or non-verbal praise from member of staff
- Class rewards



- Name in the Book of Recognition
- Note home
- 'Switched On' Leaf
- Headteacher's Award/Sticker

Educational consequences:

Punishment is not used at Pimperne Primary School. Punishment relies on external discipline. Punishment is seen as a sanction imposed by an adult who does not have a direct relationship with the problem behaviour. As a result, punishment can harden and numb the child, produce obstinacy, sharpen sense of alienation and strengthen the power of resistance.

"We cannot be annoyed with children who will not allow themselves to be vulnerable. Rather, we should find ways to help them to experience greater psychological safety". Dan Hughes

Educational consequences and reflections must be supported by an adult (Teacher, TA, ELSA/TIS Practitioner) so that it encourages prosocial feelings for the child. Examples could include:

- Positive behaviour report
- Rehearsing prosocial behaviours
- Assisting with repairs and relationships
- Educational opportunities
- Research
- Restorative Meetings

Where educational consequences are frequent, parents will be contacted. The purpose of this would be for home and school to work collaboratively to best support the child. This may involve a bespoke behaviour plan for a pupil.

Our 3 School Rules

"A good Behaviour policy should focus on how to create prosocial behaviour. If it doesn't, it is expecting children to develop prosocial behaviour without being taught or shown how."

Care for everyone and everything

Show good manners at all times

Follow instructions with thought and care

KS1 Our School Rules:	First Oops 😞:	Second Oops 😞:	Third Oops 😞:
Care for everyone and everything	Let's stop and think about our school rule.	'Time in' with a class adult to reflect, during own time (playtime).	'Time in' with a senior adult, in a calm place, during own time (playtime).
Show good manners at all times	Adult help: What can we do to stop this happening again?	Make our apologies.	Make our apologies.
Follow instructions with thought and care		Parents contacted.	Parents contacted.

KS2 Our School Rules:	Consequence 1:	Consequence 2:	Consequence 3:
Care for everyone and everything	Let's stop and think about our school rule.	'Time in' with a class adult to reflect, during own time (playtime).	'Time in' with a senior adult, in a calm place, during own time (playtime).
Show good manners at all times	Adult help: What can we do to stop this happening again?	Make our apologies.	Make our apologies.
Follow instructions with thought and care		Parents contacted.	Parents contacted.



Home School Agreement

We ask you to share this agreement (sent out separately) with your child. It is something that we believe acts as a document of trust between the family and the staff. Your child will benefit from knowing that home and school work in partnership for their best interests. Neither will contradict the other or speak ill of the other. A united approach.

You will receive an online request (through 'Parent Mail / +Pay') to acknowledge that you have read and agree to the statements. Your child's part of the agreement will be discussed in school and each child will be asked to sign a 'class charter' to say that they understand what is expected from them (this links to our Positive Behaviour Management Policy).

Expectations of Adult Interactions and Behaviours

We expect all adults on the school premises to model good manners and behaviours. As set out in our Home School Agreement, we expect adults to behave and communicate, both with staff and other parents/adults in a manner that is appropriate to the setting, the values and the ethos of the school. Failure to do so could result in further action being taken against individuals.

We expect that any concerns parents/carers have for their child be addressed directly to the school staff and not posted on social media sites. The school will always address concerns made through the correct channels. The school reserves the right to act on any inappropriate social media postings (which may identify children, members of staff or other parents/families) that come to our attention, which may result in legal action and/or referral to the police. Any social media posts that are harmful to the school reputation, or which identify individuals are taken very seriously. The school actively and regularly ask for parental feedback and the staff are readily available to talk to therefore complaints or concerns should only be addressed through the proper channels.

The school is not responsible for class Facebook pages that are set up by parents, we understand that these can be useful for lost jumpers, etc! However, it is not appropriate to use this forum to incite negativity. Reports concerning the use of Facebook for this will be looked into as it is on the whole unwelcome and unwanted by the majority of parents/carers.

We continue to allow the use of photography at the majority of our school events for personal use. If the photographs include other children or members of staff, then these must **not** be posted onto social media sites or shared further.

We ask that no animals are brought onto the school site at any time (unless by prior arrangement for educational purposes and this will be subject to pre-arranged conditions).

Smoking, including vaping, is prohibited at any time on the school site.

Please read the **Parent Partnership Policy**, available on our website, which supports the Home School Agreement. Please also see our **Relationship Policy** for more information.

What is a Trauma Informed School (TIS) - Why do we feel this is important?

We aim for all our children to have and understand how to benefit from practices that promote good Mental Health. However, many children and adults struggle to know what to do to support this intention. Without good mental health, a child naturally will not achieve as easily as they might. A happy child is able to learn. When childhood negative experiences are left in a state of negativity (or trauma) it leaves children at risk of mental and physical ill-health later in life and even effects their adult health. Children spend 190 days a year at school so we believe that schools are very well placed to pick up the baton and help these children. At Pimperne Primary, we want to help children develop as 'whole' people, able to grow and flourish into unique individuals, ultimately going forward to positively support others in some way and able to give back to society.

A Trauma Informed School is one that is able to support children who are struggling with positive mental health, this can lead to subsequent troubled behaviour which ultimately then acts as a barrier to learning. Our training has come



out of a response to our everyday work with children and the frustrations we feel when families can't access the support and help they need from external services. For us, there is no option leaving children to struggle unsupported. Our work in school has been so beneficial that it has grown in popularity and therefore we now work in partnership with the local Mental Health Support Team.








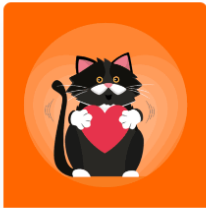


We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no-one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, preparing for an exam, difficult or changing relationships at home and at school (peers), moving house can be experienced as traumatic.

As a result of our whole school training and the professional development of four qualified leaders in TIS, we are able to offer a different perspective within our school to how we manage and support our pupils. Relationships are at the core of this. Empowering and enabling key staff to be able to respond effectively to mild to moderate mental health problems or concerns not only promotes positive mental health amongst our children but also critically supports those who have been exposed to adverse experiences (ACEs).

All adults in our school are aware of how to create an ethos and environment of both physical and psychological safety and have the skills to respond to those who have been impacted by traumatic stress. We have specially trained Trauma and Mental Health Informed Practitioners to support children who are identified as requiring additional support. This support may be offered in 1:1 sessions, in class or in small groups. The identified practitioners are Mrs Gatehouse our school HLTA, ELSA and Parent Support worker, Mrs Green (Senior Teaching Assistant), Miss Masters (Experienced Teaching Assistant) and Miss Lee (Experienced Teacher, SENDCo and Deputy).

In addition, we are able to offer advice and partnership work from our ELSA's (Emotional Literacy Support Assistant) as both Mrs Gatehouse and Mrs Edwards (Senior Teaching Assistant) are qualified practitioners. Furthermore, key staff are trained to offer specific courses to children in one of a range of courses within our Wellbeing Programme 'Hamish & Milo'. These sessions offer an early intervention approach to support children with emerging mental health difficulties to help prevent any further escalation and allow children to develop emotionally attached relationships with key adults so that they feel supported, understood and emotionally held.

The 'Hamish & Milo' Wellbeing Programme:

 <p>Actions, words and me Helping children with conflict resolution</p>	 <p>Celebrating me Helping children to acknowledge and celebrate difference and diversity</p>	 <p>Resilient me Helping children with resilience and overcoming adversity</p>	 <p>Calm me Helping children with anxiety to understand, express and regulate themselves</p>	 <p>Finding me Helping children with sadness to make sense of their feelings</p>
 <p>New beginnings and me Helping children with changes and transitions</p>	 <p>Memories and me Helping children cope with loss and bereavement</p>	 <p>Amazing me Helping children with self-esteem and self-worth</p>	 <p>My friends and me Helping children manage their friendship situations</p>	 <p>Exploding me Helping children with strong, sometimes angry, emotions</p>



Children do not always show that they are finding things challenging (for example in their behaviours). Staff may highlight children for further support because they are aware of a significant change in their circumstances, or impact on family life, or through a parental concern when changes are observed at home. Whatever the reason for a change in a child, we will talk to you, and ask that you do the same, as together we are often better at supporting a child's needs.

