

## STAFF AT LOXDALE 2025-2026



**Headteacher:** Mrs Scott

**Deputy Headteacher:** Mrs Mould

**Teaching Staff:** Miss Cowley (Assistant Headteacher)

Miss Billingsley  
Miss Bowen  
Mr Corns  
Miss Danks  
Mr Darby  
Mrs Dullat  
Mr Fleet  
Mr Hawthorne  
Miss Higginson  
Mrs Humphries  
Mr Keeling  
Miss Leddington  
Mrs Mitchell  
Mrs Morgan  
Miss Nicklin  
Miss Powell (Maternity leave)  
Mrs Fenton (Part-time)

**Support Staff:** Mrs Allen  
Mrs Bardwell  
Mrs Briggs  
Miss Broadhurst  
Miss Brazier  
Miss Caine  
Mr O'Connell  
Miss Davies  
Miss Dolan  
Miss Duckers  
Miss Hale (HLTA)  
Miss Hill (HLTA)  
Mrs Morgan (HLTA)  
Mrs Flitcroft (HLTA)  
Miss Patel  
Miss Payne  
Mrs Reader  
Mrs Sheldon  
Miss Shingleton (HLTA)  
Mrs Siverns  
Miss Ward  
Miss Whitter

Miss Wilkes

**Pastoral Team:** Miss Hanley (Pastoral Manager)  
Miss Hughes (Attendance & Pastoral Officer)  
Monty (Wellbeing Dog 🐾)

**Sports Team:** Mr Johnson (Sports Coach)

**School Business Manager:** Mr Brooke

**Office staff:** Miss Webb  
Mrs Eccleston

**Site Manager:** Mr Bowles

**Lunchtime Supervisors:** Miss Hughes (Senior Lunchtime Supervisor)  
Mr Bowles  
Mrs Briggs  
Mrs Cummings  
Mrs Johnson  
Miss Mcfarlane  
Mr O'Connell  
Mrs Orchard  
Mrs Sanger  
Mrs Sheldon  
Mrs Swali  
Mrs Wright

**Kitchen Staff:** Mrs Pereira (Cook)  
Mrs Bona  
Mrs Kaur  
Mrs Kumari  
Mrs Mulikat

**Cleaners:** Mrs Bullock  
Mrs Chapman  
Mrs Davies  
Mrs Harris  
Mrs Parkes

## **THE GOVERNORS OF LOXDALE PRIMARY SCHOOL**

**Headteacher:** Mrs Scott

**Co-opted Governors:** Mr Hill (Chair)  
Mrs Mould (Deputy Headteacher)

Mr Lockett  
Mrs Fenton  
Mr Ellement  
VACANCY

**Local Authority Governor:** Mr Flitcroft

**Staff Governor:** Mrs Sheldon

**Parent Governors:** Mr Liggins (Vice Chair)  
Mr Payne

### **Curriculum Committee**

Mr Ellement, Mrs Fenton (Chair), Mr Lockett, Mrs Scott, Mrs Sheldon, Mrs Mould

### **Finance and General Purpose Committee**

Mr Brooke (Papers only), Mr Liggins (Chair) Mr Hill, Mr Flitcroft, Mrs Scott, Mrs Mould

### **Buildings and Health and Safety**

Mr Liggins (Chair), Mrs Scott, Mrs Mould, Mrs Sheldon, Mr Lockett, Mr Brooke (Papers only), Mr Bowles (Papers Only)



## WELCOME TO LOXDALE PRIMARY SCHOOL



Loxdale Primary School is a two-form entry primary school, which caters for children from the Foundation Stage to Year 6. For 2025-2026 there are 60 children in each of the year groups. We are really lucky to be starting our sixth academic year in a new school building.

Loxdale Primary School is a friendly school, where each child is valued and respected. In October 2024, we were recognised by OFSTED, as a 'Good School'. *'Loxdale Primary is a special place where pupils truly do 'grow together'. The staff, including Monty the school dog, provide exceptional care and support. This makes a significant contribution to pupils' well-being. They feel happy and safe. Pupils describe with pride the range of opportunities they have that enable them to flourish. Pupils understand the values the school promotes, for example being positive and empathetic. They appreciate how the school inspires them to be the best they can be.'*

Our aim is to provide a caring, safe, secure and stimulating environment where your child is encouraged to become self-confident and a self-disciplined learner.

We believe that partnership between parents and school is important and warmly invite you to be involved in your child's education.

We are very proud to be part of the Loxdale community and look forward to developing a strong bond between home and school. Working in partnership, we can ensure your child enjoys their time at Loxdale and reaches their full potential.

This prospectus is an introduction to our school. Please visit, telephone or e-mail our school for further information. You may also wish to visit our school website at <https://www.loxdaleprimaryschool.co.uk>

### School Contact Details

Loxdale Primary School  
Dudley Street  
Bilston  
Wolverhampton  
WV14 0AU  
01902 558570

[loxdaleprimaryschool@wolverhampton.gov.uk](mailto:loxdaleprimaryschool@wolverhampton.gov.uk)



Our children will be confident, creative and independent learners who have high aspirations and a sense of moral responsibility.



## TERM DATES 2025-2026

### Autumn Term 2025

Term Time: Monday 1 September 2025 to Friday 24 October 2025

Half term: Monday 27 October 2025 to Friday 31 October 2025

Term Time: Monday 3 November 2025 to Friday 19 December 2025

### Spring Term 2026

Term Time: Monday 5 January 2026 to Friday 13 February 2026

Half term: Monday 16 February 2026 to Friday 20 February 2026

Term Time: Monday 23 February 2026 to Friday 27 March 2026

### Summer Term 2026

Term Time: Monday 13 April 2026 to Friday 22 May 2026

Half term: Monday 25 May 2026 to Friday 29 May 2026

Term Time: Monday 1 June 2026 to Monday 20 July 2026

## **INSET Days (School closed to pupils)**

Monday 1st September 2025

Tuesday 2nd September 2025

Friday 5th December 2025

Monday 20<sup>th</sup> July 2026

1 other - date to be confirmed

### **SCHOOL TIMES**

**Morning Nursery**  
**Afternoon Nursery**

8:45am - 11:45am  
12:30pm - 3:30pm

**Reception**              Morning  
                                 Afternoon

8.55am - 11.45am  
12.45pm - 3.25pm

**Key Stage 1**            Morning  
                                 Afternoon

8:55am - 12:15pm  
1:15pm - 3:25pm

**Key Stage 2**            Morning  
                                 Afternoon

8:55am - 12:15pm  
1:15pm - 3:30pm



To ensure a positive start to the day we invite the children to come into their classrooms from 8:45am. **Please make sure your child is on time, every time,** we do monitor late arrivals (see Attendance policy) but better late than never!

To continue with safe measures on school site, we will maintain the one-way system that is currently in operation.



### **Break Times**

#### **Morning Break**

All pupils have a breaktime decided by the class teacher/phase leader.

#### **Lunchtime**

Lunchtime                      12:15pm- 1:15pm  
Reception lunch              11:45am-12:45pm

#### **Afternoon Break**

During the Autumn Term, Key Stage 1 pupils may have a ten-minute break during the afternoon at the discretion of the class teacher.

#### **End of the school day**

Children in Nursery should be collected from the door, inside the EYFS gates at the front of school.

Children in Reception should be collected from the Early Years Foundation Stage class doors, under the canopy. All other pupils should be collected from the school playground or

for Years 1 and 2, their classroom doors, at the appropriate time. We respectfully ask that parents stand back (behind the cones) as it is only when the staff see the adult collecting them that we send your child to you. Please ensure that children are collected on time as lateness often distresses the children unduly. Any child not collected from school by 3:45pm will be taken to Tea-Time Club, for which a charge will be issued. **Any person who is known to the child and staff will be allowed to take pupils home so please inform the office if there are any changes to who can or cannot collect your child. Please do not forget to tell us any new contact details, especially mobile phone numbers as they can change quite frequently.**

### Teaching Times

Key Stage 1: 24 Hours and 10 minutes per week (excluding optional afternoon breaks)

Key Stage 2: 24 Hours and 35 minutes per week



### Refreshments

All children in Foundation Stage and Key Stage 1 receive a free piece of fruit every day. Pupils in Key Stage 2 may bring in a healthy snack every morning break time. As we are a Healthy School, **no** sweets, biscuits, crisps or chocolate are allowed into school for break-time snacks.

