



Oakwood Primary Academy

Prospectus 2021-2022



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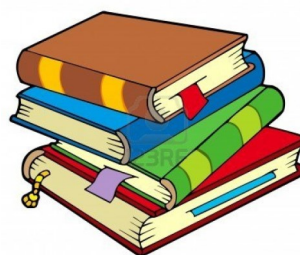
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Oakwood Primary Academy

Prospectus 2021-2022

Section 1



Chief Executive Officer – Mrs A Nettleship

Head of School: Mrs Jackie Sparrow
Assistant Head of School: Mrs Kathryn Catherwood
Oakwood Primary Academy
Pendeen Crescent, Southway, Plymouth, Devon
PL6 6QS

Tel: (01752) 775478
e-mail: oakwood.office@discoverymat.co.uk
www.discoverymat.co.uk

Dear Parent/Carer,

May I welcome you and your child to Oakwood Primary Academy. Our school is part of the Discovery Multi Academy Trust along with Beechwood Primary Academy and Weston Mill Community Primary Academy.

Alison Nettleship is the CEO of the Discovery MAT and I am Head of School for Oakwood Primary Academy. My role is the day to day management at Oakwood.

In this prospectus, we aim to introduce you to our approach to learning and share some information about school life at Oakwood. We also set out to answer some of the many questions you may have as you prepare your child to join us and as she/he progresses through our academy.

All our staff are very committed to early years and primary education and to the importance of good practice so that the experiences offered to your child have a positive impact on his/her learning and development. We aim to ensure that every child has the best possible learning experience at Oakwood. The Board of Trustees, our Local Advisory Board, parents, staff and children work together as a team to make a caring and safe environment where learning is exciting, enjoyable and successful.

We hope that you will find this prospectus helpful. We also encourage you to visit our academy and see for yourself. Please telephone if you would like to make an appointment to do this.

Yours faithfully,

Mrs Jackie Sparrow
Head of School

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Safeguarding Children in Oakwood Primary Academy

Our academy has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Policy and procedures in place which we refer to in this Prospectus.

All staff, including our volunteers and supply staff, must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will endeavour to ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Our Designated Safeguarding Leads are:



Mrs Alison Nettleship
Chief Executive Officer



Mrs Jackie Sparrow
Head of School



Mrs Kathryn Catherwood
Assistant Head of School

CONTACTING THE SCHOOL

CEO	Mrs Alison Nettleship
HEAD OF SCHOOL	Mrs Jackie Sparrow
ADDRESS:	Oakwood Primary Academy Pendeen Crescent, Southway Plymouth, PL6 6QS
TELEPHONE NUMBER:	Oakwood: 01752 775478
E-MAIL:	oakwood.office@discoverymat.co.uk
WEB SITES:	www.oakwood-primary-academy.eschools.co.uk www.discoverymat.co.uk
CHAIR OF TRUSTEES:	Mrs Julia Guy
ADDRESS:	c/o Discovery MAT, Rockfield Avenue, Southway, Plymouth, PL6 6DX Tel. 01752 706361
TELEPHONE/FAX NUMBER:	as above
E-MAIL:	c/o the school as above
DIRECTOR FOR CHILDREN'S SERVICES:	Alison Botham
ADDRESS:	Children's Services Plymouth City Council Windsor House, Plymouth, PL6 5UF
TELEPHONE NUMBER:	01752 307463

SCHOOL PERSONNEL

(correct at time of print)



CEO

Mrs Alison Nettleship



HEAD OF SCHOOL

Mrs Jackie Sparrow



**ASSISTANT
HEAD OF SCHOOL**

Mrs Kathryn Catherwood

**SCHOOL
ADMINISTRATOR:**

Karen Headridge

**ADMINISTRATOR
ASSISTANT:**

Jackie Neale

ICT SUPPORT:

PREMISES MANAGER:

Andrew Day

OAKWOOD TEACHING STAFF:

**Reception - Tamar
Reception - Lynher
YR1 - Fowey**

Tracy O'Carroll (EYFS and KS1 Team Leader)
Claire Watson
Chelsea O'Brien (INCO) and
Lynsey Gruszka (Acting Assistant Head of School)

**YR1/2 - Avon
YR2 - Thames
YR3 - Severn
YR3 - Medway
YR4 - Trent
YR4 - Lagan
YR5 - Clyde
YR5 - Mersey
YR6 - Tyne
YR6 - Wye**

Lianne Crocker
Lisamarie Tearney
Sam Ticehurst
Rebecca Sherrell
Skye Hoppins
Laura Kelly
Sophie Downing
Julie Collier
Johny Kelleher (KS2 Team Leader)
Jenny Glynn

INCO:

Chelsea O'Brien (0.6)

HIGHER LEVEL TEACHING

ASSISTANTS:

Andrea Edwards
Claire Harris
Sue Vowden
Ann Ward

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Section 1

TEACHING & SUPPORT ASSISTANTS:

Elizabeth Bruce	Jordan Salt
Liz Eglington	Jackie Stonehouse
Yvette Francis-Lang	Sara Widnell
Julie Jackson	Nick Winsor
Donna Pearson	Danielle Woolley
Maria Pellow	

**PASTORAL SUPPORT and
FAMILY SUPPORT ADVISER:** Ros Dent

EARLY START ASSISTANTS:	Kim Ashton	Gail Holt
	Debbie Olver	Maria Pellow

MEALTIME ASSISTANTS:

Carrie Beech	Nadine Jenkins
Leanne Bright	Debbie Olver
Andrea Edwards	Danielle Russell

CLEANING STAFF:	Debbie Olver	Gail Holt
	Leanne Bright	Paula Small

CROSSING PATROL: Vacancy

SCHOOL COOK: Jo Luke

KITCHEN ASSISTANTS:	Louise Foster	Julie Bellringer
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MEMBERS OF TRUSTEES