We believe in providing quality playful relationships for these all children that heal minds, brains and bodies and hope to make enough of a positive difference in order that our children thrive, developing resilience and coping mechanisms to afford them good mental health and well-being for life. We work with you as partners to improve the future for your child. Our aim is to support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them.

If you would like to know more, we recommend an easy yet astonishing read: 'When adults change, Everything Changes' by Paul Dix. If you would like to borrow this book from school, please see the School Office.

Parent Offer and Support

We offer our parents workshops throughout the year but can also develop new sessions based on the needs of our families. Frequently run sessions are:

- ✓ Curriculum Workshops
- ✓ E-Safety Workshops
- ✓ Relational Workshops
- ✓ The Power of Play Workshop
- ✓ Language and how adult interaction is key to positive, healthy relationships.
- ✓ Drop In sessions with Mrs Gatehouse and Early Help Support (Children's Services and Health)
- ✓ Time to talk confidentially if you are experiencing hard times
- ✓ Sharing Shelves – in the entrance hall – a selection of random items that come and go – please help yourself.

School Houses



Our school is made up of four house teams consisting of children from R to Y6:

Longmore (Blue)

Redwood (Red),

Sagano (Yellow)

Sherwood (Green)

Every child, on entering Maple Class (Reception) or when joining the school, is placed into a house. The children are strongly encouraged to work as a team during main school events across the year (eg Sports Day). They can earn 'house points' for positive behaviours, demonstration of values and attitudes as well as 'Switched On' achievements. Each House has two Y6 House Captains. From time to time, Houses will have meetings to share positive attitudes to learning, share good work or come together to learn together. In the Summer term, our Houses compete in Sports



Day where the children work in mixed age teams to demonstrate skills, leadership and sportsmanship. House Captains will meet regularly with Mrs Waller to update her on behaviours that they observe in school and will make suggestions of how to improve systems for children.

Every half term, the House who have achieved the most 'Switched On' leaves on the 'Tree of Recognition' (in the hall) is awarded the 'Brannigan Cup'. House points throughout the year are brought together to a grand total, where upon the 'House Cup' is awarded to the House with the most points.

Teaching Staff Teams across the School

Year	R	1	2	3	4	5	6
Class	Maple	Chestnut	Cherry	Willow	Silver Birch	Oak	Sycamore
Teaching Team	Mrs Groves Mrs Brown Mrs Gatehouse Mrs Evis	Mrs Nix Mrs Evis Mrs Edwards Mrs Gatehouse	Mr Oakley Mrs Mathlin Ms Masters	Mrs Quincey Mrs Green Mrs Pearson	Mrs Hayward Mrs Knight	Miss Tatham Mrs Emmet Mrs Gale	Mrs Jones Mrs Pearson Ms Coward
PE Specialists	Mrs Bemand	Mrs Bemand	Mrs Bemand	Mrs Bemand	Mrs Bemand	Mrs Bemand	Mrs Bemand
Music Specialists	Mrs Mathlin	Mrs Mathlin	Mrs Mathlin	Mrs Mathlin	Mrs Mathlin	Mrs Mathlin	Mrs Mathlin
French Specialists				Madame Claudie	Madame Claudie	Madame Claudie	Madame Claudie

Our regular supply teachers consist of Mrs Fisher and Mrs Brannigan, both of whom have worked for many years at Pimperne Primary and bring a wealth of knowledge and experience.

Safeguarding

Safeguarding: Photo Awareness

Whilst lots of parents and carers love seeing photos and videos of their children's school life, we are very mindful of our duty of care towards all our pupils. We take the issue of safeguarding very seriously and this includes the use of photographic and video images. We are also mindful to respect the privacy of adults that work within our school.

Any photographs or videos taken by parents, carers and relatives at school productions, sports days or other events are for the enjoyment of individual families only. They must not be used in any way that could potentially place a child at risk. This would include publishing images in any form of print or on the internet including social networking sites (including photographs of school staff). This is emphasised before concerts and shows, etc. in addition to forming part of the annual Home School Agreement.

Safeguarding: Mobile Phones

Adult mobile phones should be invisible to children and not be used in the vicinity of children unless specific permission has been granted by the Headteacher. The Headteacher reserves the right to view any material on the mobile phone should they have reason to believe school policy has not been followed. All adults are encouraged to leave mobile phones securely at the School Office if adults are in school to volunteer, or we ask that they remain turned off, or on silent and are invisible to children. Phones are only to be used in adult only areas such as the staff room. Staff are expected to report any phones that are visible to the Safeguarding team.



In order to safeguard our children, any child bringing a mobile into school is to hand it into the class teacher and it is then secured in the school office for the day. We do not permit any child to use their phone in the school day. We understand that parents may wish to ensure their child has a phone when walking to/from school alone or if they use public transport to travel - usually this need only arises in Years 5 or 6. Mobile phones are only permitted to be brought to school for the purpose of safety. If children are being collected then we ask that devices remain at home.

The school recommend that parents seek advice when their child is responsible enough for a mobile device / access to the internet, in order to promote and teach safe use of mobile devices and e-safety. The school are happy to help inform and recommend information sites to support keeping children safe.

Safeguarding: Online Safety

The school takes the issue of e-safety very seriously. Indeed, pupils are reminded on the potential dangers on the internet each time they use computers in lessons. If there is any way in which we can assist you with keeping your child safe on the internet at home, please ask for advice from the School Office. It is strongly recommended that children are monitored when using technology at home, ensuring that the content is age appropriate and that children are aware of the potential dangers of not following safe procedures, whilst on-line. We regularly invite the Safer Schools Team to visit the school to update and educate both children and parents on safer use of digital technology.

THERE'S NO NETWORK LIKE HOME
Teenagers, especially, tend to be delighted to find that a coffee shop, restaurant or shopping centre offers free WiFi. These public networks are much less secure than home WiFi, though, so discourage your child from making online purchases or entering personal details when out and about.

LIGHTS OUT, SCREENS OFF
This is a golden rule: try to limit how much screen time your child has towards end of the day. Staring at the screen of a phone or tablet for too long before bed severely impacts a child's quality of sleep – which can play havoc with their concentration, mood and energy levels the next day.

FOCUS ON FACTS
The internet is phenomenal at spreading gossip. When children of certain ages aren't in daily contact at school, the digital rumour mill can go into overdrive. Remind your child not to believe everything they're told online – especially if the person involved isn't around to provide their side of the story.

KEEP TALKING
It sounds blindingly obvious, but having regular chats with your child about who they're talking to online, what games and apps they're using and what shows they're streaming is a huge benefit. It doesn't have to be every day or even every week, but it can signal potential issues well in advance.

PRIVATE INFO STAYS PRIVATE
It's worth checking your child's social media or gaming profiles occasionally to make sure they aren't inadvertently giving away too much information. Details such as their full name, address or where they go to school could all be used to track them down by individuals with sinister intentions.

LIMIT SOCIAL AUDIENCES
When they're old enough, young people love to broadcast their summer holiday highlights all over social media. The unfortunate truth, however, is that we don't always know who might be viewing this content. Check the settings to ensure that only friends and family can see your child's posts.

Online safety is one of the most important issues affecting children today. In school we have filters in place to stop inappropriate content reaching the children, staff check sites they use and report any concerns they have. We also have a clear behaviour policy which treats behaviour online in the same way as behaviour on the playground. Behaviour is key. Devices are very rarely the problem, it's what you do with them that causes issues.

As a school, we deal with a growing number of issues that happen at home, year on year, mostly on mobile devices using apps for older children. While it is very important to remember that 95% of children are perfectly safe online and make sensible decisions, as a parent it can be hard to know the best way to ensure your child stays safe online.