### Milk

Milk will be available at lunchtime for ALL pupils from Reception to Year 6, whether they bring sandwiches or have a school dinner. Nursery pupils will still be offered milk in their session.



### Lunch options

There are three options that may be chosen:

- School lunch (paid or free)
- Packed lunch from home
- Home for lunch



School lunches should be ordered using the online, order system on Arbor.

Dinner money needs to be paid in advance using the cashless payment system (Arbor). We regret that arrears cannot be accepted, and should arrears accumulate then you will need to provide a packed lunch or collect your child to take them home for lunch. (The school's Charging Policy provides all information regarding payment and this can be requested from the School Office).

Parents should see the School Office staff if they wish to change their child's meal choice.

Eligibility checks can be carried out by the School Office, and we would ask that

parents/carers ensure they have the correct documentation sent to school to ensure the FSM are claimed where eligible.

**Please could we also request that ALL parents claim their free school meal entitlement as the government provide additional funding opportunities for those children who claim Free School Meals, including subsidised visits etc. Please see the school office or Mrs Scott if you wish to discuss this matter further.**

Children who bring sandwiches must provide a plastic box, clearly labelled with their name and class. For safety reasons; no cans, glass bottles, hot liquids or drinks with alcohol, e.g. shandy, are allowed. All sandwich boxes should only contain **ONLY one treat item** e.g. crisps **or** a biscuit bar. Yoghurts are allowed as an extra item and fruit, salad, raw vegetables are most definitely encouraged.

If children go home for lunch, they should not return to school until 1:10pm and should report to the School Office.

We expect high standards of behaviour at lunchtime; children will be supervised by our Sports Coach and lunchtime supervisors throughout the session and are encouraged to participate in active play. You will be informed by the school if standards of behaviour fall below expectations and your co-operation to prevent further problems will be requested. If behaviour continues to be a problem the school may, with the support of the Governing Board, request a period of lunchtime exclusion.

**Please note that as we are a healthy school, we do NOT allow birthday sweets to be given out, nor can we accommodate birthday cakes or buns.**

### **ADMISSIONS**

Children are admitted into our Nursery the term after their 3<sup>rd</sup> birthday, in order of date of birth, if spaces are available. All Nursery children will normally be visited at home by members of the Nursery staff to ensure that we know a little about each child before they join us.

The school has an admission limit of 20 children per Nursery class.

Children who are 5 years old between September 1st and August 31<sup>st</sup> of the following year will be admitted to full-time school in September. Attendance in our School Nursery does **NOT** guarantee a place in Reception and parents must apply directly, themselves, **to the Local Authority in which they reside.**

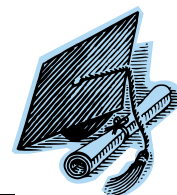
During the summer term, prior to transfer to Reception, meetings are held for parents of the new intake to discuss school policy and organisation. Opportunity is also given for parents to meet the Reception teachers and discuss their child. If any child is transferring from our Nursery, then the staff will liaise to ensure the transfer is as smooth as possible. If a child is new to Nursery, then normally a home visit will be undertaken.



In all classes, except in Nursery and in other exceptional circumstances, school has an admission limit of 60 children per year group, except for Year 6. All admissions (apart from Nursery) are co-ordinated by the Local Authority and not school.

## **DESTINATION OF SCHOOL LEAVERS**

The Year 6 pupils leaving this school intend to go to the following Secondary Schools in September 2025:



<b>Secondary schools allocated</b>	<b>Number of pupils</b>
Moreton School	1
St Thomas More Catholic School	1
Ormiston SWB Academy	35
Ormiston NEW Academy	4
Smestow Academy	2
Gospel Oak School	2
Wednesfield Academy	2
Moseley Park Academy	6
St Peter's Collegiate Academy	1
St Regis Church of England Academy	1
The Khalsa Academy Wolverhampton	1
Pool Hayes	1
Grace Academy	1
Westcroft School	1

## **SCHOOL ORGANISATION**

There are three stages of Primary schooling that each child moves through:

<b>Foundation Stage</b>	Nursery and Reception
<b>Key Stage 1</b>	Year 1 and Year 2
<b>Key Stage 2</b>	Year 3 - Year 6

### **Classes for next academic Year**

<b>Year</b>	<b>Class</b>
Nursery	Acorns AM
	Acorns PM
Reception	Reception Maple
	Reception Willow
Year 1	Year 1 Elm
	Year 1 Ash
Year 2	Year 2 Oak
	Year 2 Sycamore
Year 3	Year 3 Chestnut
	Year 3 Beech
Year 4	Year 4 Rowan
	Year 4 Spruce

Year 5	Year 5 Cedar
	Year 5 Pine
Year 6	Year 6 Elder
	Year 6 Poplar

Each class has children of mixed ability.

Support and adaptations are provided in class for children who we consider having Special Educational Needs or Disabilities. Their work is regularly assessed and targets for learning are set by the class teacher. Classroom support is currently provided by at least one teaching assistant in most classes and there is an additional HLTA for each phase too.

### **EARLY YEARS FOUNDATION STAGE**

This is a very important stage in a child's life as it helps them to prepare for their future learning and success. Every child's early learning experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs. Within the Early Years Foundation Stage, there are seven areas of learning which are split into:



#### **The Prime Areas**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

#### **The Specific Areas**

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Assessment, based on observations of children's learning and development in the seven areas of learning, is an integral part of the EYFS. In addition to this, on-going observation and assessment takes place within the three learning characteristics:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

An EYFS profile is completed for each child during the academic year that they reach the age of five (for most children this is the Reception year in primary school).

The profile describes the child's level of attainment at the end of the EYFS and identifies their learning needs for the next stage of school, helping Year 1 teachers to plan an effective and appropriate curriculum for the child.

Early Years Foundation Stage encompasses Nursery and Reception. Throughout the Early Years Foundation Stage, children are encouraged to develop the skills necessary for them to work independently and co-operatively with others in mixed ability groups.

There are 20 places in each of the Nursery Sessions.

Morning Session	8:45am - 11.45am
Afternoon Session	12.30pm - 3:30pm

There are 60 places within Reception as we have two Reception classes.

Day Sessions	8.55am - 3.25pm
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In the Nursery there is a structured induction programme, which enables parents and children to meet individually with Nursery staff. During these meetings, necessary information is exchanged. Home visits are also undertaken to ensure a smooth induction into school.

An essential element of the Early Years Foundation Stage is developing the skills necessary for working co-operatively with other children, learning to share and take turns, to have respect for themselves and others around them.

As a school, we are committed to working in partnership with parents and to this end we encourage two-way communications. This will be done by inviting you in for 'Stay and Play' sessions.

Our aim is to foster the development of the whole child. This can be done more effectively working in partnership with parents, both within and outside the classroom. Stay and Play sessions for our Early Years Foundation Stage parents provide a fantastic opportunity for parents to have fun alongside their children as well as the chance to meet with Foundation Stage staff and other parents.

In the Early Years Foundation Stage, the children are taught by qualified teachers and qualified support staff.

(Please see Appendix 2 for a Parent Preparation List for getting your child ready for September).

### **KEY STAGE 1 & KEY STAGE 2**

In Key Stage 1, the children are taught all subjects, apart from Read Write Inc. (phonics and reading programme), in their class groups.

At the end of Year 1, the children will be assessed in their phonic abilities through a

national 'Phonics Check'.

At the end of Year 2, the children are awarded Teacher Assessment levels from Loxdale in reading, writing, speaking and listening, mathematics and science.

In Key Stage 2, the children are taught all curriculum subjects, apart from RWT, if this is still necessary, in their class groups. They are encouraged to work at their own level and to their full potential. In Years 3, 4 and 5 the children undertake tests and teacher assessments.

At the end of Year 4, the children will undertake a Times Table test. At the end of Year 6 the children undertake Statutory Assessment Tests (SATs) in English (Reading and Spelling, Grammar and Punctuation) and Maths.

### **REMOTE/ HOME LEARNING**

In the event of a class or school closure, work will be set using Microsoft TEAMS and this will be signposted on our school website. On-line lessons and check-ins will be organised in such an event. It is expected that ALL pupils engage with remote learning.