CHAIR OF BOARD OF TRUSTEES: Mrs Julia Guy

TRUSTEES: Mrs Lisa Drummond - Vice Chair
Mr David Bowles
Mrs Lisa Petford
Mr Ray Waring

CEO: Mrs Alison Nettleship

CLERK: Helen Hawkes

LOCAL ADVISORY BOARD

Mrs Jill Callicott - Chair
Mrs Rachel Bishop - Vice Chair
Mrs Carol Lant
Mrs Lisa Darcy
Mrs Julie Collier
Mrs Sharyn Seaman
Mr Patrick Owen
Dr Rowena Passy

CLERK: Helen Hawkes





Oakwood Primary Academy Vision Statement

We believe in developing a child intellectually, creatively, emotionally, physically, spiritually culturally and morally. This will take place in the caring and supportive environment of a school that aspires to be outstanding and that is proud to be at the heart of the local and wider community, raising standards of attainment for all pupils. We want our children to be confident, happy and healthy individuals, successful learners and responsible citizens.

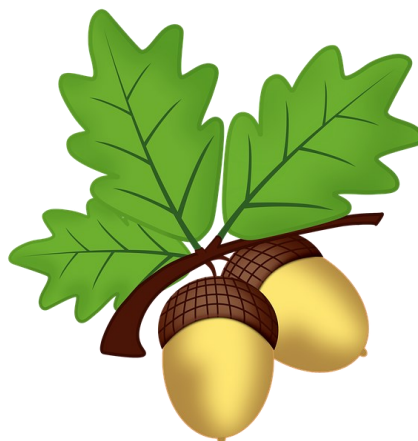
Aims

In our academy we aim to:

- Provide a safe, happy and caring learning environment.
- Aspire to outstanding levels of individual achievement.
- Develop self esteem and confidence and promote respect for others.
- Celebrate success, positive attitudes and excellent behaviour, both in and out of school.
- Nurture lifelong learning at the heart of the community.
- Promote opportunities for children to discover their talents.
- Ensure parents/carers feel valued as a part of the school community.

School Motto

Living, learning and thriving.
Planting the seeds of success, to ensure learning and achievement for life.



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CURRICULUM POLICY STATEMENT

Intent, Implementation and Impact

Intent

At Discovery Multi Academy Trust the curriculum is designed to provide wide-ranging experiences and contexts which allow our children to develop the skills and knowledge to allow them to become resilient, reflective and creative thinkers. Through an engaging STEM-based approach to learning, our children will collaborate and be able to fulfil their wider role in their community. They will have the skills to make connections in what they have learnt, self-evaluate and develop a desire to learn as they go to their next stage of learning.

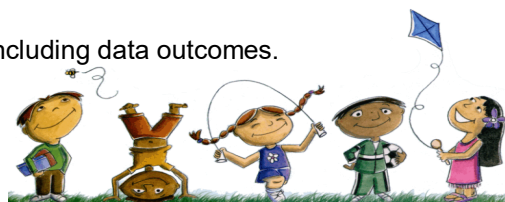
Implementation

- The curriculum is designed to provide **wide-ranging experiences and contexts** through regular visits and visitors in each topic theme. These include visits in the local community including the Fire Brigade, Police, Health, library and the nearby churches, sporting festivals and PE coaching opportunities, Forest School events, Children's University events, theatre visits and brass music tuition for all children in year 4. Additional opportunities are planned as topic themes are developed. The children also take part in the Discovery List to broaden and enhance experiences outside the classroom. Children in Key Stage 2 have three residential opportunities; Nethercott Farm in year 4, a PGL experience in year 5 and a visit to London in year 6.
- At Oakwood we use the Learning Pit approach to promote independence and to encourage children to respond positively to learning challenges in order to fulfil their potential. This explicitly develops skills and knowledge to allow children to become **resilient learners and creative thinkers**. This is reinforced by the Ready, Respectful and Safe approach based on Trauma Informed practice, whole school training ensures that the school is a nurturing and supportive environment which supports children emotionally and socially so that they can **develop a desire to learn as they go to their next stage of learning**.
- Working Walls and Learning Conversations are used to encourage children to be **reflective** about their learning, **to make connections in what they have learnt**, ask questions, **self-evaluate** and to be able to articulate how they can reach learning targets to accelerate their progress from their starting points.
- The curriculum themes are being developed this year so that there is a more blended approach to learning. All curriculum themes have a **STEM-based approach to learning** which includes STEM outcomes or learning experiences that develop the individual STEM skills needed for science, mathematics engineering, and technology. These are also referenced in other subjects so that children can begin to use them more frequently across the curriculum. These skills are *Problem Solving* - how to approach a task, *Creativity* - think outside the box, *Inquiry Skills* - questioning why something is as it is, *Observation* - looking closely, *Flexibility* - change the way you try things if it doesn't work and *Collaboration* - working together. There are regular STEM based weeks and STEM links being developed with Plymouth University, Schneider Electrics and the STEM Lab at Beechwood. **Collaboration** is planned at class level when working together on learning tasks, at year group level for example in music and sporting events, at whole school level through House Days and at MAT level through School Champion events or residential opportunities.
- The curriculum promotes British Values which include experiences to **fulfil their wider role in their community** through support for local community events in the library, church, Food Bank and charity initiatives. The school also participates in city events such as Christmas events, musical festivals, PE Festivals, Holocaust memorial and MKC Heroes activities and national events such as World Book Day, National Science Week, Anti-bully Week, Safer Internet Day and other charity events.

Impact

We evidence the impact of our implementation thorough:

- Pupil Voice feedback.
- Planning and book moderation.
- Monitoring and assessment at school and MAT level including data outcomes.
- Review by governance.
- Parental engagement and surveys.
- External monitoring.



OUR CURRICULUM

Our Academy caters for children in the Foundation Stage, Key Stage 1 and 2.

The Foundation Stage begins in pre-school and continues until the end of the reception year. The curriculum that is followed is known as **The Early Years Foundation Stage (EYFS)**.