This year, with the support of Childnet, we will be launching the Parent Pledge. We aim to promote the Parent Pledge throughout the year and we would like parents to support the 6 main points as best they can. Doing so will increase safety and the enjoyment of mobile devices and computers for the whole family. So, get those devices out of bedrooms, embrace them as part of family life and let's work together to make the children safer online.

BE SMART ONLINE

S SAFE
Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember! personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.

M MEET
Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online tries to meet up, for personal information or for pictures/videos of you then tell an adult straight away and report them together on www.thinkuknow.co.uk.

A ACCEPTING
Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know what they may lead to or what way could be viruses. Do not accept something if you are unsure of who the person is or what they've sent you.

R RELIABLE
You cannot trust everything you see online as some things can be put on sites, newspapers or websites that are not true. To find out if information is reliable, check it on several different websites, check it back and talk to someone about what you have found.

T TELL
Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childnet – 0800 11 11 or www.childnet.org.uk.

BE SMART WITH A HEART
Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.

WWW.CHILDNET.COM



Our e-safety info / rules are displayed in the classroom. Be 'SMART' Online poster (above).

Draft Parent Pledge shown below. (Ideas taken from parental conversations and challenges.)

1. Websites I will always know the services and websites my child is using <i>eg. awareness of appropriate age related sites</i>	2. Rules I will set rules for using devices and display these in my home <i>eg. timing and monitoring expectations</i>	3. Stay Calm I will try not to over re-act if my child has a problem online. <i>eg. seek advice and create a learning opportunity</i>
4. Babysitting I will not use my device as an electronic babysitter <i>eg. when I could have quality engagement time with my child</i>	5. Family Time I will use the internet with my child to plan and play together <i>eg. planning trips or meals</i>	6. Friends I will try to know who my child's online friends are just as I do in real life.

There are a host of resources available for parents on the Childnet website. [Childnet — Online safety for young people](#)

Safeguarding: Drop off and Collection

If your child is now walking to school independently or you are leaving them at the car park gates to walk in (often Key Stage 2), the register is the first time that the school will know that they have arrived. We ask all children to arrive promptly between 8.30am and 8.40am. If your child has not arrived in time for register, the school office will be notified and telephone calls will begin. If your child is absent due to illness we ask you to ring into the school office at the first opportunity and leave a message stating the reason for absence (reasons need to be specific).

At the end of the day, our staff teams may only release to adults who are known to be listed by parents as safe to collect. Please inform the office of the adults likely to collect at the beginning of the year, and update changes through the year. In addition, please telephone the office in good time, before 2.30pm if your child is being collected by someone that is not on your standard list.

In the event of no communication or lack of clarity, the school will ask adults to wait whilst we check out the permissions or seek to call for permission. This can take time and some people feel offended, which is why we ask you to provide the information at the right time.

8.30-8.40am	Gates open and Children go straight into class for registration.
8.30am	Early Morning Maths starts (KS2 Morning Mile after Registration)
8.45am	Playground gates secured (Parents/Carers are required to be off site)
	Any late entrants to enter school via the School Office please.
8.50am	Class Register Closes
2.55pm	Gates open
3.00pm	Children released to parents/walk home
	Please be aware persistent lateness to collect your child on time may result in the class staff needing to register your child to the After School Child care provision, this will incur a charge.

Safeguarding: The Team

Whilst they are in our care, the safety of our pupils is paramount. If you have any concerns or queries about the safety of your own or any other child, please raise this with us. As a parent, if you are concerned that your child (or



another child) is at risk of harm, you have a duty to report your concerns. This should be direct to the Children's Advice and Duty Service (ChADS). You can contact them on 01305 228558.

You may report concerns to the school Designated Safeguarding Lead, safeguarding@pimperne.dorset.sch.uk however, you may well be asked to report specific details directly to the ChADS team, not via a third party.

Designated Safeguarding Lead - Mrs F. Waller

Deputy Designated Safeguarding Lead – Mrs S. Groves

Safeguarding Team - Mrs G. Gatehouse and Mrs K. Raine

Designated Safeguarding Governor - Mr N. Cloke

Collective Worship

During our week, we come together daily in an act of collective worship. This varies in style, format and content from day to day. However, on the whole the week forms a routine shown below.

Monday	Tuesday	Wednesday	Thursday	Friday
Reflective Worship	Collective Worship	Singing Worship	Visitor Collective Worship	Recognition Worship

Most Collective Worship services will be whole school but we frequently differentiate the content for each Key Stage and occasion for each class to age appropriateness in both content and style. Staff follow a rota to deliver Collective Worship and children are encouraged to take an active role in their reflective practice as well as evaluating the benefits of Collective Worship formats.

Most Fridays we come together as a whole school to recognise and celebrate the values and qualities that we have observed children demonstrating, across the school – these are many and varied. In addition, we congratulate children from all year groups who have successfully completed a line (leaf) of the 'Switched On' values.

Our Wednesday morning worship is a time when the school meets in cheerful voice to learn new hymns and songs. It is usual that any visitors to school will come on a Thursday Collective Worship. Visitors include local clergy within the community of diverse faith, parish clergy from St Peter's Church, Pimperne. We welcome visitors of all faiths or of no faith, in order to broaden and enrich the children's experiences and minds. We are very fortunate to have a local team from St Peter's who visit to share our 'Open the Book' Worship services. A wonderful story-time rooted in the Christian Bible and brought to life by drama.

Food and Drink at School:

Drinks: Water (only) in a re-useable bottle. Please name the bottle. Pupils are encouraged to have a drinks bottle containing **water** in their classroom, (they will only be allowed this at their working table if they have a specific medical need). They have access to this throughout the day and at lunchtime. There are plenty of places that children can refill water bottles and are encouraged to do so.

We do not permit squash or flavoured drinks due to the damage and possible safety implications that this could cause if another child mistakenly consumed the product. We also ask that sports drinks are not used in school nor the use of bottles labelled as something other than water.

Morning snacks: We encourage pupils to eat only healthy snacks at break time. Children in Key Stage 2 are welcome to bring in a healthy snack from home, each day of the week. Children in Reception, Year 1 and Year 2 are provided with a fruit or vegetable snack daily. Please check the content of snack/cereal bars as we are a 'nut free' school.



Lunch: All Reception and Key Stage 1 pupils will eat lunch in the Hall daily. From Reception to Year 2 all children benefit from the Universal Infant Free School Meal offer. This ensures all children have access to a free meal at school daily. Parents need to order through the 'Local Food Links' website. Parents are asked to look at the menu with their children and choose their meals. Children often eat well at school because that's what the majority of others are doing (they don't see it in the same light as home food options!) Bookings need to be made one week in advance; this applies to cancellations too. If your child has any allergies, please contact Local Food Links directly.

Key Stage 2 children have the continued option of hot meals and payment for Key Stage 2 is via the LFL website. Please note: if you have not logged on to order a meal, your child will **not** receive one. We do not keep spare meals in school and therefore will telephone you to ask for a lunch to be delivered. Due to the capacity within the school hall, children in KS2 who opt for a hot lunch will either collect their meal and take it back to class to eat, or a table will be provided for hot lunches for mixed KS2 classes.

Lunch Boxes from Home: All parents are free to choose to send their child to school with a named healthy lunch box. We remind you that we are a '**nut free**' school and all products containing nuts must remain at home. Lunch boxes must be in-keeping with our Healthy School status, therefore we ask you to provide a balanced lunch without chocolate or sweets. Thank you. The School Nurse Team will be glad to help support families who find this difficult.

Lost Property

Please name all items that you would like returned. We always do our best to find the right home for belongings that are left around. Un-named items will be placed in the bright blue bins outside Year 3, please check there within a couple of days of losing an item to see if you recognise your property. Every couple of weeks (or sooner if needed) items in these Lost Property bins will be either re-purposed, sold or disposed of.

We now have a second-hand clothing rail in the main entrance foyer, including donated Pimperne School uniform. Please have a look at the rail in the foyer if you need some spares. Monies raised go to help support the school budget.