### **SCHOOL HOUSE SYSTEM**

The school is organised into four 'houses' which are:

- St George - red
- St Patrick - green
- St David - yellow
- St Andrew - blue



All children will be allocated to a house when they join the school. They will remain in the same house throughout their time at Loxdale.

House points will be collected for the houses each week and the winning house will win an 'award'. During the year, tournaments will be arranged, according to houses, including Sports Day. House Captains from Year 6 will be chosen by the children for the school year.

### **NATIONAL CURRICULUM**

All schools need to follow the National Curriculum. This does not instruct school in detail of what and how to teach but will ensure that certain areas of study are followed and that children are expected to reach particular attainment targets at various stages in their school life.



Our school adheres to the national curriculum guidance, ensuring that all subjects are taught according to the prescribed programmes of study and attainment targets for each key stage. This commitment guarantees that our students receive a comprehensive and balanced education, aligned with national standards.

### **THE SCHOOL CURRICULUM**

All children will be taught the following areas of the curriculum:

English, Mathematics, Science, PSHE, (Personal, Social and Health Education), Modern Foreign Languages (French - Key Stage 2 only), Computing and Physical Education.

Children will also be taught:

-Design Technology, Geography, History and Art through the 'KAPOW Curriculum', this will be underpinned by the Commando Joe 'Respect' curriculum.

Religious Education is a statutory requirement and is taught weekly. Collective Worship is taken daily, either as a whole school/phase assembly or within classes.

Parents wishing to withdraw their children from RE or Collective Worship should discuss this directly with Mrs Scott.

### **Relationships and Sex Education**

Relationships and Sex Education will be taught as part of a programme of Personal, Social and Health Education. Children's questions will be answered carefully and sensitively, proportionally to the age of the child and the situation. The school consults with the parents of the children regarding the use of KAPOW, which has been approved by the Governing Board. The School Nurse also supports school with the delivery of Relationships and Sex Education (RSE).

### **English - Literacy**

Literacy is taught daily, following the National Curriculum. In reading, children have a dedicated lesson where they are taught VIPERS skills (Vocabulary, Inference, Predictions, Explanation, Retrieve, Summarise/Sequence). This includes guided reading sessions, reading for information and DEAR time (Drop Everything and Read) reading for pleasure. In literacy, the children are taught writing skills, through a range of genres with different degrees of formality. Handwriting and spellings are taught regularly throughout the week.

### **Read Write Inc (RWI)**

Children in Reception, Key Stage One and some Key Stage Two children will be taught a more structured phonics programme called RWI. This is a highly regarded programme which teaches the children to read using a 'pure phonics' (pure sounds) approach. We teach RWI in 'stage not age' ability groups- therefore children are taught at their own level in small groups and not in class groups. We hold 'training' sessions throughout the year for parents on the use of this programme to enable parents to understand exactly what the programme entails.

### **Maths**

Maths will be taught daily using a variety of resources, predominantly but not exhaustively Oak Academy materials and the children are encouraged to work at their own level. This includes arithmetic, reasoning and problem solving in order to prepare the children for everyday life. All children are expected to know **all** of their multiplication tables by the end of Year 4 (up to 12X12).

## Science

Science is taught through investigation work wherever possible. Science includes experimental and investigative work focussing on Biology, Chemistry and Physics.



## Computing and Online Safety



The teaching and learning of computing is crucial to the development of all pupils in today's modern world. Children are encouraged to develop a greater understanding and knowledge of today's technology, including demonstrating positive online behaviours when using it. Our computing curriculum allows children to develop knowledge and skills that are transferable to other areas of the curriculum and can be used to allow children of all abilities to make good progress in these areas.

### Online Safety

By incorporating these online safety principles into our computing curriculum, this will help students navigate the digital world safely and responsibly.

**Understanding Online Privacy:** Teaching children the importance of keeping personal information private. This includes not sharing full names, addresses, phone numbers, or school details online.

**Safe Social Media Use:** Educating the children on the appropriate use of social media platforms. Emphasise the importance of setting strong privacy settings and being mindful of what they post.

**Recognising Cyberbullying:** Helping the children understand what cyberbullying is, how to recognise it, and the steps to take if they or someone they know is being bullied online. Encourage them to speak up and seek help from trusted adults.

**Identifying Reliable Sources:** Teach students how to distinguish between credible and non-credible sources of information online. This includes understanding the difference between fact and opinion and recognising fake news.

**Safe Online Communication:** Discuss the importance of respectful and kind communication online. Remind students that their online actions can have real-world consequences.

**Understanding Digital Footprint:** Explain how everything they do online leaves a digital footprint. Encourage them to think before they post and to consider how their online behaviour might affect their future.

**Protecting Against Online Threats:** Educate children about common online threats such as viruses, phishing scams, and malware. Teach them basic protective measures like not clicking on suspicious links and using strong, unique passwords.

**Reporting Concerns:** Ensure the children know how to report any online concerns or inappropriate behaviour to a trusted adult or through the appropriate channels.

## History

Through learning about the development of Britain, Europe and the world, the children gain a knowledge and understanding of other countries and cultures. They develop an interest and appreciation of the past and a sense of identity.

Pupils will engage in local history study, learning about significant historical events, people and places in their own locality.

## **Geography**

In geography, the pupils develop a sense of identity through learning about the United Kingdom and its relationship with other countries. They develop geographical knowledge and understanding in physical, human and environmental geography and are encouraged to develop the ability to use geographical enquiry and interpretation.

The importance of local fieldwork is also seen, and opportunities are provided for children to access these skills and then use and apply them in real life situations.

## **Design Technology**

Design technology gives the children the opportunity to develop the knowledge, skills and understanding necessary to design, make and evaluate products fit for a purpose and the practical skills to work with a wide range of materials and components. The children will develop an understanding of control systems, energy and structures and an awareness of the impact of technology and its contribution to the quality of life.

## **Art**

Art develops the children's visual perception, and the skills associated with investigating and making in 2 and 3- dimensional art, craft and design. It also develops an appreciation of art while extending visual, creative and sensory awareness and the ability to express themselves through their work. The children will develop a knowledge and understanding of art, craft and design, including the history of art, our diverse artistic heritage, art movements and artists.



## **Physical Education**

PE is taught to give children enjoyment and the opportunity to participate in a wide range of physical activities which include - dance, gymnastics, adventure education, games and, in Year 3, swimming. The programme is designed to encourage a high level of skill, co-operation and teamwork, which leads to lifelong participation. We employ our own Sports Coach to deliver PE lessons from Nursery to Year 6.

## **Music**

The children will have the opportunity to perform with confidence, to sing and create music. They will listen to and evaluate different interpretations and versions of musical works from a range of musical traditions from different times and cultures. During Year 4, Year 5 and Year 6, the children get an opportunity to learn to play different instruments.

## **Religious Education**

The RE covered will be broadly of a Christian nature following the aims of the Wolverhampton 'Agreed Syllabus'.

RE is taught to enable children to understand religious beliefs and practices to help them form their own beliefs, judgements, allegiances and commitments. The children are taught to understand what religions teach, what it means to be a religious believer and to be aware of experiences which raise issues about the meaning of life. They will be encouraged to reflect on and respond to this understanding and awareness and to express their own ideas.

They are encouraged to have confidence in their own beliefs and values and to respect those who hold beliefs different from their own.

### **PSHE (Personal, Social and Health Education)**

PSHE is taught to create an environment in which individuals develop a wider understanding of themselves and others. It encourages care and respect for themselves and others. In order to promote citizenship, important moral and social issues, which arise from modern society, are emphasised.

We adopt the Statutory Guidance for PSHE and will follow the key aims of PSHE teaching and learning. We use KAPOW to deliver PSHE; The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

#### **EYFS:**

- Self-regulation • Building relationships • Managing self.

#### **Key stage 1 and 2:**

- Families and relationships • Health and wellbeing • Safety and the changing body
- Citizenship • Economic wellbeing.

Each area is revisited to allow children to build on prior learning. The lessons taught also provide a progressive programme.

### **The use of Digital Media**

The use of digital media is ever increasing and is a reliable, (if used correctly) a safe way of communicating with our family and friends.

The school uses photographs of children in school materials, on our secure school server, on the school website, on our social media pages (Facebook and Twitter) and also in newspapers or other approved media related to school activities. Children are only ever identified by their first name and no contact details are ever disclosed. In our opinion, this should not pose a risk to our pupils, and it is a lovely way of celebrating their successes as a school.