There are seven areas of learning and development that shape our educational provision.

Prime areas:

- communication and language
- physical development
- personal, social and emotional development

Specific areas, through which the three prime areas are strengthened and applied.

- literacy
- mathematics
- understanding the world
- expressive arts and design

The Foundation Stage prepares children for learning at Key Stage 1 and is consistent with the National Curriculum.

The National Curriculum begins at Year 1. It sets out the requirements to be taught in each subject throughout the school. These subjects include:

- | | |
|----------------------------|---|
| • English | • Art and Design |
| • Mathematics | • Physical Education |
| • Science | • Music |
| • Design Technology | • Computing |
| • Geography | • Modern Languages (Key Stage 2) |
| • History | |

RE, Personal, Social, Health and Economic Education (PSHEE).

For RE, the school follows the Plymouth Agreed Syllabus for RE 2019-2024. This syllabus sets out detailed and extensive programmes that allow children to gain a coherent understanding of religions and world views preparing children for life in twenty-first century Britain.

For PSHE, the school follows the PSHE Association Question-Based Model. This model covers all of the Department for Education's statutory requirements for Relationships Education, RSE and Health Education, within a comprehensive PSHE education programme.

Foundation Stage and National Curriculum documents are available on line for any parent wishing to read them.

A Learning Journey which outlines the curriculum content to be covered, is emailed to every parent at the start of each term.

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OUR CURRICULUM (CONT.)

In all classes, children's progress is carefully monitored by the teacher and the Senior Leadership Team who seek to ensure that each child is working in the expected age related level in each subject. There will be times for whole class teaching, group work, collaborative learning and individual work as part of the curriculum design. This is supported by the explicit teaching of 'Learning Behaviours' to be Ready, Respectful and Safe.

ENGLISH

Reading is at the heart of our curriculum at Oakwood. It is our intent that all children have access to a wide range of books not only to give them the skills to learn and reach their potential but also to help nurture and foster a life-long love of reading and literature.

Speaking, listening, reading and writing are part of everything we do in our lives. All these aspects of language have a key place in learning in school. The schools undertake the teaching of English in line with the National Curriculum guidance.

Speaking and Listening: We use Oracy principles which supports children's learning through the development of vocabulary, clear articulation, the use of sentence stems and opportunities for paired and group discussions. Vocabulary development is a key focus in the Early Year Framework and is built upon as the children progress throughout each key stage. Teachers plan for progression in speaking and listening which enables children to access more rich and complex vocabulary which is then reflected in their written work.

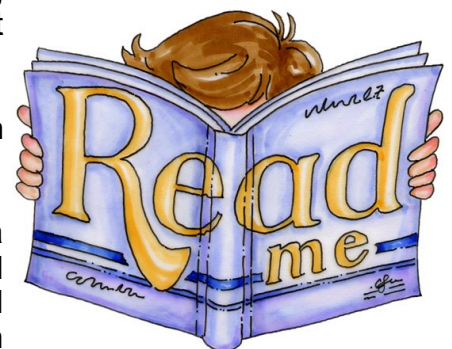
Reading: Children are taught phonics daily through the Read, Write Inc. programme in Foundation and Key Stage 1. Children learn to use phonic skills and sight vocabulary to make sense of text from the start of their schooling. Children are taught to use a range of strategies to become effective readers.

Cross curricular links, shared reading opportunities along with the Cracking Comprehension programme is used to develop children's comprehension skills. Children also access the Renaissance Reading scheme (REN) to check their understanding through on-line book 'quizzes'.

Books are colour coded or REN levelled to enable children to make informed choices. Our Owl Reading Scheme rewards and celebrates breadth of reading in EYFS and KS1. In KS2 children achieve REN certificates at the different stages in their reading progression.

We have well resourced libraries providing a wide range of fiction and non-fiction books which are regularly updated.

Children's reading is routinely monitored and skills are taught in a variety of contexts. Many of our children are very successful readers, which reflects the strength of our links with parents and the support and encouragement that comes from home. Children make the best progress when they are supported at home.



OUR CURRICULUM (CONT.)

Writing: We provide a language rich environment which enables even our youngest children to learn to write and enjoy their success. We follow the Jane Considine 'The Write Stuff' approach to develop a range of writing skills and strategies including structure, organisation, grammar, punctuation and spelling. This is taught in English lessons and applied across all other areas of the curriculum.

Children are guided through a variety of different styles and 'scaffolded' and supported to help them to plan, draft, edit and improve to achieve a meaningful final piece of writing to share with an audience.

Writing takes a variety of forms and includes imaginative poetry and prose, factual research and the expression of feelings.

Spelling, grammar and handwriting are routinely taught through English lessons, as well as in specific skill-based lessons.

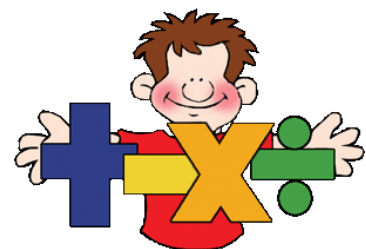
Children are taught and practise a cursive style of joined handwriting and children conscientiously work towards pen licences.

MATHEMATICS

The delivery of lessons follows the National Curriculum and the Mastery approach to Mathematics. The schools' teaching programme combines a range of mathematical knowledge and skills to ensure that pupils have the opportunities to succeed in life within the area of maths. Children are expected to solve problems and activities based on real life situations. They are encouraged to deepen their understanding of skills and concepts through practical and real life problems. Children will be expected to know number facts and give quick mental responses. Additionally, they are required to have a secure method of calculation for each of the four operations from Year 1 to Year 6.

The reception curriculum will focus on number recognition with addition and subtraction.

The school operates a Times Table Rock Stars scheme to motivate and encourage children to learn the quick and accurate recall of times tables.



OUR CURRICULUM (CONT.)