Medical

If your child has any specific medical (including asthma) or dietary needs, please ensure that you liaise with the School Office to ensure that we have the correct medication and instructions in order that we can support their individual needs. All medications are kept securely by the First Aid qualified office staff (apart from inhalers, which are kept in your child's class). If medicine is to be administered through the school day, a consent form must be completed by parents stating dose and time. This form is available on our website as well as from the School Office. If you feel your child may need individual support in the case of an emergency fire evacuation, please contact the school office to arrange an appointment with the Headteacher.

Accidents at school

Accidents do happen and we have a large number of staff who are qualified to deal with accidents and injuries.

If the minor accident/injury is of concern, then you will be notified either by text/email or, more typically, by the sending home of an accident home in your child's bookbag. If the minor injury is to the head, then we will send an email to alert you to the fact that this will need monitoring, in addition to the accident form in your child's bag. Please do not panic on receiving such a message; you are welcome to phone the office but we will always telephone you if it is a concern or if we require any further information. Accidental head bumps are very common in primary age children.

We endeavour to take a common-sense approach to school-related minor accidents and injuries and, for these minor cases, we will leave this for your child to explain the circumstances. We always ascertain the background to the event and, if satisfied with the children's accounts, we would not always feel it necessary to send forms home. Staff are always happy to be asked for further information or will catch you to let you know.



Rest assured, in any urgent cases or if we are at all concerned we will ring you. If you are not available in an emergency we will contact your emergency contacts in the order given to us.

Our School Curriculum

Our Curriculum Intent: At Pimperne Primary School, we deliver a broad and balanced curriculum to all learners in a fun, safe and engaging environment. Our aim is to provide appropriate challenge in order to develop resilient learners who are aspirational for future learning and life endeavours. Children are guided on their learning journey by carefully building upon their prior knowledge and skills, to ensure a depth of learning. Our core Christian values and vision are at the heart of all we do.

Our curriculum intent:

- ✓ Reflects our Christian ethos as well as school and British Values and is underpinned by our relational approach to all that we do
- ✓ Is inclusive to ensure all children are understood and valued by placing emphasis on pupil voice and equity
- ✓ Is designed to build resilient learners who have an aspirational mindset for the future and celebrate their uniqueness as well as valuing teamwork
- ✓ Develops sequential learning where pupils know more and can do more due to interconnecting knowledge
- ✓ Relates children's learning to our local and national context, as well as to the needs of each individual child
- ✓ Focuses on subject specific skills within a creative topic approach
- ✓ Considers depth, breadth and balance of the curriculum content
- ✓ Follows a progressive model where curriculum leaders often continuously evaluate its design
- ✓ Promotes an understanding of well-being and good mental health
- ✓ Teaches our children to be respectful citizens of the community, celebrating diversity and reflecting on local and global issues
- ✓ Provides enriching experiences and opportunities for all and values the experiences outdoor learning offers

We will be offering curriculum workshops for parents throughout the year. These will develop parental/carer understanding further in aspects of our school curriculum.

At the start of each new topic, your class teacher will send home information and a Knowledge Organiser for you to help support your child's understanding of relevant key themes and vocabulary at home.

Social, Moral, Spiritual and Cultural development (SMSC)

As our Vision is about more than academic learning we also create opportunities across the curriculum for children to experience Social, Moral, Spiritual and Cultural development (SMSC).

At Pimperne Primary we see social, moral, spiritual and cultural development as being central to the education of all children and, as such, it permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed. For many young children, this is learned at differing times and relies heavily on modelling the positive interactions and relationships at home and at school.

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities. Our school rules and our values are integral to the teaching and learning in this area.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.



SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life within diverse communities.

Physical Education Across the School

We offer children the opportunity to engage in activity every day, whilst at school. We are keen to promote the Pimperne Morning Mile as well as other physical breaks such as 'Stormbreak' activities.

PE Days: Children should come to school in their games kit on PE days.

Monday	Tuesday	Wednesday	Thursday	Friday
	Reception		Reception	
	Year 1		Year 1	Year 3
	Year 2		Year 2	Year 4
	Year 5		Year 3	Year 5
	Year 6		Year 4	Year 6

On Thursday mornings Year 4 will be swimming in the Autumn Term and Y5 will be swimming in the Spring Term

PE Kit: (please ensure all uniform is clearly named)

School navy blue t-shirt with school logo (required)

Dark blue shorts / skorts

Trainers

Navy Tracksuit: navy blue jogging bottoms and hoodie with school logo or plain navy hoodie

Jewellery: We ask children not to wear jewellery in school. If children have pierced ears then plain stud earrings are required, however, **children should be able to remove earrings independently for PE sessions**. If they are not able to do this, then earrings should not be worn on PE days. There are plenty of clocks around the school and it is preferred that children do not wear watches. Class teachers should be made aware if there is a specific need for a child to have a watch. Watches (including Fitbits) must be removed for PE sessions and are the responsibility of the child. No personal items that connect to the internet or have audio or photographic recording capacity are permitted into school with children (unless there is an approved specific need, please speak to your class teacher).

Hair: Long hair should be tied or fixed back, out of the child's face. It is preferable that long hair is plaited or put into a pony tail or bunches to minimise risks of it getting caught. Hair accessories should conform to our school colours of navy blue, or plain dark colours that do not draw attention to themselves. Fashion accessories are not acceptable for school. Long hair is required to be tied back for PE sessions, as this could present a health and safety risk.

From time to time, staff or parents may notice head lice. The school will send out a notice to that class. It is essential that to be successful at eradicating these pests (and children do end up in quite some discomfort if they linger) that a careful inspection and combing of hair takes place on receipt of the notification. If we notice the head lice during the school day on your child, the school office will notify you and will ask that you collect your child, treat them and return them to school (if appropriate). We appreciate your help and committed response to this.

Nails: Nail varnish must not be worn in school. Children will usually be asked to remove it at home, however as a precaution to Health and Safety it may be removed by a member of the school staff.

Swimming: We encourage all our families to prioritise swimming for their child/ren. It is a life-saving skill and living where we do, we do our best to ensure that children are capable of the basics before they leave Primary School.



Swimming is within the Key Stage 2 curriculum, but it is hoped that children will have the home experience and be water confident and swimming before that. Swimming is a financial cost to the school and whereas we do ask for voluntary contributions towards our core curriculum offer, the school will commit to providing a series of lessons for every child. However, if your child does not meet the expected standard for swimming by the end of the sessions, we will alert you to this and let you know of the opportunities open to you. We aim for one option to be a secondary offer one further series of swimming lessons

Outdoor Learning Days

Each half term, classes will arrange an outdoor learning day. On these days the children should wear practical outdoor clothing (that may get dirty). Please ensure children come appropriately dressed for all weathers! Trainers are often ideal. We ask for common sense around dress and a reminder for the need for the body to be covered in all weathers as a protective layer.

Further information including Risk Assessments are to be found in the Forest School & Outdoor Learning section of our School website.

Educational Visits/Experiences

We are always looking out for opportunities for our children to experience greater depths of learning or benefit from first-hand experience and/or expertise. We source visiting expertise from all over the country, bringing this into school as a cost-effective enriching experience. At other times, it is beneficial to go off-site in order to benefit from what our locality has to offer by way of field work and/or residential opportunities. At all times, we are mindful of asking for contributions from our families. For any activity offered, that creates additional cost, we are only able to run if our families commit to a voluntary contribution. We do not increase the price to cover the cost of staffing, supply cover or covering the costs of non-paying families, therefore, if we do not receive a commitment of the donation, we may have to cancel the activity/visitor/experience as it is unlikely that the school would be able to cover the cost.

Assessment of Children's Learning

Your child will be assessed throughout the year in different ways, both formative and summative.

Your child's class teacher works hard to come to intimately know your child's needs and the next steps that they need to take to progress their learning. All assessment is focused on 2 main elements: (1) whether your child has learned and demonstrated the key learning across the range of subjects and (2) whether your child has retained this key learning.