Details of how we use personal data such as photographs, is covered in the Schools Privacy Notice available on the school website. Where consent is required, **parents will be asked to sign to give their consent to such usage when their child joins our school, and this agreement will be kept on file for the whole of the child's time at Loxdale.** Please speak to the School Office staff if you wish to withdraw consent at any time.



For school events, when parents or carers want to take photographs or videos for their personal use, it has been decided that they **may be taken provided they are for personal use only.**

Parents may only upload photographs of **their own** children onto any social networking site etc. **For safeguarding reasons, any images containing other children or staff must not**



be uploaded. We may contact appropriate individuals or organisations to remove photographs/videos that fall under this category.

### **The use of mobile telephones in school**

We respectfully remind parents and carers that mobile phones should only be used to take photographs of pupils at events such as Sports Day, assemblies and concerts. Any photographs **MUST NOT** have any other child or member of staff on them. Mobile phones **should not be used** in or around the school ground, for photographs, texting or calling during any school events. This is in order to comply fully with the government welfare requirements expected in school.

We ask that **NO photographs** of children, other than your own, are uploaded to any social media website - in accordance with our Safeguarding Policy. We also ask that no photographs of staff are uploaded.

### **Social Networking**

**Social Networking Sites** such as Facebook, Snapchat, Instagram, WhatsApp and Twitter are widely used and enjoyed by the majority of parents and older children, despite having a minimum age of 13. However, sometimes these sites are used to publicly discuss matters which may include personal disagreements between pupils at the school or for parents to vent frustrations about school matters.

Comments made on any social networking site about an individual can be 'defamatory' and lead to the onset of legal action being taken against those people who made the comments. Therefore, we feel it is important to remind users of these sites to bear this in mind before posting comments. We would always value a face-to-face conversation in these instances.

Social Networking Sites are not as 'private' as we might like to think, and careless or inconsiderate use of these sites can cause unnecessary distress to the individuals concerned or have an adverse impact on our school in general and this is something our school seeks to avoid.

Our school works hard to create a safe and happy environment for our parents, staff and most importantly our children and should any parent have concerns about either their child or our school in general, then we would urge you to contact us directly to discuss the issues personally.

We understand that legislation regarding the use of mobile technology changes, it seems, on a daily basis. However, please can we seek to reassure you that it is our pupils' health, safety and welfare that always remains our core priority.

### **SUMMARY OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

Having regard to the Code of Practice 2015, the determination of the school's provision ensures: -

- There are appropriate admission arrangements for pupils with Special Educational Needs and Disabilities. The admission of children who have an Education, Health and

care plan (EHCP) is different to those children who do not, and this should be discussed with the Local Authority SENSTART Team.

- There are clear procedures for identifying and assessing special educational needs and disabilities on an individual basis, and we ensure that a graduated approach is followed, using an Access, Plan, Do, Review (APDR) cycle.
- Planning of appropriate forms of intervention, adaptation and support, calling on the support, advice and recommendations of professionals and outside agencies.
- Monitoring and evaluating of pupils' progress through assessment and record keeping systems that review educational needs at least termly, so that small steps in learning are captured and 'celebrated'.
- Active participation of pupils and parents with trained professional staff in regular consultation meetings.
- Requirements of the Educational Act that relate to formal assessment are met.
- Curriculum reviews take account of pupils with special educational needs and can be personalised or individualised if needed.
- Pupil's individual Special Educational Needs and Disabilities are usually met with the use of quality first teaching and adapted/integrated provision following a graduated response. This would also include Social, Emotional, Mental Health needs (SEMH).
- Effective liaison with outside agencies and links with other schools.
- Appropriate resources are allocated and used effectively for the benefit of pupils with Special Educational Needs and Disabilities.

Governors are aware of their responsibilities in relation to the School's Policy for children with Special Educational Needs and Disabilities and have a role monitoring its effectiveness.

Our SEND and Inclusion Policy ensures that children who need extra support are identified as early as 3 years old in the Foundation Stage. Children are registered at appropriate times with discretion and monitored at different stages throughout the school. The parents are informed at all stages. With extra support, some children make good progress and no longer require extra support. Others have an ongoing SEND support forms/Learning plans which identifies support from other agencies, small group work or individual support for a proportion of the school week at regular intervals throughout their school life. The grouping, monitoring and teaching of the children with special needs is not a static arrangement and is the responsibility of the Special Needs and Disabilities Co-ordinator/Inclusion Manager and the class teacher. Class teachers will adapt work and/or resources to meet individual needs. All action plans are formally reviewed on a termly basis; these are then discussed with the child and parents. The aim is inclusion for all children.

## **PASTORAL CARE**

At Loxdale the staff are passionate about pastoral care and all staff within our school play an active role in this area. Our pupils have a solid understanding that the adults within school are here to care for and support them and we pride ourselves on the strong attachments we form with our pupils and their families.

Staff are always ready to respond to any problems, and it is hoped that parents will not hesitate to discuss any anxieties that may arise. Parents who wish to discuss any issues

with their child's teacher should either speak to Mrs Scott or Mrs Wright-Jones on the school gates at 8:45am, ring the school to make an appointment, or see the relevant class teacher at the end of the school day after all the other children have been dismissed.

**We respectfully request that parents DO NOT approach each other to discuss children's behaviour. If there are any concerns, then parents should discuss these with the class teacher in the first instance.**

**If the school has a concern about any pupil, then we will contact parents, as it is always our priority to work collaboratively however, there may be times when we duty bound to contact external partners in the first instance.**

Miss Hanley (Pastoral Manager) and Miss Hughes (Attendance & Pastoral Officer) are available for parents and children to talk to - please contact them through the Office to make an appointment.

As part of our on-going provision for wellbeing and mental health we welcomed Monty our wellbeing dog to the school in September 2022. Following detailed research, we chose the breed of English Setter, which is a gentle, friendly dog whose temperament is especially good with children. Monty is based in the wellbeing office with Miss Hanley & Miss Hughes, although you will see him around school at different times of the day including when he is on duty to greet and say goodbye to the children, at either end of the school day.

**The benefits of having a school dog are vast, including:**

- Improved pupil behaviour and concentration
- Improving attendance (as agreed & supported by our EWO)
- Motivating pupils to think and to learn
- Helping children build confidence in reading
- Reduces stress and improved self-esteem
- Supporting with the development of cooperative play
- A calming effect on pupils
- Fostering a sense of responsibility
- Encourages expression, participation, and confidence in all children
- Encouraging respect and thereby improving pupils' relationships with each other, parents, and teachers
- Helping work undertaken with the most vulnerable children
- Teaching children to nurture and respect life
- Helping overcome a fear of dogs
- Developing the understanding of unconditional love
- Supporting children to develop empathy
- Enthusiasm for and enjoyment of animals
- Increasing staff morale and wellbeing
- Further promoting our wellbeing/ mental health agenda for pupils.

Each class teacher has responsibility for the day-to-day welfare of the children in their class. In the event of an accident, you will be contacted via a medical tracker notification as soon as possible. If the accident is deemed to be of immediate concern you will be contacted via telephone. If your child becomes ill at school and needs to be collected, you will be contacted via telephone. For this reason, it is important that we are given clear instructions on how to contact you (or a relative or neighbour) in case of an emergency. **You**

**must provide at least two telephone numbers, so that we can contact you or your nominated emergency contact as quickly as possible.**

Children are supervised by members of the teaching staff before school from 8.45am, at break times and after school as they leave the premises. If collected from school, an adult should meet the children on the playground.

At lunchtimes, the Senior Lunchtime Supervisor and her team of assistants and Sports Coach supervise the children.

### **Medical Matters**

Routine examinations such as eye tests, hearing tests, height and weight checks or dental inspections may be carried out from time to time.



The parents of asthma sufferers need to fill in a medical card, so that in the case of an emergency, (when parents are unable to be contacted immediately), the child can receive treatment e.g. the use of an inhaler.

**To fill in a medical form, please contact Miss Shingleton via the School Office.**

In addition, parents of children with any other medical conditions need to inform school of any special requirements.

Please **do not** send medicines into school, this includes cough sweets or throat lozenges. If circumstances are such that it is necessary for your child to have prescribed medication (at least 4 times a day) during school hours, then a request should be made to Mrs Scott. The medicine will then be kept in the School Office and administered to the child at the appropriate time. The school will, on no account, give any medication without parental consent. The school has adopted the Local Authority Policy for Managing Medicines in School, and this can be viewed on request.