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

As outlined in our Curriculum Intent Statement, we follow a STEM-based approach to learning, with STEM skills being central in our thematic teaching and learning journeys. Our MAT STEM skills are:

- **Problem Solving** - how to approach a task.
- **Creativity** - thinking outside the box.
- **Inquiry Skills** - questioning why something is as it is.
- **Observation** - looking closely.
- **Flexibility** - changing the way you try things if it doesn't work.
- **Collaboration** - working together.

These STEM skills are embedded in our curriculum design so that children develop an understanding of how these skills are applied not only in Science but across the curriculum. The aim is to ensure that children are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. Adaptation and innovation are at the heart of technological practice and quality outcomes for children. We hold regular STEM theme weeks where we celebrate learning and offer additional opportunities for STEM learning and events. We also offer additional science sessions for able learners and children have the opportunity to attend local STEM events. The Discovery MAT has a STEM Lead and is currently working with Babcock and City College to develop exciting STEM opportunities for all the children in our MAT.

FOREST SCHOOLS

Oakwood Primary Academy is one of eight schools in Plymouth to be part of the Beacon schools for learning in the natural environment. Beacon schools have been selected for this project by Plymouth University as they already demonstrate high quality environmental activities for children. We aim to strengthen the connection between people and nature and try to ensure that every child has the opportunity and experience to learn about our environment.

The children at Oakwood Primary are well aware of their local environment and regularly use our environmental area and are part of Forest Schools. We organise many visits to school such as Devon Wildlife Trust, RSPB and are keen to emphasise the importance of a sustainable future through our Forest Schools sessions.



We are actively developing our outdoor learning environment, this includes the construction of a bird hide, pond, fire pit, and our Outdoor Learning Den.

OUR CURRICULUM (CONT.)

COMPUTING



At Oakwood Primary Academy, we aim for our children to confidently and independently use and apply their computing skills to support and extend their learning. We develop a culture where the use of computing becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances of the future.

Children in all Key Stages have access to netbooks, chrome books or iPads, and various shared devices. The children are taught using Interactive Whiteboards, visualisers, digital cameras, iPads, voice recorders, and numerous other technologies.

There is a key emphasis on learning skills for computing; these will include programming, coding, debugging and exchanging information. Our children are taught how to access information, evaluate it's suitability, store it, share it with others and tailor it to meet their own needs.

Digital Literacy is an integral part of the curriculum, with children learning how to use technology safely. At regular intervals throughout the year children undertake E-Safety sessions on topics such as cyber-bullying or keeping information safe.

PE & GAMES



We aim to give children a wide experience of sporting activities and devise programmes that develop associated skills and meet the requirements of the National Curriculum. The school has good facilities for sport development, with a football pitch, athletics field, a MUGA (multi-use ground area), netball court and other hard play areas. All children in Year 4 take part in a 3 week swimming programme led by swimming coaches at the Life Centre.

We aspire to delivering 2 hours of quality PE for every child within structured sessions that develop sport and games skills. As they develop skills, children will play the following sports: football, netball, tag rugby, rounders/cricket, swimming and athletics. We regularly have access to quality coaching as part of the Plymouth Schools Sports Partnership and have links with Marjons. Talented children are directed to outside clubs and avenues for further development.

The schools regularly enter competitions and are represented in area leagues. As part of the Sainsbury's School Award scheme, we provide a range of extra-curricular clubs and foster competition in intra-school events.

OUR CURRICULUM (CONT.)

RELIGIOUS EDUCATION

The children's RE is carefully planned in accordance with the 2019 Plymouth Agreed Syllabus which was created for Plymouth SACRE by RE Today taking into account Plymouth's religious history. The agreed syllabus sets out detailed and extensive programmes that will enable children to gain a coherent understanding of religions and worldviews, preparing them for life in twenty-first century Britain.

An awareness of the beliefs of others is also developed, along with the concept of having respect for the varied beliefs of other religions. Major festivals, stories and leaders of other religions are explored within RE.

In following our RE syllabus the children will come to see that each religious tradition offers many insights for mutual understanding and tolerance, as well as having many similarities to the values common to our local community.

COLLECTIVE WORSHIP

Our Collective Worship programme provides the children with opportunities to be together, experience stories with clear moral messages, to sing and share religious and spiritual experiences. Assemblies also have a strong social function within our school community and include an act of worship. We use prayers and songs from a variety of faiths. In accordance with the law, most Acts of Worship are of a Christian nature.

Please see the Collective Worship Policy on the Oakwood website for further information.

Parents do have the right to withdraw their children from Religious Education or an Act of Worship and are welcome to discuss this matter with the Head of School. Arrangements will be made for children who are withdrawn to be provided with appropriate class work, supervised by a member of staff.



OUR CURRICULUM (CONT.)

FRENCH



At Oakwood we follow the *iLanguage* programme for French in Key Stage 2. This is an interactive language programme which has step by step lesson plans with objectives, success criteria and assessments mapped to the National Curriculum and Key Stage 2 expectations. It has a strong phonics focus and supports the children's learning with PowerPoints, interactive stories, songs, sound files, board games, worksheets, interactive whiteboard activities and video clips to aid pronunciation. The *iLanguage* programme follows the Talk4Writing approach to enhance interaction and progress.

Although it is not part of the National Curriculum requirements for Key stage 1, children in year 1 and 2 do have an introduction to French. This includes learning about France, simple French words and phrases and a range of rhymes and songs.

EDUCATIONAL VISITS

Throughout the year, visits provide an important stimulus for class activities. We welcome parental support and involvement in such activities. Visits often provide a good opportunity for parents to see at first hand the type of work their children are doing.

Such visits are an essential and integral part of the children's education at Oakwood. The vast majority of our Educational Visits are subsidised or paid for by the school; this is so that all children are offered the same enriching experiences. (This does not apply to residential trips.) Any residential payments need to be made via ParentPay.

All transport companies used by Oakwood comply with seatbelt regulations.