We continue our professional learning around strategies to further deepen children's ability to recall facts (sometimes with prompts) that they have previously learned. We connect new learning to this, so that your child begins to build a web of linked knowledge, ideally transcending subject boundaries and further more can apply relevant knowledge and skills when needed. We are also working on developing children's automaticity and/or fluency in specific learning.

Every child's learning is assessed in every session, in order that our teaching teams know the next steps, where to support and scaffold further and when to challenge or consolidate learning.

Topics or units of work are assessed against the Key Learning. We are sharing our Key Learning for your child's year group. Our ultimate aim is that every child attains these skills and this knowledge.

The Knowledge Organisers, that are shared with you at the beginning of topics are there to support your child at home. They offer a broader context for the Key Learning that is being discussed in class and most will incorporate new or topic specific vocabulary, which we see as essential.



Communicating and Reporting to Parents

At the start of the year we welcome you to join the **'Meet The Teacher'** meeting. This is an important meeting where you will receive information about the terms and year ahead as well as putting a face to the class teacher and them to you. The date for this will be sent out from the school office.

In the mornings, class staff are welcoming children, settling them in the class and beginning teaching from 8.30am which makes it difficult to have conversations with parents at morning drop off. However, we acknowledge it is very important for you to share information with us as soon as possible, therefore we ask that you drop an email to the school office on office@pimperne.dorset.sch.uk marking the message 'For the attention of...' or telephone the office on 01258 452025. Alternatively, write a brief note in your child's HASP book (Home And School Partnership), which is then put directly into the HASP book box (in Reception and Key Stage 1) or given to your child to hand to the class teacher (in Key Stage 2).

Class teams do have a class email. This can be used at any point but should not for important or urgent information. Class Teachers will aim to access emails at least weekly, but are not allocated any time to do so and therefore it will depend on their own commitments. If important we urge you to send an email via the school office which is checked daily.

Year R	reception@pimperne.dorset.sch.uk
Year 1	year1@pimperne.dorset.sch.uk
Year 2	year2@pimperne.dorset.sch.uk
Year 3	year3@pimperne.dorset.sch.uk
Year 4	year4@pimperne.dorset.sch.uk
Year 5	year5@pimperne.dorset.sch.uk
Year 6	year6@pimperne.dorset.sch.uk

The majority of school correspondence will be sent electronically from the school office via Parentmail. If you wish to receive a paper copy of letters, please let the School Office know that this is the case. Our school website holds the majority of policies and information for parents, however, if there is something that you think would be useful, that is missing from the website, please do let the office staff know. Please ensure we always have your latest contact details, including mobile numbers and emergency contact details as these are prone to changing frequently.

Workshops will be advertised for both year groups and whole school via the school office email. Please look out for anything that is Year group specific.

Formal feedback on your child's progress

There will be the following opportunities for formal feedback throughout the year:

13 September 2023 3-4pm	Open Doors School Tour - Your child takes the opportunity in sharing their classroom and school with you. Take an informal walk around the school, meet the teachers and the governors.
29 November 2023 3-5pm	Autumn Term Book Look – Let your child bring you into their classroom and share their learning so far. The class teacher will be on hand for informal discussions.
TBC 8 November 2023	Parent Curriculum Information – an opportunity to find out more about the curriculum and how you can further support your child/ren
24 January 2024 3-5pm	Spring Term Book Look – Let your child bring you into their classroom and share their learning so far. The class teacher will be on hand for informal discussions.
TBC February 2023 3.15-6pm	Teacher and Parent Meeting (Individual Appointments) Dates for each class will be confirmed early in the Autumn Term and emailed out to you.
8 May 2024 3-5pm	Summer Term Book Look – Let your child bring you into their classroom and share their learning so far. The class teacher will be on hand for informal discussions.



Informal Feedback on your child

We have an 'Open door' policy. This means, if you want to know something about your child's academic progress, social skills and relationship development, wellbeing, attitude to learning and progress in 'Switched On'...or anything else – **please ask!** Simply speak to your class teacher to arrange a time directly with them.

Teacher time is obviously limited, just like every other profession, however, despite the appearance of teachers having overly long holidays and finishing work at 3pm, this is not the case. Our teaching staff work very hard, often carrying responsibility for a number of invisible roles in school as an aside to their class role, they will have other work commitments in the evenings as well as staff meetings to attend (and on occasion they get an evening to be Mum/Dad/Partner and prioritise their family too!) Our assurance to you is that we will do everything possible to ensure that you, as parents, feel informed of your child's progress in all aspects of school life. Our teachers will find time to meet with you – please don't leave it until it is urgent.

We can also assure you that if there was a concern from our side, we would be in touch with you. Sometimes this is via phone or email (as this is away from little ears) and sometimes this might be at the end of the day, when little people can either be safely re-directed away from the conversation or can be very much part of it, depending on the subject.

We are always happy to find the time to discuss your child's needs, so that you know how to support your child and what to specifically focus on. Every family is different in what they want out of their child's time at school and therefore arranging a meeting with the class teacher should enable our parents to feel confident that they know what their child is learning and how they are progressing.

If your child has SEND needs, then your class teacher will know them best. However, we do have a separate email address for SEND queries. send@pimperne.dorset.sch.uk Mrs Groves, Mrs Waller and Mrs Gatehouse have access to this and will either respond personally as soon as is possible or defer queries to the class team.

Get Involved – Volunteer

At Pimperne, we are extremely lucky that a number of parents and people from our local community volunteer to assist in running clubs, to help in classrooms, to help with administrative tasks and to provide specific 1 to 1 support for pupils. If you are interested in volunteering in any aspect of the school's life, please speak to the School Office. We do ask that you read our 'Volunteer Policy' and are prepared to complete a 'Volunteer Request form', which asks for the names of two references and an enhanced DBS check.

Any Concerns

Talk to us! We continue to be a friendly and approachable staff – we care passionately about what we do and we always endeavour to act in the best interests of your child. We always would wish to know if there is something else we can offer.

If you have any questions or concerns about any aspect of your child's schooling, please initially speak to their Class Teacher (concerns are usually resolved here, with the staff that know your child best). If your concern is not resolved, please ask at the School Office for an appointment with a member of the Senior Leadership Team.

To communicate with a member of staff, simply make a note of your request in your child's HASP book and ask them to give it to their teacher; a response will then be returned. If easier, speak to or email the School Office, leave a message and the staff member concerned will get back to you at their earliest convenience. Due to class and other commitments staff may not always be available the same day, but we do everything possible to help you when concerns arise.

The school leadership team consists of: Mrs Waller, Mrs Groves and Mrs Jones.

Contact Details:

School Office: 01258 452025

School Office Email: office@pimperne.dorset.sch.uk



(Emails to the teaching staff will be passed on, simply mark the subject bar with 'FAO and the staff name'.)

Address: Pimperne CE VC Primary School, Newfield Road, Pimperne. Dorset. DT118WF.

School Website: Please look at our school website for the up-to-date school calendar, detailing class events as well as school events. There is also a wealth of information on the site including policies, class news and photos. The community section also advertises events and local opportunities.

Wrap Around Care

Breakfast Club & 'The Orchard' After School Club

Please ask at the school office for information about our extended school day services.

Although we ask parents to kindly refrain from using the staff and service entrance to drop off any children wither by car or on foot, we do permit parents who collect children from our After School Club to use the school drive after 4.30pm. Please be aware that there is still school traffic (staff / delivery vehicles using the drive at this time too).



Welcome to Year 4



Year 4 Team

Mrs Hayward:

I have been teaching for 23 years and there is no job that I would rather do! In my spare time, I can usually be found outdoors. I like to go on long coastal hikes, spending time gardening or reading a book in the sun. I have a cat called Stig and I am mum to Oliver who was a pupil at Pimperne Primary not so long ago.



Mrs Knight:

When I am not working, I love to go hiking, skiing and wild swimming. I also enjoy dancing and spending time chatting with my friends and family.