If any other problems occur that you feel may affect your child's health, education or behaviour, then please do not hesitate to come into school to see the Headteacher or Deputy Headteacher.

### **Health and Safety: Managing Allergies and Intolerances**

At our school, the health and safety of our children is of utmost importance. We require parents to inform us of any allergies and/or intolerances their child may have. This information is meticulously recorded on Arbor, our school management system, and communicated to relevant staff members.

### **Epi-Pen Protocol**

In cases where an Epi-Pen is necessary, we ensure that all staff are thoroughly trained in its use. Should the need arise, the Epi-Pen will be administered promptly and effectively. Detailed discussions regarding the management of allergies and the use of Epi-Pens should be held with Mrs. Scott and the school office to ensure comprehensive care and preparedness.

### Head Lice

Routine checks are no longer carried out by the School Nurse. It is therefore recommended that parents check their child's hair each night. If you have any cause for concern, then please contact the School Nurse.

### Smoking Policy

Please be aware that smoking (INCLUDING E-CIGS) is **NOT ALLOWED ANYWHERE ON THE SCHOOL PREMISES/PLAYGROUND/FIELD/CAR PARK or BY ANY OF THE SCHOOL GATES**. We also respectfully request that parents and visitors to school **do not stand smoking near to the school entrance** as this often causes a cloud of smoke that children, staff, other parents and visitors have to walk through on their way into school.



### Animals on the school premises



Please be aware that animals are **NOT ALLOWED ANYWHERE ON THE SCHOOL PREMISES/ PLAYGROUND/ FIELD or CAR PARK** and we would ask visitors to school to adhere to these rules. We would also respectfully ask that parents with dogs do not congregate near to the school gates, as this may cause some of our younger children to become frightened and disrupt our school's wellbeing dog who assists with a duty at the school gates.

### Parents/carers visiting school

We welcome **all** visitors to school. We will act to ensure it remains a safe place for pupils, staff and other members of the community.

If parents/carers threaten or assault anyone in our school, or persist in abusive behaviour or use offensive, aggressive vocabulary, they will be removed from the premises and may be prosecuted and potentially banned from the school site.

### ABSENCE FROM SCHOOL

School attendance is everyone's business and to ensure children are thriving and developing we need to work together to establish positive school attendance routines - being in school on time daily.

We ask for your co-operation in ensuring your child arrives at school **on time** so that no learning is lost. Persistent lateness must be reported to our Education Welfare Officer, and we may be required to issue a Parenting Contract for continual late arrivals.

It is the responsibility of parents/ carers to contact school on their child's first day of absence and to keep school updated on your child's health and when they will return (if the absence is longer than a day).

Recent legislation means that the school is obliged to keep records of both authorised and unauthorised absences.

**Authorised Absence-** This is when a parent/guardian has informed the school via a phone

call/ absence line or word of mouth of a valid reason e.g. sickness bug/ diarrhoea etc. for their child being absent.

**Unauthorised Absence**- This is when a parent/guardian does not inform the school of the reason for their child's absence or when the reason for absence is not justified e.g. not sleeping well the previous evening, parental illness, other siblings being unwell, bad weather etc. Please note, if the schools Education Welfare Officer has met with parents/carers RE: concerns about poor school attendance, then any subsequent absences will be unauthorised without valid medical evidence being provided.

We ask that you telephone school if your child is absent. When reporting absence via the absence line messaging service, please ensure you explain the reason for absence e.g. sickness bug etc- rather than just stating they are unwell.

If your child is absent and the school has not received contact from parents/carers, you will either receive a text reminder to call the school, or the school will contact you to ascertain the reason for the absence. To ensure we safeguard your child, we follow strict procedures and guidelines, especially if we cannot reach parents regarding absence. If we are unable to reach parents/carers through our various methods (text, calls & home visits), we will refer to the police to undertake a 'safe and well check'. **It is therefore VITALLY important that parents/ carers phone in daily please.**

Our Education Welfare Officer (EWO) meets with the schools Pastoral Team weekly to review/track the attendance of all pupils. Our EWO will take appropriate action when there are concerns regarding any child's school attendance, this could include; inviting parents to attend a meeting, issuing final warnings or referring to the local authority legal team for prosecution. It is therefore very important that the school is informed of all absences as staff cannot accept children's own explanations.

**The school will ensure that we communicate regularly with parents/ carers about our expectations and any emerging concerns via our attendance 'stage' letters. We will be monitoring ANY child whose attendance is below 96%.**

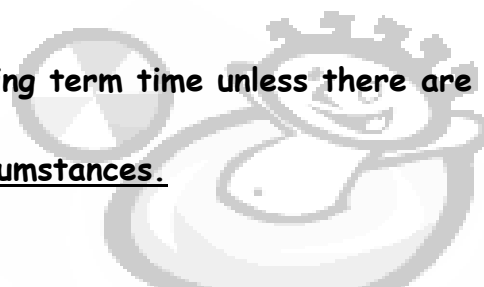
### **Holidays in term time**

Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.

**A family holiday cannot be granted as exceptional circumstances.**

### **Exceptional Circumstances**

The government and schools realise that it is more expensive to go on holiday during the school holiday period than at other times of the year. However, it is the view of the DfE that a child(ren) should be in school for the 39 weeks of the academic year and that holidays in term time, in whatever form, are not considered to be 'exceptional' circumstances.



**"Less expensive holidays are not a good enough reason for taking a child or young person out of school for two weeks and neither is parental holiday entitlement from their place of work."**

Absence from school under exceptional circumstances is slightly different from taking a holiday in term time. In deciding whether or not to grant a leave of absence for 'exceptional circumstances' school **may** consider the following:

- A funeral or bereavement of a close family member.
- A wedding of a parent.
- The receipt of a special award which means the family need to travel some distance and stay overnight.
- A parent who is in the Armed Forces might be considered under 'exceptional' circumstances.
- Religious observance.

## **CONTEXT**

***If children are taken away for a two-week holiday every year and have an average number of days off for sickness and appointments, then by the time they leave at sixteen they will have missed a year of school.  
(Charlie Taylor, 2012:2-3)***

It is the Local Authority's recommendation (in line with Charlie Taylor's report) and current government guidelines that holidays in term time should not be granted and that any leave of absence from school should be the exception rather than the rule.

Other considerations the school may take into account when receiving a 'Leave of Absence' request:

- **No leave of absence will be authorised for Year 6 or Year 2 pupils during SATS week in May 2026 Week beginning 11th May 2026 for Year 6**
- **No leave of absence will be authorised for pupils at the beginning of each academic year during September.**

## **Applying for Leave of Absence**

- Parents should request a 'Leave of Absence' form from the school office **before** booking any leave of absence.
- This should be returned to school completed in full.
- School will then notify parents, in writing, within a school week if absence has been granted.

Penalty Notice Fines are issued to each parent. E.g. Three siblings would result in each parent receiving three separate fines.

1st Offence- £80 per parent per child

2nd Offence (within 3 years)- £160 per parent per child.

3rd Offence (within 3 years)- cases may be presented before a Magistrate's Court.

Prosecution can result in criminal records and fines of up to £2,500.

\* The amount of each fine increases if not paid within specific timeframe & payment plans are not available.

## **UNIFORM**

We believe school uniform gives everyone a sense of belonging. It identifies the children as part of the Loxdale School Community - a community we are very proud of! For parents, it also offers a fashion free, affordable option.

### **Uniform (All year-round expectations)**

- ❖ Maroon V-neck jumper or cardigan with logo
- ❖ White cotton shirt with collar (no logo)
- ❖ School tie
- ❖ Grey trousers/skirt/shorts or pinafore
- ❖ Socks (knee high) and tights must be grey or maroon
- ❖ Black school shoes - NOT trainers
- ❖ School colour 'scrunchies' only (tie pattern/maroon/grey) - NO BOWS

### **In addition, for the summer term ONLY:**

- ❖ Red summer dress (preferably not maroon)
- ❖ Grey school shorts
- ❖ As well as maroon or grey socks, white ankle socks may also be worn with the summer dress and grey school skirts/ pinafore dresses ONLY - no white ankle socks with trousers or shorts please.