EXTRA-CURRICULAR ACTIVITIES

Our staff are very committed to the needs of our pupils and give freely of their own time to organise a variety of clubs. Such clubs are very popular and, to be fair, priority is given to children of different ages for some activities.

Children have been able to take part in various activities, for example STEM Club, Lego Therapy, Wake and Shake, Multi-skills, Gardening, Football, Singing and Dance during the past year.

Some of the clubs run throughout the year and some for a term, parents are kept informed of activities via our Oakwood newsletter at the beginning of each term.

OUR CURRICULUM (CONT.)

HOMEWORK

We believe homework can serve a number of purposes and that it should:

- Be balanced between learning new skills and practising an existing skill.
- Enable parents to help their children.
- Support children in their weekly work.
- Encourage children to take some responsibility for their own learning.

Parents will be informed of the homework timetable for each class at the beginning of the school year. The policy is also on the Oakwood website.



SPECIAL EDUCATIONAL NEEDS AND INCLUSION

Staff at Oakwood Primary Academy work in accordance with the 0-25 SEND Code of Practice which came into effect on 1st September 2014. Our Inclusion Coordinator (INCO) has 3 days dedicated to her INCO role and works closely with class teachers, the Pastoral Team and Teaching Assistants to co-ordinate any necessary provision.

Children experiencing a difficulty that is affecting their ability to make progress are supported in the classroom wherever possible. This additional help is now referred to as 'SEN Support'. Our school will be able to meet the needs of the majority of children through SEN Support, calling on specialist services where necessary.

Children with more complex and enduring difficulties might need the support of an Education, Health and Care Plan (EHCP). It will set out a child's education, health and social care needs in a single, legal document.

Our class teachers, INCO and teaching assistants are involved in regular monitoring and record keeping as part of the 'assess, plan, do, review' cycle. Children and their parents will also be involved in the planning and decision making process and together we will endeavour to meet the needs of every child in our school.

Further details of the provision available at Oakwood Primary Academy is described in our SEND Information Report, available on our website.



OUR CURRICULUM (CONT.)

GIFTED AND TALENTED

We believe that every child has a particular talent. We strive to identify and develop this and encourage all children to work to their full potential. Whenever possible, our children take part in inter-school events liaising with other able and talented children across the city. Parents of particularly gifted and talented children will be kept fully informed of their progress and both parents and children will be involved in the setting of targets.

ASSESSMENT, RECORDING AND REPORTING

We place great importance on making accurate assessments of children's achievements so that we may celebrate success and progress.

There are two types of assessment used by the schools. These include:

Assessment for learning (formative) which helps to identify the next steps needed to make progress. It takes account of a child's strengths as well as Areas for development.

Assessment of learning (summative) which is associated with judgements based on age related expectations and with public accountability.

Through these aspects assessment should:

- Enable our children to demonstrate what they know, understand and can do in their learning.
- Help our children understand what they need to do next to improve their learning. Allow teachers to plan work that accurately reflects the needs of each child.
- Provide regular information for parents that enables them to support their child's learning.
- Provide school leaders, the Board of Trustees and the Local Advisory Board with information that allows them to make judgements about the effectiveness of the school.

Reporting to parents

- A welcome meeting is held early in the autumn term so that parents or carers have an opportunity to meet their child's new teacher and find out about the learning that will take place throughout year.
- Parent meetings take place at the beginning of Term 3.
- Annual reports are sent home at the end of term 4 (before Easter) for children in KS1 and 2. A settling in report is sent for children in EYFS.
- The results from the Early Years Foundation Stage (EYFS), Year 1 Phonic Screening Check, Year 4 Multiplication Check, KS1 and KS2 SATs are reported to parents at the end of the academic year alongside the end of year expectations for each child.
- Annual report for EYFS is sent home in the summer term.
- Please refer to the MAT Assessment, Recording and Reporting Policy on the school website



OUR CURRICULUM (CONT.)

Statutory Tests

Yr 1 Phonic Screening Check takes place in June.

Yr 4 Multiplication Check takes place in June.

KS1 (Yr 2) SATs (Statutory Assessment Tasks) take place in May and include 2 reading tests, 2 mathematics tests and an optional spelling, grammar and punctuation test.

KS2 (Yr 6) SATs (Statutory Assessment Tasks) take place in May and include a reading comprehension test, a spelling and grammar test and 3 maths tests.

RELATIONSHIP AND SEX EDUCATION (RSE)

Our Relationships and Sex Education curriculum is set out in our RSE Policy which is available on the school website. It follows the PSHE Association Question-Based Model. This model covers all of the Department for Education's statutory requirements for Relationships Education, RSE and Health Education, within a comprehensive PSHE education programme. We developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



Eat well Move more Live longer

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STARTING SCHOOL ADMISSIONS

Oakwood Primary Academy caters for pupils from 4 to 11 years old. Little Acorns pre-school is a separate provision within the grounds of Oakwood Primary Academy, which caters for children from the age of 3 years old. In the Summer term before joining Oakwood, the school offers settling in sessions in the Foundation Unit for all the children starting in September.

ADMISSION TO SCHOOL

Oakwood Primary Academy serves the Southway area and pupils from Derriford, Glenholt and the surrounding areas also attend here. Oakwood has a Planned Admission Number (PAN) of 60 for Foundation to Year 6.

All admissions are managed through the Primary Admissions Department at the Local Authority. The Local Authority allocates all school places. (Tel. 307166).
<http://www.plymouth.gov.uk/homepage/education/schools/schooladmissions.htm>

Reception children are normally admitted to the school at the beginning of the Autumn Term. Oakwood Primary Academy has adopted the admission and appeals policies of Plymouth City Council. All applications for Reception places have to be completed, preferably on-line, and forwarded to Plymouth City Council Primary Admissions Team. Paper copies are available if required.

On admission, essential information about each child is required by the Authority for storage on computer and is covered by the Data Protection Act.