Year 4 Curriculum

The learning pace in school is fast and when a child's attendance is compromised, they miss steps in their learning and are on 'catch -up', for many children this is understandably challenging. Absences should be kept to an absolute minimum and must be explained. Expected attendance should be between 97% - 100%. We will contact you when your child's attendance slips as we must ensure that we are doing everything possible to support their attendance.

End of Year Key Learning Targets for Core Subjects

**Please note this is amid review – you will be notified of changes*






Year Four

English: Reading *	English: Writing *	Maths: *
<p>Reading</p> <ul style="list-style-type: none"> • Give a personal point of view on a text. • Can re-explain a text with confidence. • Justify inferences with evidence, predicting what might happen from details stated or implied. • Use appropriate voices for characters within a story. • Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. • Skims & scans to locate information and/or answer a question. • To know not to interrupt when someone else is saying something. 	<p>Writing</p> <ul style="list-style-type: none"> • Vary sentence structure, using different openers. • Use adjectival phrases (e.g. biting cold wind). • Appropriate choice of noun or pronoun. • Apostrophe for singular & plural possession. • Comma after fronted adverbial (e.g. Later that day, I heard bad news). • Use commas to mark clauses. • Use connectives to link paragraphs. • Legible, joined handwriting of consistent quality. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Count backwards through zero to include negative numbers. • Compare & order numbers beyond 1000. • Compare & order numbers with 2 decimal places. • Read Roman numerals to 100. • Find 1000 more/less than a given number. • Count in multiples of 6, 7, 9, 25 & 1000. • Recall & use multiplication & division facts all tables to 12x12. • Recognise Place Value of any 4-digit number. • Round any number to the nearest 10, 100 or 1000. • Round numbers with one decimal place to nearest whole. • Add & subtract numbers with up to 4-digits using




		efficient written method (column) and numbers with up to one decimal place <ul style="list-style-type: none"> • Multiply 2-digit by 1-digit, 3-digit by 1-digit • Divide 3-digit by 1-digit • Count up/down in hundredths. • Write equivalent fractions • +/- fractions with same denominator. • Read, write & convert time between analogue & digital 12 & 24 hour clocks.
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Overview of the Year 4 Curriculum learning through topics

Year 4		
Autumn 1	Spring 1	Summer 1
 <p>Romans: This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</p>	 <p>Bottoms, Burps and Bile: Open wide – let's take a look inside. We're on a voyage of discovery to investigate the busy world inside your body. Do you have a toothy grin or a winning smile? Take dental impressions and test the effects of sugary substances on your pearly whites. Follow a tasty morsel as it makes its way through your digestive system, helped by some mouthwatering saliva. And don't forget the importance of good hygiene at both ends. And whilst we're talking business, could you recognise an animal just by its poo? Are you brave enough to take the challenge? Make a working model of the digestive system and use it to persuade others to eat healthily. Learn how to look after this marvellous belching, squelching, mixture making machine we call our body.</p>	 <p>Misty Mountain, Winding River: This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</p>
Key Learning for Main Subject Focus		
History <ul style="list-style-type: none"> ➤ I know that in AD27, the Roman empire was expanding because its army was efficient and powerful. It was ruled by kings, then emperors. ➤ I can talk about the causes for Julius Caesar 's unsuccessful invasion of Britain in 55 and 54 BC. ➤ I know that Emperor Claudius successfully invaded Britain in AD 43. After invasion, followed a period of peace and settlement. ➤ I know there was resistance to Roman rule including Boudicca who revolted against Roman rule in AD 60-61. ➤ I know that Emperor Hadrian constructed Hadrian's wall to keep the Picts out of England in AD122. ➤ I can give reasons for the end of Roman rule in AD410. 	Science <ul style="list-style-type: none"> ➤ I know that adult humans have 32 teeth ➤ I can identify incisors, canines, pre-molars and molars, wisdom teeth and describe their functions. ➤ I can talk about the diets of carnivores and herbivores. ➤ I know what damages teeth and how to look after them. ➤ I can label the different parts of the digestive system including the mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine. 	Geography <ul style="list-style-type: none"> ➤ I can name and locate the Himalayas and Mount Everest on a map of the world. ➤ I can locate the Nile and the Amazon on a world map and the River Stour on a Dorset/England map. ➤ I know that a river flows from its source down to a bigger mass of water eg a lake, the sea, an ocean or another river. ➤ I know that a river has 3 stages: Upper, Middle and Lower Course. ➤ I understand water (river or sea) can erode the land and that the river transports and deposits sediment. ➤ I know a stream is a small river and that a meander is a bend in a river. ➤ I understand that if a river floods it often spreads fertile soil. ➤ I know that the River Stour has a range of physical and human features along its course and I can locate the source of the



<ul style="list-style-type: none"> ➤ I know that the Romans were great engineers, and their towns included a forum for decision-making, bath houses, aqueducts, and hypocausts. They brought these ideas to Britain. ➤ Roman legacy can be seen in place names, the calendar Roman Baths in Bath, local Roman Roads, place names e.g. Dorchester, Maiden Castle. ➤ I know that when the Romans left Britain and returned to Italy in AD410 their legacy remained. <p>Geography</p> <ul style="list-style-type: none"> ➤ I can locate Rome on a map of Italy. 		<p>River Stour and track its journey to Hengitsbury Head</p> <ul style="list-style-type: none"> ➤ I can begin to use four-figure grid references to locate features of the River Stour ➤ I know a mountain is at least 300m tall and that a mountain range is a group of mountains joined or close together. ➤ I can compare the height of mountains and local hills (Hod/Hambledon) ➤ I can describe the features of fold, volcanic, fault block, dome and plateau mountains. ➤ I know that altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. <p>Science</p> <ul style="list-style-type: none"> ➤ I can identify whether a material is a <i>solid</i>, a <i>liquid</i> or a <i>gas</i>. ➤ I know how particles are arranged in solids, liquids and gases. ➤ I know that materials can <i>change state</i> when heated or cooled. ➤ I know that water evaporates, then <i>condenses</i> to fall as rain ➤ I know the water cycle is the continuous journey of water. ➤ I can understand that the water moves from oceans and lakes, to clouds, to rain, to rivers and back to oceans and lakes. ➤ I can draw a diagram of the water cycle.
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Autumn 2	Spring 2	Summer 2
 <p>Blue Abyss: Grab your wetsuit. We're going deep into an underwater world of incredible coral and mysterious sea creatures. Head to your local aquarium and learn about life in the ocean. Can you pick a favourite fish, plant or animal? What do real divers get up to below the surface? Create a fishy story about exploring an amazing underwater world. Time to go a little deeper into our seas. Make a model deep sea submarine that can withstand great pressure and travel to the deepest, darkest places on Earth. Make sure you test it first. What are those bright lights in the distance? It's a group of bioluminescent sea creatures. Look closely and create a colourful, 3-D art exhibition when you rise to the surface. Flippers on? Snorkel ready? Let's head into the Blue Abyss.</p>	 <p>Playlist: What's that noise? A bash? A crash? A shake, a rattle or a low, bass hum? Which do you prefer – an acoustic singer or a booming brass band? A solitary voice singing sweetly and quietly or a magnificent choir lifting the roof? Take out your ear plugs as you journey through the valley of sound and find out about instruments, the sounds they make and how they are produced. Discover how sounds are made and which sounds travel the furthest. Then, sing up and compose a class song for the local talent contest, Class Factor. Can you write a number one hit? Be sure to stand up straight, warm up your voice and sing your heart out. When your performance is done, sit back and listen to calming classical melodies, a soothing lullaby or your favourite</p>	 <p>How much do you really know about the history of our local area? Can you use your skills as a historian to uncover what Blandford was like in the past? Can you piece together the clues to explain why a great fire raged through the town in 1731? Discover how the town was rebuilt and look for evidence of fire damage that still exists today. Then, take a walk-through time and discover how steam locomotives transformed the lives of our ancestors in the 1800s. Find evidence of bridges and tracks that still survive today. Are you ready to use your skills as a historian to piece together our exciting past?</p>