## **Sportswear**

### **Indoor Kit**

- ❖ Maroon shorts
- ❖ White round neck t shirt (*preferably* with the school logo)
- ❖ Black Pumps

### **Outdoor Kit**

- ❖ Grey round neck sweatshirt with logo
- ❖ White round-neck t-shirt (*preferably* with the school logo)
- ❖ Maroon jogging bottoms
- ❖ Trainers

**It is school policy that black shoes should be worn; pupils should not wear trainers or sandals.** Please can we remind parents and carers that these are the permitted school shoes:



#### Acceptable Shoes



#### Unacceptable Shoes



School uniform can be purchased from San's Kids wear in Bilston Indoor Market or from our online uniform supplier is [www.schoolbellsuniforms.co.uk](http://www.schoolbellsuniforms.co.uk) Uniform is not sold in school.

Children in Year 3 will also need a swimming costume and towel. In addition, any child with long hair also requires a swimming hat. Pump/swim bags are available from Bilston Market.

Pre-loved uniform is available from school free of charge. This comes from donations and unclaimed lost property, so availability is limited. We occasionally hold pre-loved events where parents can come along and take what they like. However, if you need or want anything in the meantime, feel free to contact the school and tell us what it is you need. We will endeavour to help.

#### **Jewellery**

There should be no jewellery worn at school apart from a wristwatch and a single (one) pair of stud earrings - worn in the lobe of the ear.

No jewellery will be allowed at swimming, as it is classed as PE (Physical Education), as are after-school sporting clubs. When taking part in outdoor activities eg at residential or some school trips, earrings will need to be removed too. At Loxdale we do not cover earrings over with plasters.

**Please can parents refrain from getting their child's ears pierced during the school year, as this will impact on some lessons.**

**It is the parent's responsibility to ensure that all clothing should be clearly marked with their child's name.**

Lost property is kept at school. (This should be the first place to look if anything goes missing!) Named garments are easily returned to their owner; therefore, all property should be **clearly labelled with the child's name**. Un-named property is eventually disposed of/ added to the uniform swap shop if it is not claimed.

**At Loxdale, we expect our children to follow the school rules which have been chosen by the children:**



- \* We are kind
- \* We are polite and helpful
- \* We are honest
- \* We work hard
- \* We look after property and our school

**We encourage the children to embrace the Commando Joe R.E.S.P.E.C.T. characteristics of:**

- \* Resilience
- \* Empathy
- \* Self-awareness
- \* Positivity
- \* Excellence
- \* Communication
- \* Teamwork

## **BEHAVIOUR and REWARDS POLICY**

At Loxdale Primary School, we aim to develop a caring school community where self-discipline and control are the normal behaviour.



Our Behaviour and Relationships Policy encourages a positive trusting relationship between all members of our school community. We place great emphasis on a 'restorative approach', which helps children reflect on a situation and their feelings connected to this, then look for ways of deciding how to positively, yet realistically move forward. Our policy and approach also encourages children to demonstrate a responsible attitude to their work and behaviour. Our aim is to allow children to make a real contribution to the school community and foster their own personal growth.

We have a whole school approach to dealing with behaviour. Our approach promotes positive recognition, which increases children's self-esteem, through a whole school reward system that motivates the children to learn. Our behaviour system is consistent throughout school and from class to class, based around a 'pathway'; whereby the children can move up (and down) it.

Our school environment supports and encourages the children to develop respect, understanding, resilience and self-control regarding their own behaviours and responses, as well as towards the behaviours and responses of others.

If disruptive behaviour occurs, we follow a whole school approach in addressing this. If the behaviour is felt to be of such a nature that is very serious and affecting learning or wellbeing of others, then parents will be involved in helping to resolve the problems.





If you should require more information, or a copy of our Behaviour and Relationships Policy, then please come into school, as we are always happy to discuss any concerns with you.

### **Zones of Regulation**

Loxdale Primary School supports behaviour management by using 'Zones of Regulation', a proactive, skills-based approach with a simple, common language to understand, talk about and teach regulation. Feelings can be complicated, they come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, states of alertness, and energy levels into four coloured Zones - Blue, Green, Yellow, and Red. Each 'zone' is represented with a colour and a range of feelings associated to that zone; by identifying the zone and using the toolbox techniques, pupils can limit how long they stay in some of the zones and help facilitate positive behaviour.

**A core belief of The Zones of Regulation is that all the Zones are okay.** We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

 <b>Blue Zone</b> <b>Tools:</b> Rest Stop <ul style="list-style-type: none"> <li>• Take a break.</li> <li>• Think happy thoughts.</li> <li>• Talk about your feelings.</li> <li>• Ask for a hug.</li> <li>• Draw a picture.</li> </ul>	 <b>Green Zone</b> <b>Tools:</b> Go Time <ul style="list-style-type: none"> <li>• Complete your work.</li> <li>• Listen to the teacher.</li> <li>• Remember your daily goal.</li> <li>• Think happy thoughts.</li> <li>• Help others.</li> </ul>
 <b>Yellow Zone</b> <b>Tools:</b> Slow Down <ul style="list-style-type: none"> <li>• Take a break.</li> <li>• Talk to the teacher.</li> <li>• Squeeze my stress ball.</li> <li>• Go for a walk.</li> <li>• Take three deep breaths.</li> </ul>	 <b>Red Zone</b> <b>Tools:</b> Stop <ul style="list-style-type: none"> <li>• Take a break.</li> <li>• Squeeze my stress ball.</li> <li>• Take three deep breaths.</li> <li>• Count to ten.</li> <li>• Talk about my problem.</li> </ul>

## SCHOOL SECURITY

Parents and visitors to the school are requested to enter the school via the Main Entrance. To gain access to the school building, parents and visitors present themselves at the window in Reception and a member of staff will attend to them. Vehicular access (**for 'Blue Badge' holders only**) can be found via Dudley Street- Please note; this is **NOT** a pedestrian access.

If parents wish to see a member of staff, or collect a child for an appointment, prior notice is required. Parents and carers are asked to make an appointment if they wish to discuss any issues with staff. Staff are available for appointments outside of teaching hours only.

Visitors to the school during 8.55am - 3.30pm will be signed in and issued with a visitor's photo and lanyard using our computerised signing-in system. DBS certificates will be required for all professionals who will be working with pupils.

## CHILD PROTECTION

The school is committed to promoting the health and welfare of all its pupils and if there are concerns that a child has been the victim of/or is at risk of significant harm, staff will follow the procedures laid down by the Wolverhampton Safeguarding Together team in accordance with national safeguarding/ child protection policy and procedures.

Please be assured that such action does not infer that any individual is being accused of any wrongdoing. A full version of the school's Safeguarding Policy is available upon request.

## **BICYCLES AND SCOOTERS**

We love to see the children arriving at school on their bikes and scooters. We like to encourage sustainable, active travel and recognise the benefits to children's health and well-being.

**The school asks all parents/carers to make sure children use appropriate safety equipment/clothing when travelling by bike or scooter to maintain their safety on the way to and from school. This includes bicycle helmet, high visibility jackets and bike lights as appropriate.**

We advise that all bicycles and scooters should be parked at the cycle/scooter store and securely locked. **No bicycles or scooters should be ridden on school premises or taken onto the school playground at any time.** Bicycles and scooters are left at the owner's own risk.

## **DISABILITY PROVISION**



The school is committed to complying with the Equality Act 2010, including the amendments and updates from 2024. We are fully committed to promoting disability equality and will continue to promote an inclusive approach to deliver appropriate services to members of our diverse community by embracing differences, ensuring tolerance and the valuing

of all people.

The school has published a Single Equality Policy in order to ensure disabled members of our community are not treated less favourably for any reason related to disability and that all reasonable steps will be taken to ensure disability equality.

The school is fully accessible for pupils, parents and staff with disabilities (including a lift and disabled toilets).

Admissions for pupils with disabilities will be discussed with the Headteacher and school will make sure that reasonable adjustments are made in order to overcome any disadvantage a disabled person may face e.g.

- Make changes to provision, criteria or practises.
- Make reasonable changes to the physical features to the premises.
- Provide auxiliary aids and services.



# Welcome

Hi my name is Leanne Flitcroft and I am the Managing Director of Moore's Childcare Services LTD. As a working parent I struggled to find after school care for my children. Therefore I established this business in September 2016.

I am extremely proud of what we have achieved so far and thrive to help working parents. Working alongside Loxdale Primary School to offer you flexible affordable before and after school care.