Parents are encouraged to tour Oakwood Primary Academy before making an application for admission for entry and should contact the office to make a convenient appointment.



INDUCTION POLICY

We have an extensive induction programme that includes visits to school for parents and children in the term prior to starting school.

FAMILY SUPPORT ADVISOR

Our Family Support Adviser (known as FSA) at Oakwood, is Mrs Ros Dent.

Mrs Dent can be contacted through the school office.

The FSA can support parents, in many different ways, from answering questions relating to concerns at school, to sign-posting you to more specialised services e.g. Working Links, Parent & Family Services, to name just a few.

The FSA can help by being an impartial, non-judgemental listening ear, supporting parents at meetings and sign-posting parenting courses.

The FSA also supports our active and very successful Service Families Group and the children's MKC Heroes Group.

Mrs Ros Dent



TEACHING TIME

During each week children receive the following teaching time:

- Key Stage 1 classes – 25 hours
- Key Stage 2 classes – 25 hours



SCHOOL HOURS

Morning Session: 8.55am —12.15pm - KS1/12.30 pm – KS2

Afternoon Session: 1.15pm - KS1/1.30 pm - KS2 - 3.15pm

Children come straight into school from 8.45 to 8.55 am and are greeted by a member of staff.

Whatever the circumstances your children will not be allowed to leave school before the above home time unless the parent or an authorised ADULT comes to collect them.

An Early Start Club runs daily, when children may be dropped off at the community area from 7.45am and before the last entry time of 8.30am. **This must be booked and paid for in advance via ParentPay.** Currently the cost of this is £1.50 per session. All payments are made via ParentPay.

"Southway Playcare" can provide childcare and play activities after school and during school holidays. Details of this can be found in the section "Extended Care for Families".



TERM DATES 2021/22

Term 1

Monday 6th September - INSET Day - **Staff only**

Tuesday 7th September - INSET Day - **Staff only**

Wednesday 8th September - First day of school for the children.

Friday 22nd October - End of term 1

Holiday - Monday 25th October to Friday 29th October 2021

Term 2

Monday 1st November - School reopens

Friday 26th November - INSET Day - **Staff only**

Friday 17th December - End of term 2

Christmas holiday - Monday 20th December to Monday 3rd 2022

Term 3

Tuesday 4th January 2022 - School reopens

Friday 18th February - End of term 3

Holiday - Monday 21st February to Friday 25th February 2022

Term 4

Monday 28th February - INSET Day - **Staff only**

Tuesday 1st March - School reopens

Thursday 7th April - End of term 4

Friday 8th April - INSET Day - **Staff only**

Easter Holiday – Monday 11th April to Friday 22nd April 2022

Term 5

Monday 25th April - School reopens

Monday 2nd May - School closed for May Bank Holiday

Friday 27th May – End of term 5

Holiday – Monday 30th May to Friday 3rd June 2022

Term 6

Monday 6th June – School reopens

Tuesday 26th July – End of term 6

Summer Holiday - Wednesday 26th July onwards

Any changes to these dates will be notified to you as soon as they become known.

ABSENCE FROM SCHOOL

It is a legal obligation for all children to attend school every day and we expect 100% attendance. Holidays **cannot** be authorised during term time.

Illness

If your child is unwell, please telephone the office on the first morning of absence by 9.30 am and let us know the specific reason for the absence. A written note should be brought to school on the morning of your child's return if you have been unable to telephone us.



Please telephone again on the third day if your child's absence is prolonged. **Evidence of a visit to the Doctor is required if this absence continues for 5 days or more.**

Please follow Public Health guidance for absence related to Covid 19.

Absence Requests

Please arrange all routine appointments outside of school hours.

If your child needs to be out of school during school hours, e.g. to attend an urgent or emergency dental/medical appointment, please complete an **"Absence Request"** form, available from the school office, so that Head of School can consider authorisation of this absence.

Authorisation for requested absence is not automatic. Please remember to tell your child's class teacher of the arrangement. Children should then be signed out in the reception area.

If your child is ill or has to go home for some reason you will be contacted, so it is important that we have accurate telephone numbers and contact addresses.

Unauthorised Absence

Our registers are a legal requirement and are checked on a regular basis by our Education Welfare Officer. If we are not informed of the reason for your child's absence, or time is taken out of school without authorisation, a period of **"unauthorised absence"** will be shown on their record and may trigger a visit from the Education Welfare Office (EWO) and result in a **Penalty Fine**.

It is in the interest of both your child and the school for you not to absent your child during their schooling.

The school does not authorise holiday requests.

CHILD PROTECTION

It is a legal requirement that each school should have a named Designated Safeguarding Lead, at Oakwood Primary Academy they are Mrs Alison Nettleship (CEO) and Mrs Jackie Sparrow (Head of School). Mrs Kathryn Catherwood and Mrs Lynsey Gruszka are the Deputy Designated Safeguarding Leads.

All Staff and volunteers at Oakwood Primary Academy have had a Disclosure & Barring Service (DBS) Check.

The Designated Safeguarding Lead follows the guidance laid down in the statutory guidance produced by the DFE, Keeping Children Safe in Education.

At Oakwood we are committed to safe recruiting practices and ensure that all staff are vetted before appointment. If you have any concerns with regard to the welfare of any child please don't hesitate to contact us.

SCHOOL UNIFORM

The wearing of school uniform is an agreed Discovery MAT policy. Please refer to the updated Discovery MAT School Uniform Policy on the Oakwood or Discovery website.

At Oakwood Primary Academy, we believe in smart children; we believe this encourages children to become active members of our team. We have therefore chosen a school uniform that supports our values which include:

- High Expectations
- High Quality
- Responsibility and
- Sense of Community



Generic items such as polo shirts, trousers, skirts, socks, PE kits etc may be obtained from any supermarket or clothing store, as long as they conform to the Oakwood expectations.