	boy band ballad. Can you hear me over there? Or do I need to TALK MORE LOUDLY?	
Key Learning for Main Subject Focus		
Science <ul style="list-style-type: none"> ➤ Understand that a food chain starts with the sun, then a plant, then an animal, usually herbivore then carnivores. ➤ Use terms <i>predator, prey, producer</i>. ➤ Follow a key to identify animals and plants ➤ Understand that plants and animals can be affected if the <i>environment</i> changes. ➤ I know what distinguishes a plant from an animal. Geography <ul style="list-style-type: none"> ➤ I can talk about environmental issues linked to the oceans. 	Science <ul style="list-style-type: none"> ➤ I know that sounds are made by something vibrating and that sounds travel through something to get to our ears ➤ I know the pitch of the sound depends on the thing producing it. ➤ I know the faster the vibration the higher the pitch ➤ I know the volume of a sound depends on the strength of the vibration producing it. ➤ I know that sounds get fainter the further away they are. 	History <ul style="list-style-type: none"> ➤ I know that In 1731, the great fire of Blandford destroyed most of the town – 40 out of 500 houses survived. ➤ It began in a soapboiler's house in Whitecliff Mill Steet. ➤ I can talk about the evidence that exists in Blandford today to suggest that there was a fire e.g. new buildings, fire damage on brickwork, insurance plaques. I can locate the evidence on a map. ➤ I know that fires spread more easily in 1731 because buildings were made of flammable materials. ➤ I can explain how the fire service has changed since 1731 and the reasons why it could not respond so quickly in 1731. ➤ I can describe some of the benefits of the growth of the railway in Britain. ➤ I can talk about the significance of George Stephenson to the development of the railways. ➤ I can explain some of the positive and negative effects of the railways in Britain and our town. ➤ I know that the railway opened in Blandford in 1860 and closed in 1966. ➤ I know that that there is evidence in the town that tells us about the history of the railway :- Station Court, railway arches, model in the museum. ➤ I know the railway benefitted people living in the locality because it made it easier to transport goods (clay and coal) it brought new jobs and opportunity for travel. ➤ I know that n The Great War and WWII, the railway was used for military trains. ➤ I understand that the reason for the decline of the railway included: more affordable motor vehicles, better roads for lorries meant goods could be transported directly to where they needed to go. Science <ul style="list-style-type: none"> ➤ I can identify things at home and school that run on electricity ➤ I can identify a Cell, wire, bulb, switch, buzzer, lamp. ➤ I know a circuit with everything in a single loop is a series circuit and that there must be a complete loop for electricity to flow. ➤ I know most metals are good conductors.



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|--|--|---|
| | | ➤ I know an open switch stops the electricity and a closed switch lets it flow. |
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Please also visit our class page on the school website to see the 'Year 4 Curriculum Overview'.

'Knowledge Organisers' in Year 4

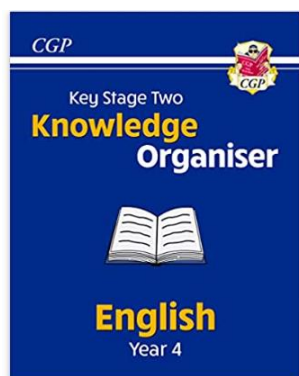
Shared with you at the start of each topic. This sets out the important, useful and powerful knowledge on a topic in a user-friendly format.

For children to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application. Knowledge Organisers can enable this.

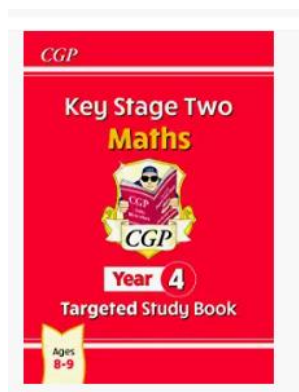
There is a necessity for children to memorise specific Key Learning (important knowledge). Our working memory capacity is limited, so by storing more in our long-term memory, we can free up working memory capacity. A knowledge organiser can be a valuable starting point for effective conversations and setting key vocabulary to a relevant context.

In Year 4, we recommend the CGP resources to help consolidate and practice key concepts at home. These guides are very useful for parents to understand some of the Key Concepts coming through the Year 4 curriculum.

The books are available from September to purchase via the ParentMail app. The recommended guides and prices are listed below:



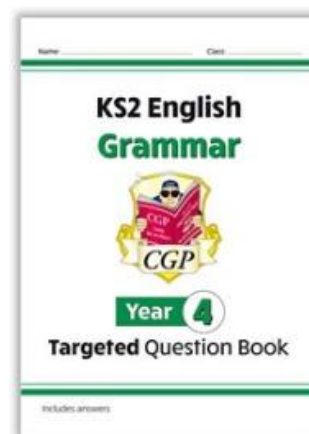
£4.00



£4.00



£4.00



£4.00

Year 4 Assessments

Children in Year Four are only required to complete one National test, all other assessment is 'Teacher Assessed'. Teacher Assessment is done by using both formative and summative means, as best serves its purpose. Assessment is daily. Children are assessed in their learning throughout the year to ensure they can make steps forward in their learning. This means that sessions in the classroom are always planned to stretch, support and challenge each child in the classroom. The children are also working to achieve a number of goals in their learning. Children are assessed according to the year they are working within. So, if your child is in year four and working with year four targets, they will be assessed in line with those targets. The aim is for all children to achieve all the targets by the end of each year.

The National Year 4 Multiplication Tables Check (MTC)

Children in Year 4 sit the Multiplication Test in June. This tests their recall of all calculations up to 12 x 12. You can support their learning using TT Rockstars. There will be more details about the test delivery in the Summer Term. Results are required to be sent to the Government and Local Authority, of course, we will also share these results with you, when they come through to us, usually in July.

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'As each one does their part, we grow in love'
Ephesians 4 vs.16



Year 4 Home Learning

Children receive homework in a variety of ways. Our primary goal of all our homework is twofold: (1) To consolidate and rehearse learning that happens in school. (2) To help engage parents to support their children in extending the context of the learning. It is therefore extremely rare for us to hand out worksheets or standalone tasks in the name of 'giving homework'. Homework is more about parents working with their children to support deeper understanding.

All children are encouraged to read and be read to. Children also use our online maths programs to support their learning. The frequent reference to our Knowledge Organisers and learning of new vocabulary.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading* (15 mins)	Reading* (15 mins)	Reading* (15 mins)	Reading* (15 mins)	Reading* (15 mins)
Weekly Read Books to your children that they are currently unable to access but they have an interest in. Both Fiction, Non-Fiction and Poetry. Use them to discuss new words or ideas.(15 mins) VIPERS reading comprehension 15 minutes.				
Spelling Shed Spelling lists daily practise				
Weekly Knowledge Organiser discussion (20mins)				
Maths (15 mins)		Maths (15 mins)**		Maths (15 mins)**
Weekly Times Tables Practice				
Weekly protected quality time to engage with your child and have time to talk and to simply 'be' (30 mins) (For ideas of free activities, please see Mrs Gatehouse)				

*Suggested Timings above are merely guidance. *Reading may also be Phonics ** Maths will be using the Sumdog or TimesTable Rockstars platforms or other resources to focus on increasing your child's mental maths and number fact recall.*