Did you know that we are an OFSTED registered childcare provider on non domestic premises on the Early Years Register, the Compulsory part of the Childcare Register and the Voluntary part of the Childcare Register. More details can be found on our website.



At our breakfast club we have a wide selection of healthy cereals available for our children to choose from. We have toast daily along with a hot topping option. In addition to this we also have a selection of pastries to choose from. Fresh drinking water is available at all times along with apple and orange breakfast juice. We are careful to consider dietary requirements please contact a member of staff for more details.



At our 'tea time club' after school provision we provide a fun environment for all children. We offer craft activities and also indoor and outdoor games. We have access to a large playground and in wet weather we have the option to play games in the school hall. Every child gets their afternoon snack which consists of sandwiches, crackers, cake, salad and fruit. Fresh drinking water is available at all times.



"Absolutely no faults at all!"

## Get in touch

To book a session or to find out more please contact us

Telephone: 07986 734550

Email: [info@mooreschildcareservices.com](mailto:info@mooreschildcareservices.com)

Please take a look at our website for up to date information and pricing

[www.mooreschildcareservices.com](http://www.mooreschildcareservices.com)



"Cannot recommend the club enough"



"Excellent, fun and caring!"

\*We offer before school provision for morning nursery children and after school provision form afternoon nursery children only not wrap around.



"Great club for working parents!"



# MOORE'S

childcare services



For your before and after school childcare from Nursery\* through to year 6 at Loxdale Primary School.

## **SCHOOL SPORT**

We employ our own Sports Coach who is responsible for promoting sports and games across school, as well as delivering the vast majority of PE lessons. The school, through its programme of physical activities, seeks to develop children's skills in dance, gymnastics, athletics, outdoor and adventurous activities and games. We believe it is important that children use their skills in performance type activities and in team games.

Each week the children will do one PE lesson and one Games session, each lasting approximately 1 hour. At least one session will be led by our sports coach. Year 3 children will have 1 PE lesson and 1 swimming lesson at Bert Williams Leisure Centre. Children will do dance and gym barefoot, due to health and safety reasons. They will wear pumps for indoors games. They will **not** be allowed to wear their trainers for indoor PE.

The school has a strong tradition of competing in a range of sports in leagues and competitions organised by WASPS (Wolverhampton Association for Sport in Schools), as well as friendly matches against local schools.

We hold separate Sports Days each year, one for Early Years, one for Years 1-3 and one for Years 4-6. All of our Sports Days take place in the friendly surroundings of Loxdale and where feasible, we welcome support from all our parents and carers.

## **EXTRA CURRICULAR ACTIVITIES**

The school offer children the opportunity to take part in extra- curricular activities after school. The activities offered vary, dependent on staff expertise.

There is currently a small charge for after school clubs. All clubs run from 3.30pm - 4.30pm, unless otherwise stated and will be led by either qualified coaches or members of support staff.

## **MONEY AND VALUABLES**

No toys, games or valuables should be brought into school.

If mobile telephones are brought to school, parents/ carers must first complete a 'Mobile phone request' form which will be approved by Mrs Scott. All mobile phones must be handed into the class teacher at the start of the school day and collected at home-time.

**If children do bring valuables to school, they are their own responsibility, and the school cannot be held responsible for any loss or damage to such articles. If they cause concern they will be confiscated and returned at the end of term.**

## **JEWELLERY AND MAKE-UP**

Jewellery (apart from a watch and a single (one) pair of stud earrings, worn in the lobe of the ear) should not be worn to school because of the potential danger of such items when engaged in physical activity. All jewellery must be removed for PE and Games activities (after-school clubs, outdoor adventure activities e.g. residential or trips) - both of these subjects are a legal requirement of the National Curriculum and children **MUST** participate in these lessons.

It is therefore, **STRONGLY** requested that if children do have their ears pierced, then it is done at the beginning of the summer holiday in order to avoid discomfort for pupils having to remove their earrings for PE. Please note that NO other piercings will be allowed. At Loxdale we do not cover earrings over with plasters.

Children should **not** wear any make-up to school under any circumstances; however, a clear or pale nail varnish will be allowed.

The wearing of false nails is NOT permitted in school under any circumstances due to health and safety reasons and children may not be allowed in school if they are wearing false nails.

## **COSMETIC (NON-MEDICAL) PRODUCTS**

Children should not bring or use cosmetic products whilst in school. However, the use of a small pocket-sized lip balm/Vaseline product may be permitted. A pocket-sized cosmetic item would be any item that may be purchased from a UK retailer up to 20g. Anything larger than 20g will not be permitted.

If a child requires the application of a cosmetic product after swimming, this will be permitted. We request that it is discussed with our Deputy Head, Mrs Mould prior to swimming lessons taking place so that supervising staff can be made aware. The product must be one that can be purchased from a UK retailer and in its original container (not decanted into a different receptacle). We advise that it is clearly labelled with the child's name and class.

The school will allow the use and application of sun cream during hot weather. More information can be found in the Sun Protection Policy which is located on the school website.

Children will be expected to apply these products themselves, and staff will not be able to help apply the product. The school may make an exception if there are specific circumstances that the school are aware of, and appropriate written consent is obtained beforehand. More information can be found in the Intimate Care Policy on the school website.

**If children do bring in cosmetic products, they are their own responsibility, and the school cannot be held responsible for any loss or damage to such items. If the use of the product becomes a cause for concern it may be confiscated and returned to parents/carers.**

## **UK GENERAL DATA PROTECTION REGULATIONS (UKGDPR)**



The school must comply with the UK General Data Protection Regulations and as such must make clear how and why we keep and use personal information about our Children, Staff and suppliers.

Details of how and why we use personal information is covered in the schools Data Protection Policy. Specific information relating to the use of personal information of Staff, Governors, Volunteers, Children and their families is covered in the School Privacy Policies which are published on the school website.

### **ACCESS TO DOCUMENTS**

Under the Education (School Curriculum and Related Information) Regulations 1989, the school is obliged to make information available for inspection in line with UK General Data Protection Regulations.

Individuals have a right to make a 'Subject Access Request' to gain access to personal information that the school holds about them.

Further information about data sharing can be found in our [Privacy Statements and Data Protection Policy](#) including, how to make a Subject Access Request.

The school can provide copies of general documents provided no personal or commercially sensitive information is contained within. If you would like to inspect any of the documents below, please enquire at the school.

1. Procedures for making official complaints to the Governing Body regarding curriculum matters.
2. Statutory National Curriculum order and related circulars.
3. Schemes of work used in school.
4. The L.A. 'Agreed Syllabus' for Religious Education.

Please note, the school may charge a reasonable fee to cover administration costs

### **INFORMATION RELATING TO THE CHARGING FOR SCHOOL ACTIVITIES**

The school governors have given consideration to the LA policy and adopted the guidelines set out by the Authority.

Before every school educational visit, parents will receive a letter detailing information about it. The letter may request offers of financial support but also point out that it is on a voluntary basis and there is no obligation to pay. However, without voluntary contributions, it would be impossible for visits to take place.

The school reserves the right to prevent a child from attending a residential visit either if the costs have not been totally or partially met by families (depending on circumstances), or if a child's behaviour would deem that any visit would be difficult to manage on grounds of her/his safety and well-being, or that of other children and staff, as a result of the child's behaviour experienced in school.

## **COMPLAINTS PROCEDURE**

The Education Reform Act 1988 initiated rules from September 1989 to make the LA provide formal procedures for parents to follow if they are unhappy with the manner in which the Governing Board is delivering the National Curriculum, or the way in which religious worship is being conducted in school.

It is important to note that these procedures **DO NOT** cover complaints about individual teachers, the Headteacher, other members of staff, discipline or admissions. We would hope that in the unlikely event of any such problems occurring, you would feel able to see the appropriate teacher or the Headteacher.

The Complaints Policy can be accessed on the school website: [Loxdale Primary School | Bilston](#)

## **HOME SCHOOL AGREEMENT**

In line with national policy, Loxdale has a Home School Agreement which parents, pupils and staff will be invited to sign. New admissions will be asked to sign the school's Home School Agreement.

This should be signed by all parents and children upon joining our school. (Please see Appendix 3).

## **HOME SCHOOL READING RECORD**

This year each child in KS2 will be issued with a digital reading record, from Go Read Parents, children and staff will be able to access these at any time. It is expected that children (and Parents log their reading on Go Read).