Please ensure that all uniform is named. It is very difficult to return lost property to the correct child if items are not named. There are 2 lost property bins in the school for mislaid uniform. Lost property is displayed in the playground at the end of each term and any uncollected items are donated to clothing banks.

The range of uniform items is listed on the next page.

SCHOOL UNIFORM (CONT.)

All children

Item	Colour
Trousers	Plain grey or black
Shorts	Plain grey or black
Socks	Grey/white
Polo Shirt (Pique)	White
Long/short Sleeve Shirt	White - worn with tie
Sweatshirt	Navy Blue with Academy Logo
PE Shirt	Plain Yellow
PE Shorts	Navy Blue
Shoes (closed toe)	Black
Book Bags	Navy Blue with Academy Logo

Optional Items

Item	Colour
Pinafore Dress	Plain grey or black
Skirt	Plain grey or black
Summer Dress	Blue/Yellow & White check or stripe
Long/short Sleeve Blouse	White
Sweatshirt Cardigan	Navy Blue with Academy Logo
Tights	Grey
Socks	White

SCHOOL UNIFORM (CONT.)

Please note, **for health and safety reasons NO JEWELLERY** may be worn.

We will not take responsibility for any items of jewellery worn to school.

Exceptions:

- Stud earrings may be worn, but must be **removed by the child** or left at home on PE days.
- Please note that in accordance with Discovery MAT policy, children in Foundation are **not** permitted to wear earrings.
- A watch is permitted, but must also be removed for PE.

If you wish to purchase any items or have any questions about the Oakwood uniform, please contact the school office.

Please ensure that every item of clothing worn to school (including underwear and socks) is clearly marked with your child's full name.

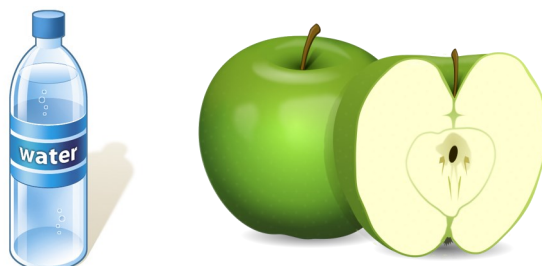
Children may bring in a bottle of **water**, with a sports type top, to use at snack time and during the day in class. (Flavoured water, juice or squash is **not** permitted for drinking throughout the day). Each drink should be clearly named please.

SNACKS AND DRINKS

All children will be provided with a free piece of fruit each per day for mid morning break. If children may bring their own snack of fresh or dried fruit to school to eat at break time.

Foundation stage children under 5 are provided with milk each day. Parents of children in Key Stage 1 may order & pay for milk online with "Cool Milk".

No other food item is permitted at snack times, unless your child has a requirement due to health issues. In this case please advise the Oakwood office.



SCHOOL MEALS

Universal Free School Meals

All children in Reception, Year 1 and Year 2 are entitled to a free school meal. Should you choose to take up this entitlement, your child will receive a hot, nutritious meal each day, completely free of charge. A copy of the menu that will be in operation from September 2021 is available on our website and is updated when new menus are issued by CaterEd.

School Meals Years 3, 4, 5 & 6

Hot meals will continue to be available to children in these year groups, currently priced at £2.20 per meal.

All school meals must be paid for in advance.

The school is unable to accept cash payments, but paying for your school meals could not be easier using ParentPay. This is an easy way to pay for school meals, breakfast club, residential opportunities, PTFA activities and curriculum events. ParentPay is the school online payment system that lets you make secure online payments by credit and debit card. You can also pay in cash at local PayPoint stores.

You will be given a username and password for ParentPay when your child starts school. Further information on how to login and use ParentPay is available from the school office.

Applying for Free School Meals

The on-line application form found at <https://www.plymouth.gov.uk/schoolseducationchildcareskillsandemployability/freeschoolmeals> must be completed to apply for Free School Meals. Free meals cannot be provided after the expiry date unless notification has been received from the Local Authority (LA) that a renewal application has been received and approved. **It is the parent / carer's responsibility to ensure that free school meals are re-applied for before the expiry date.**

Packed Lunches

There is provision for children to eat their own packed lunches. At Oakwood we promote healthy eating, so please ensure that packed lunches do not include fizzy drinks (chocolate and sweets are not allowed). Lunch boxes must be clearly labelled with your child's full name.



Going Home for Lunch

Children may leave school at lunchtime only by prior arrangement with the school and must be accompanied by a responsible person who should be over the age of 16 unless by prior arrangement with the school. Children going home for lunch should not return to school until 1.05pm at the earliest. Supervision between 12.15 and 1.15pm is only provided for children taking lunch at school.

SCHOOL MEALS (CONT...)

Children remaining at school for lunch are not permitted to leave the school grounds, unless collected and 'signed out' by a parent /carer.

HEALTH MATTERS

Medicines

No medicines will be administered by members of staff at the school without the express approval of the Head of School. The exact dose to be administered should be clearly marked as well as your child's name.

No medicines will be approved unless:

1. The medicine has been prescribed by a doctor.
2. The required medical form has been completed.

The medicine should be brought to the school office, **not** the classroom.

Any unused medication must be collected by the parent/carers, children will not be permitted to take medication home unsupervised.



Asthma Inhalers

These are kept within the classroom. Your child will be given access to their inhaler whenever it is requested. **Remember, completion of a medical form is required when your child's inhaler is first brought into school and this must be renewed every academic year.**

Infectious Illnesses

We have received instructions from the School Medical Officer concerning Infectious illnesses, stating when children should not attend school:

- **Covid - self isolate until the date advised by NHS Test and Trace.**
- Chickenpox – minimum exclusion is six days from the onset of a rash.
- German Measles – minimum exclusion of four days from the onset of a rash.
- Measles – minimum exclusion is six days from the onset of a rash.
- Mumps – until any swelling has subsided, but at least seven days.
- Whooping Cough – Twenty-one days from the onset of a paroxysmal cough.
- Impetigo – until the skin is healed.
- Ringworm – until cured.