Online Platforms to support Home Learning –

Sumdog	Times Tables RockStars	Websites designed enable pupils to practise times tables and improve on their speed and accuracy of recall.
<p>Early in the year your child will be given a login for Sumdog which can be accessed on a computer, mobile or tablet. Identify gaps and build fluency using Sumdog's engaging adaptive learning games. For ages 5 to 14, fully aligned to the National Curriculum. An enjoyable activity that is proven to accelerate progress. Questions are embedded into the Sumdog games, with different games for different learning styles. The class are able to set relevant activities that support the embedding of key concepts being learned at school. The questions are aligned to the curriculum that your child will be working through at school. They adapt to meet your child at the level they're working at while letting them play with friends, a robot or children from across the world.</p> 	<p>Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.</p> <p>This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 16,000 schools - both primary and secondary – worldwide. An essential mathematical skill.</p>   <p>EdShed: Spelling Shed</p> <p>Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning.</p> <p>The carefully selected word lists and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition.</p>	<p>Multiplication Tables Check - Mathsframe</p>  <p>MTC - Multiplication Tables Check - URBrainy.com</p>  <p>Office 365 Accounts</p> <p>Children have been provided with Office 365 education accounts which gives them free access to Microsoft Teams, Word, PowerPoint, Excel and other Microsoft apps.</p> <p>Microsoft Teams can be accessed online or downloaded to a home or mobile device. Year 6 can access their home learning through Teams (OneNote) and this is valuable preparation and learning for their secondary education.</p>






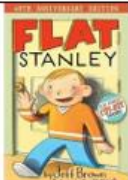

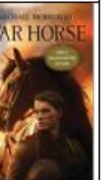




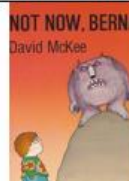




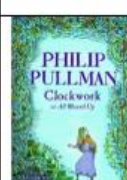

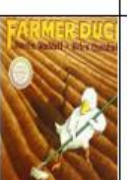

Year 3 and Year 4 Recommended Books to read to/with your child

Alice in Wonderland
Stig of the Dump
Black Beauty
The Iron Man



Flat Stanley (Jeff Brown)
 Diary of a Wimpy Kid
 The Twits
 The Highwayman (Alfred Noyes)
 Esio Trot
 Clockwork
 The Secret Garden
 Swallows and Amazons
 The Worst Witch Series (Jill Murphy)
 Treasure Island
 The Sheep Pig
 Gentle Giant (Michael Morpurgo)
 The Just So Stories (Rudyard Kipling)
 The Little Prince
 The Early Years at Malory Towers (Enid Blyton)
 Mrs Pepperpot (Alf Proysen)
 Asterix Series (Uderzo)
 The Giant's Necklace (Michael Morpurgo)
 The Suitcase Kid

100 Fiction Books Recommended Reads for All Children before leaving Primary School





Other Home Learning Ideas

Suggested Websites for Year 4	Other Activities / Ideas
<p>Top Marks Age 5-7 https://www.topmarks.co.uk/maths-games/5-7-years/counting Cool Maths 4 Kids – also includes lessons/explanations/brain teasers http://www.coolmath4kids.com/ Maths is fun Range of explanations and online activities https://www.mathsisfun.com/numbers/index.html SUMS Maths Mostly aimed at KS2 (go to Easy and Easy 2 for Early Years and KS1). Games sorted into: Number, Data Handling, Calculations, Shape and Space. http://www.sums.co.uk/original/ Arcademics Skill Builders – games to play against the computer or a friend http://www.arcademics.com/</p>	<p>Stories before bedtime Cooking with your child Making shopping lists Going shopping with real money Counting objects Playing board games Talking to your child Having a family reward 'quality time' box, to pick out an activity at random weekly Visiting places of interest Gardening (snail races!) Physical Activity (walking, treasure hunts, sound walks) Sketching</p>

Helping your child at home

Your class team will be best placed to how to help your child specifically achieve well. We ask that all children in Key Stage Two continue to read at home on a daily basis and we also ask that they are read to, that vocabulary is discussed and new language introduced. In Key Stage 2, reading at home is still of huge importance, but the focus shifts. It is also important that children in Key Stage 2 have time for discussion at home, understand viewpoints, learn to debate and are continually challenged to learn new and upskilled vocabulary, practising it in the correct context. As part of your child's weekly homework, all parents are expected to hear their child read at least 3 times a week, asking questions to confirm that they have understood the text. Please record these sessions in your child's reading record. Information on our Reading Scheme and Policy is available on the School Website.



One of the most beneficial things that a parent can do for their child is to give them regular, uninterrupted, individual quality time to truly engage and focus solely on their child. The benefit of this for the child is seen almost instantly. This does not need to cost money – in fact we would say it should cost no money as there are many activities that can be done together for free (please ask Mrs Gatehouse for ideas if you are stuck!!).

Parental Contributions towards Learning and Enrichment Experiences

An estimate of possible expenses for this year group – activities are subject to change and school costs will fluctuate. There are often additional events through the year for fundraising organised by the PTA and School Council.

Autumn	Spring	Summer
Topic On Site Visitor Workshop £6.00	DT project – Healthy Snacks Ingredients £3.00	Topic Off Site Visit £20
Topic Off Site Visit £8.00		Off Site Additional Swimming: £20 per half term (max. 2 half terms) Places by invite only
Off Site Core Offer Swimming: Voluntary Contribution £20 per half term (x2 half terms) £40 total		

Please note: we ask all families to check the Dorset Council website for eligibility for Pupil Premium 'Free School Meals' award as successful applications for this support the school in being able to financially support our families (it is far more than just Free School Meals – which at Key Stage 1 are free thanks to a different scheme called 'Universal Infant Free School Meals'). Please visit this website to check your eligibility. [Apply for free school meals - Dorset Council](#)

For any activity offered, that creates additional cost, we are only able to run if our families commit to a voluntary contribution. We do not increase the price to cover the cost of staffing, supply cover or covering the costs of non-paying families, therefore, if we do not receive a commitment of the donation, we may have to cancel the activity/visitor/experience as it is unlikely that the school would be able to cover the cost.

Weekly Timetable

This is an approximate outline of our learning week. The children have access to a visual timetable in the classroom every day in order that they know what will be happening and what comes next. However, there are sometimes changes in the day or week due to whole school events, organised events or the occasional surprise!

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-8.55	Early Morning Maths	Early Morning Maths	Early Morning Maths	Early Morning Maths	Early Morning Maths
8.55-9.10	Collective Worship	Collective Worship	Collective Worship	Collective Worship	Collective Worship
9.10-10.15	Maths	Maths	PSHE	Maths	Swimming/Maths
10.15-10.30	Break	Break	Break	Break	Break
10.30-11.00	Grammar	Whole Class Reading	PE	Ukulele Lesson or English (Music)	Swimming/Maths
11.00-12.00	English	English	Maths	Spelling	English
12.00-12.50	Lunch	Lunch	Lunch	Lunch	Lunch
12.50-1.50	History/Geography	R.E.	English	Whole class Reading	P.E/computing
1.50-2.50	Science	French/computing	History/Geography	P.E.	Art
2.50-3.00	Home	Home	Home	Home	Home



Finally

Please remember this is a partnership and we need you to talk to us for the benefit of your child. Our hope is that you will be an actively engaged partner, ready and willing to learn and ready and willing to share concerns respectfully and in a timely manner. Trust is a huge ask, but without it, we will struggle to form meaningful relationships. Schools have changed over the years and at Pimperne Primary we have sought out change from staff development and learning to the application of processes and policies to embed an adapting and flexible curriculum that is fit for the future and for our cohorts. As professionals we are fully aware that our work is never done and we are willing as a school staff team to move metaphoric mountains for each individual child. Trust us, help us and be a partner with us to give your child the best start in life.

Finally, we see children really adapt to their learning life in Key Stage 2 and Year 4 grow in personality, skill and knowledge. The curriculum is challenging and we have a well-planned succession of learning in place, hence attendance is key. This is supported by the team and by yourselves as parents. We continue on resilience and positive attitudes to learning. Children show independence in learning, recall of previous learning and begin to understand that mistakes give us the opportunity to learn further. Socially, children will continue to develop, to understand how to develop positive relationships that weather the challenge of differing opinions and respect for each other, again this is supported by both you and the school. We hope your child continues to develop in every aspect from emotional and social development to the academic and physical. And as each of these aspects 'does their part', so your child will flourish, they will grow and thrive within an environment of care and respect. They will Celebrate, Believe and Aspire.

We look forward to a year of successes for the children of Year 4.

