



WELCOME

WE OFFER A CREATIVE CURRICULUM, RICH IN MEMORIES AND EXPERIENCES. WE GIVE HIGH PRIORITY TO LITERACY AND NUMERACY AND WILL ALWAYS STRIVE TO TEACH THESE IN AN INNOVATIVE AND EXCITING WAY.

"Peckover is a large primary school in the heart of the thriving market town of Wisbech. We are lucky to have a diverse and vibrant community where everyone feels safe and special. It is a happy place to learn, where children, staff and parents are valued and welcome- a place where we all work together to achieve the best for each individual child. We value and uphold the principles of the Brooke Weston Trust and 'leave no child behind'.

We listen to children; they are fundamental to all we do in school. We value their input and want them to feel a part of making their school a better place.

We offer a creative curriculum, rich in memories and experiences. We give high priority to literacy and numeracy and will always strive to teach these in an innovative and exciting way. The arts are central to our ethos in enhancing our curriculum and children's enjoyment of school.

We welcome you as parents and carers. We look forward to working with you in order to support your child throughout their time at Peckover and helping them achieve their aspirations for the future."

Carrie Norman, Principal





PECKOVER PRIMARY SCHOOL IS SPONSORED BY THE BROOKE WESTON TRUST.

Led by Chief Executive Officer Dr Andrew Campbell, the Trust's aim is to develop education for the public good and to provide experiences for young people matched to their needs.

Together with an ethos of high expectations, the Brooke Weston Trust's methods lead to high levels of achievement and personal development.

The Trust sponsors a number of secondary and primary schools in Cambridgeshire and Northamptonshire.



AIMS OF THE SCHOOL

- As a school we aim to provide a broad and balanced curriculum in accordance with the English National Curriculum and appropriate to the needs of the individual.
- We are a fully inclusive school; our curriculum celebrates and reflects the diversity of the community in which we live.
- We also provide a curriculum that offers support for children with learning difficulties and extends the most able children. This is characterised by good planning and interventions that support the individual child.
- We expect high standards of behaviour. We challenge our children to produce high quality work.
- Peckover will ensure that in all aspects of the curriculum and school life, boys and girls are treated equally. They will have equal access to all activities provided.
- We aim to encourage children to value and respect the traditions, cultures and languages of others, to foster even stronger relationships between staff, children, parents and governors, and to encourage strong links and effective communication.
- Our staff aim to appreciate and work towards a greater understanding of the role each of us has to play in the education process so that we can work together to ensure the best education for our children.



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PECKOVER PRIMARY SCHOOL AIMS TO PROMOTE QUALITY, CREATIVITY AND OPPORTUNITY FOR ALL.

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EARLY YEARS FOUNDATION

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and the age of five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years Providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.



THERE ARE FOUR OVERARCHING PRINCIPLES THAT SHAPE THE EARLY YEARS FOUNDATION STAGE (EYFS). THESE ARE:

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- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

At the beginning of the year we carry out a baseline assessment which will provide a well rounded picture of your child's knowledge, understanding and abilities. We continue to assess your child's progress as they develop through Early Years and into Year 1.

SMSC AND BRITISH VALUES

We promote social, moral, cultural and spiritual values through all we do at Peckover. Tolerance and respect are fully expected and embedded in our ethos. We value and celebrate the cultures of all stakeholders in our school. In RE we learn about a range of faiths and look at similarities. We uphold British values and actively practise democracy in elections for such groups as class friend and student council. We have a student council and weekly circle time sessions which ensure all pupils have a voice and are listened to.

CURRICULUM

At Peckover we teach all the National Curriculum subjects required for Primary schools in England. These comprise of core subjects of Maths, English, Science, ICT and RE and the six foundation subjects of History, Geography, Design Technology, Music, Art and PE.

The curriculum is based on teaching the skills that the children need to know from all of the subject areas and has been developed as a creative curriculum in which the children have a large input into what they want to learn. Maths tends to be taught discreetly but English skills are incorporated into the themes that the children have chosen that term.

The curriculum is planned and evaluated by the teaching and support staff on a termly basis to ensure that all the skills are covered, progression is in place across the school and the children's needs and interests are followed.

There is a strong emphasis placed upon speaking and listening and drama when children are given opportunities to share ideas, discuss opinions and express themselves clearly and confidently, showing sensitivity to the views of others.

Children are also part of the school council, playground buddies, interpreters and class friends in order to develop their citizenship skills. Through Personal, Social and Health and Citizenship Education (PSHCE) we aim to develop each child's self-esteem, confidence and independence using the principles of the social emotional aspects of learning programme (SEAL).

CIRCLE TIME

Sessions such as Circle Time are used to discuss, as a class, current issues within school. It also provides a time to celebrate and praise success. The whole school studies the same themes at different levels and uses assemblies to introduce and conclude projects.



ENGLISH AND MATHS

READING

Teaching reading is very much a partnership between home and school. In school the children are taught reading through guided reading sessions as part of a group activity and are heard individually as much as possible. They start by learning to recognise common words and letter sounds or phonics. Much emphasis is placed upon children's understanding of the text and this skill is developed through questioning and discussion. The children meet a variety of texts including a wide range of different story books, information books and poetry as well as magazines, newspaper and computer text. We have a colour coded reading system and children progress through the colours as their reading improves.