Sickness and diarrhoea – children must be kept away from school for 48 hours after the last episode of sickness or diarrhoea.

Dental Care

The school dental service no longer visits schools annually. However children in Foundation Stage and Year 1 have a fluoride treatment offered to them. We would encourage parents to ensure children clean their teeth well and have regular dental check ups.

SAFETY

Accidents

Parents will be informed of any minor accidents by the class teacher, or by an accident note (FS and KS1), at the end of the school day.

Should a more serious incident take place (or **any** incident involving the possibility of head or dental injury), we will always try to contact you immediately. It is vital that we are provided with two telephone numbers as possible points of contact during the school day please.

Although designated staff have up-to-date emergency first aid training, we do not have the authority to authorise the carrying out of emergency hospital procedures, e.g. x-rays, unless you complete the emergency consent section of our medical form.

Parking in our community

Parents are not permitted entry to the school car park, except in an emergency or by special arrangement with the Head of School. Only those employed at the school are permitted to use this facility, for safety reasons. Drivers with disabled badges may obtain permission from the school to park in the car park.

Please take account of the limited facilities available to our neighbours when using the roads surrounding the school and ensure that your children cross the road safely. Please park safely, even if it means walking a little further. Please be considerate when parking in the immediate area around our school, do not block driveways or park on the zig-zag lines. Please be polite and respectful to our local residents.

Dogs on school premises

In the interests of health and safety, parents/carers are asked not to bring dogs onto the school grounds – even if restrained on a leash or carried.

The only exception to this rule is for guide or assist dogs.

Smoking

In line with Plymouth City Council Policy and recent legislation the school buildings and grounds are **all designated no-smoking areas. This also applies to e-cigarettes.**



Disabled Access

Our building complies with Building Regulations and all areas should be accessible for disabled visitors. Please ask a member of staff if you need assistance.

SECURITY

At Oakwood we strive to see that children have a safe and secure environment at school. Regular health and safety checks are undertaken of the buildings and equipment used by pupils.

SECURITY (CONT).

Access can only be obtained through the main entrance of the school using a monitored electronic entry system. Exterior classroom doors can only be opened from the inside.

All visitors to the school, including parents, are asked to report to the main entrance. Visitors will be asked to sign in and out and will be asked to wear a visitor lanyard.

Please remember to inform the school if someone different or unknown to us will be collecting your child at the end of the school day. This must be a responsible person who should be over the age of 16 unless by prior arrangement with the school.

Due to our end of day safeguarding procedures, Foundation Stage and Key Stage 1 children are required to stay with their class teacher until their parent/carer has been identified. Key Stage 2 children may be allowed to walk home alone if written permission has been provided by the parent/carer.

EXTENDED CARE FOR FAMILIES

Early Start Club

At Oakwood we operate an Early Start (Breakfast) Club, for children aged 4 – 11 years (school age) only. The Early Start Club is open from 7.45am to 8.45am. The children are provided with a nutritious breakfast and enjoy a variety of play based activities, supervised by our staff. At 8.45am the children are escorted to their classrooms by our staff.



Details of costs and further information for this provision are available from the school office.

After School Provision

Southway Playcare

Southway Centre, Hendwell Close, Southway, Plymouth

For more information and an informal chat please contact Hayley on 703581

Southway Playcare provide childcare and play activities for young people in primary education.

Term Time: Open until 6pm each day. Children are collected from school and provided with activities and a snack.

Holiday Time: Open from 8am – 6pm each day. Activities are provided and a snack for children at around 4pm. Weekly (Wednesdays) trips.

All young people need to bring a packed lunch. A residential week is also run in the summer holidays and children take

CONCERNS AND COMPLAINTS PROCEDURE

Should you have any reason for concern or to complain, please speak initially to the teacher concerned. Should their response not resolve the issue that you raise, an appointment may be made with the Head of School.

If you are still dissatisfied, the CEO may be contacted to investigate further. Finally, you may write to the Chair of Trustees, care of the school, marking your letter 'Confidential'. The issue will then be raised at a Board of Trustees meeting.

The formal complaint procedure is shown below. Further details are available from our School Administrator or the CEO. The full complaint procedure has five stages, but every effort should be made to resolve issues at the earliest stage:

Stage One: Speak to the teacher – Most concerns are easily resolved informally by discussion with staff at the school. More difficult or complex concerns may take more than one discussion.

Stage Two: Speak to the Head of School, who will endeavour to resolve the issue. If the complaint is directed at the Head of School, then the CEO will take this stage.

Stage Three: Investigation by the CEO or Chair of Trustees. The CEO will make an investigation and respond to the complaint. If the complaint is directed at the CEO, then the Chair of Trustees will take this stage.

Stage Four: Complaint to the Board of Trustees – If, after careful attempts, a resolution is not achieved, the complaint will be heard by at least three Trustees.

Stage Five: Complaint to the Local Authority (Plymouth City Council). If, and only if, the complaint falls under the arrangements set up under Section 409 (Education Act 1996) it can be referred to a Local Authority Panel. In other cases, the Board of Trustees' decision will stand.

Stage Six: The Department for Education will give direction if the Board of Trustees or the City Council have acted unreasonably or have failed to make provision. If the complaint is against action taken, or not taken, by the City Council, it is also possible for that complaint to be referred to the Local Government Ombudsman.

DOCUMENTATION AND POLICY FILES

Parents are able to view the following documentation, on request (ask in the school office).

- Any statutory instruments and guidance documents sent to schools by the Department for Education about the curriculum and National Curriculum.
 - Any schemes of work and syllabuses in use.
 - Published OFSTED reports on the school.
 - The school's policies.
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How to find us

Oakwood Primary Academy



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Tel: 01752 775478

"Living, learning and thriving"
www.oakwood-primary-academy.eschools.co.uk