Reception and Key Stage 1 children have a reading diary; this is to be completed by the parent when their child reads at home.

## **HOMEWORK**

### **Homework at Loxdale:**

This year we are trialling something new. Your child will be given a key word or phrase each week, and their job is to think creatively and create anything they wish, using their homework book, to showcase the word or phrase. They may want to include things such as, posters, drawings, symbols, pictures or they may want to list things that come to mind when they hear the word. **See the school homework policy for more examples.**

### **Why Use Creative Assignments?**

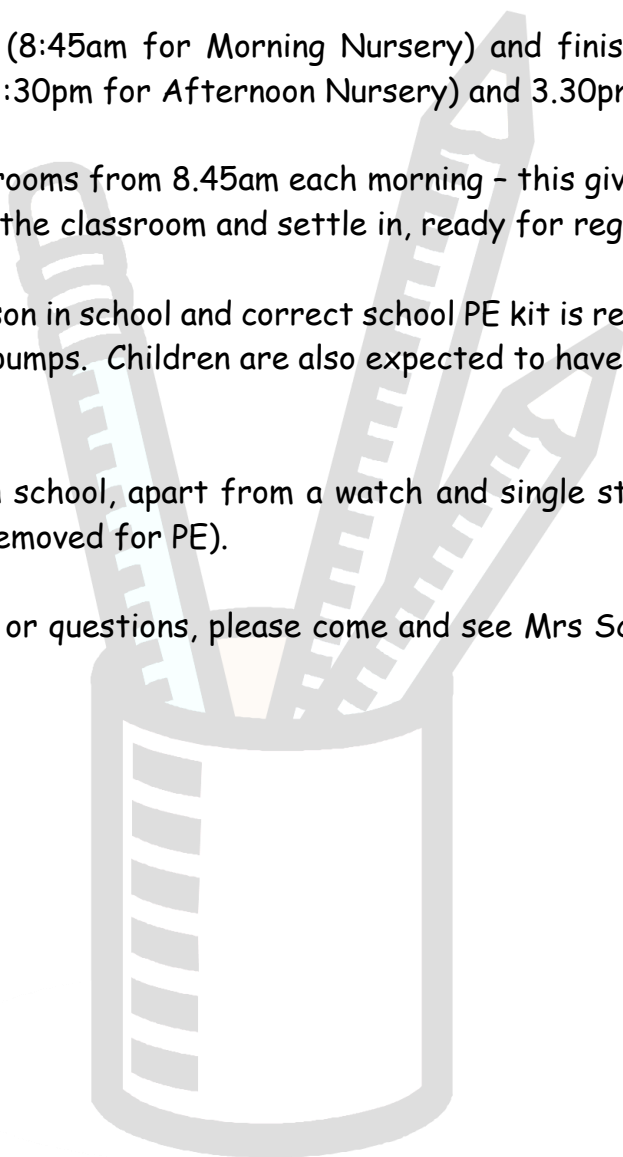
Creative assignments push students to think innovatively and show their understanding in unique ways. This type of thinking involves merging or reimagining information and course materials, characterised by high levels of innovation, divergent thinking, and risk-taking. It is linked to imagination and originality, and includes traits such as openness to new ideas, belief in alternatives, withholding judgment, generating multiple solutions, and experimenting with new ideas.

Creative thinking is a crucial skill, complementing critical thinking, for addressing modern challenges. While critical thinking helps students assess information, creative thinking enables them to generate new ideas and innovate.

**The information in this booklet is correct at the time of printing. However, it is possible that changes may be made before or after the school year starts.**

Appendix 1 - Loxdale Primary School  
Important Information Sheet

- ❖ School starts at 8.55am (8:45am for Morning Nursery) and finishes at 3.25pm for Reception/Key Stage 1 (3:30pm for Afternoon Nursery) and 3.30pm for Key Stage 2.
- ❖ Teachers are in the classrooms from 8.45am each morning - this gives our children the opportunity to come into the classroom and settle in, ready for registration.
- ❖ PE is a very important lesson in school and correct school PE kit is required - plain white t-shirt, shorts and black pumps. Children are also expected to have an outdoor kit of a tracksuit and trainers.
- ❖ No jewellery is allowed in school, apart from a watch and single stud earrings, in the earlobe (which must be removed for PE).
- ❖ If you have any problems or questions, please come and see Mrs Scott or our Deputy, Mrs Mould.



Appendix 2 - Loxdale Primary School  
Parent's Preparation List - getting ready for September

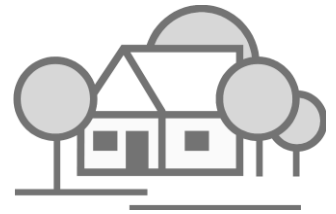
1. Name all items of clothing - school uniform and PE kit.
2. Get both an indoor and outdoor PE kit ready (see Appendix 1), this will be **worn** to school on your child's PE days, a timetable will be sent home during your child's first week in school. A pair of PE pumps (named) will need to be left in school, children in Nursery or new to Reception will be provided with a pump bag. If possible, please leave a spare pair of socks and pants in their PE bag in case of an accident.
3. Pay in advance for school dinners (if applicable) using Arbor. Order lunches for the week using Arbor.

We appreciate that some children will be very young when they begin the Foundation Stage, but if you could help us with the following it would be really helpful:

*Dress and undress themselves quickly*  
*Fasten their buttons/zips etc*  
*Put their shoes on and fasten them*  
*Fasten and unfasten their own coat*  
*Go to the toilet, flush the chain and wash their hands properly*  
*Recognise their own name and start to write it on their own*  
*Count a group of objects up to 6 and recognise numbers up to 5*  
*Name different colours*



### Appendix 3 Home- School Agreement



For the purpose of entering into a partnership to promote the development and education of the children of Loxdale Primary School, the school, parents and children agree that:

#### **The School will aim to:**

- Ensure all children receive a broad and balanced curriculum based around the Early Learning Goals and National Curriculum requirements.
- Ensure all children's needs are met following the staged model outlined in the Government's Code of Practice for those individuals identified as having Special Educational Needs and Disabilities.
- Challenge all children in order to maintain and raise their standards especially with reference to literacy and numeracy.
- Promote a positive and supportive relationship between home and school as well as between teachers and pupils in order to enhance learning at all times.
- Contact parents if there is a problem with attendance or punctuality.
- Contact parents if there are any concerns that appear to be affecting their child's work or behaviour.
- Arrange parents' evenings throughout the year, during which progress and targets will be discussed.
- Keep parents informed about school activities via regular letters home, monthly newsletters, text messages and notices posted on the school notice board.
- Give parents the opportunity to support their child's learning development at home.
- Maintain our "open door" policy, which ensures parents are able to meet teachers, in order to discuss their child, at the earliest convenience.

#### **Parents will aim to:**

- See that my child goes to school regularly and on time (8:55am).
- Contact school via telephone (01902 558570) if my child is absent and then confirm the details via a letter that is signed and dated.
- Ensure my child arrives at school in good time (before the bell) EVERY day.
- Endeavour at all times to ensure my child does **not** take a holiday during term time and if this situation is unavoidable, obtain leave of absence forms from the Headteacher well in advance.
- Support the school's strategies, policies and guidelines for good behaviour and encourage my child to work hard and follow the school rules.
- Support my child's learning at home by ensuring that they complete their weekly homework, share and read books, help with spellings, comprehension or number tasks.
- Ensure all of my child's uniform is labelled clearly with their name.

Signed..... (Parent/Guardian)

**The children will aim to:**

- Develop self-discipline and a sense of responsibility
- Work to the best of my abilities
- Seek help from adults when necessary
- Always be polite and respectful to others.
- Follow our 4 school rules and RESPECT characteristics:

**At Loxdale, we expect our children to follow the school rules which have been chosen by the children:**

- \* We are kind
- \* We are polite and helpful
- \* We are honest
- \* We work hard
- \* We look after property and our school

**We encourage the children to embrace the Commando Joe R.E.S.P.E.C.T. characteristics of:**

- \* Resilience
- \* Empathy
- \* Self-awareness
- \* Positivity
- \* Excellence
- \* Communication
- \* Teamwork

Signed ..... (Child)

**Together we will aim to:**

Freely exchange information and concerns for the benefit of the children.  
Support the children's learning to help them achieve their best.