We also have a well-stocked library. The children have a weekly session in the library and can borrow books. We expect children to read at home every day and we use incentives to encourage children to read.

We have a library of dual language books, reflecting the languages spoken by children in our school. We use these to include parents in their child's reading.



MATHS

Maths is taught as a discrete subject throughout the school. We have devised our own programmes of studies based on the National curriculum.

The emphasis is on applying basic skills to problem solving and investigative type work. Maths is also taught on a practical level using children's own experiences to embed concepts.

Children recall number facts on a daily basis. Tables are regularly practised and are part of homework for weekly tests. Maths is also explored throughout the curriculum as part of the topics covered.



SCIENCE AND TECHNOLOGY

We have a computer suite with thirty computers linked to the Internet. In addition children have access to computers in their classroom. The school has interactive whiteboards in the group room and fourteen classrooms.

All children with the support of their parents are asked to sign internet safety rules on admission and at Peckover we regularly reinforce internet safety through information days and parental and child surveys.

We aim to develop the pupils' scientific skills through first-hand experiences. Pupils are encouraged to solve problems by making close observations, planning, predicting, fair testing and recording their findings in a systematic way.



PHYSICAL ACTIVITY

Throughout the year, every class has two hours of PE each week for a variety of activities including gymnastics, dance, games, athletics, outdoor and adventurous activities. All of Key Stage 2 swim and Year 2 swim regularly over the year. During the year all children have the opportunity to be taught gymnastics by a specialist teacher.

MFL

We teach French or German to Key Stage 2 children. We use a specialist teacher to provide children with basic skills in a modern foreign language.



ARTS

Art plays a very important part in our curriculum. We encourage the children to look at the natural world closely and record with observational work. We believe it is vital to develop children's creative skills and allow them to express themselves in a different language other than words.

Music is a very important part of the Peckover ethos. Children work with music across the curriculum having opportunities to appraise music and to distinguish between composers and instruments when listening. They sing regularly and perform frequently at school and in the community. There are also opportunities for children in Key Stage 2 to receive lessons in playing brass or woodwind instruments. These lessons are given by private music staff. There is also a brass band and a choir.

We give all children the opportunity to learn a musical instrument from Key Stage 2 upwards. During the year children will learn and develop piano/ keyboard skills and learn to read music.



GEOGRAPHY AND HISTORY

GEOGRAPHY AND HISTORY TOPICS ARE INTEGRATED INTO OUR SKILLS BASED CURRICULUM.

GEOGRAPHY

We use a variety of teaching and learning styles in our Geography lessons. We use a mix of whole-class teaching and individual, paired and group activities. We encourage children to ask as well as answer geographical questions.

We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in Geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving and enquiry-based research activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the internet to investigate a current issue.

HISTORY

History is taught through themes and each topic begins with a 'big bang' e.g. the discovery of a sword in the school grounds. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. Pupils will develop skills through researching, sifting through evidence and engaging in active discussion - skills that will prepare them for adult life.



INCLUDING EVERYONE

BEHAVIOUR

There is mutual respect between all adults and pupils within our school. We model and expect high standards of behaviour, manners and courtesy. We focus on positive behaviour and children know that outstanding behaviour and attitudes are non-negotiable at Peckover.

SPECIAL EDUCATION NEEDS

A great deal of care is taken to ensure that each pupil develops to his/her full potential and any learning or behavioural difficulties are dealt with. Extra help is given both in and outside the classroom – short term and long term – as the need arises. If more expertise is required then parents are informed and with their permission using the Common Assessment Form (CAF) we will gain information to involve outside agencies. Our procedure for identifying, assessing and meeting Special Educational Needs is fully explained on our website.

PARENT PARTNERSHIP

We welcome parents and carers into school, believing we are partners in the education of your children. There are many opportunities for parents to become involved in the work of the school and to gain a greater understanding of its work. Parents' time and expertise can be used in many ways in school and are greatly valued.

Police checks and DBS checks are carried out on all adults helping in school.

We have many evenings for parents during the school year: Parents' consultation evenings, residential and visits information evenings, feedback from visits, sex and relationships education, monitoring progress and SATs, curriculum, sports, performing arts and musical events.

As a family centred school, we have family events over weekends and after school through Healthy Schools, sports and arts. We also have regular assemblies and performances on our wonderful stage. We have an active Parent Forum group.

ATTENDANCE

Parents should contact the school on the first morning of any absence. All absences must be covered by a parental note explaining the reasons for the absence so that the school may decide whether or not the absence is to be authorised.

The Governors have opted not to authorise any absences for family holidays. The school liaises regularly with our education welfare officer. Further details about absence procedure are available on our website.





LOOKING SMART

We have a simple school uniform. It consists of dark grey or black trousers, dark grey or black skirt or pinafore dress, red polo shirt and navy sweatshirt. Polo shirts, sweatshirts and PE t-shirts can be purchased from the school.

Children are expected to wear sensible, practical clothing and shoes. All clothing must be clearly named. Book bags and PE bags can be purchased from the school.

Children should not wear jewellery to school. The Governors have made this decision in response to a Health & Safety Directive.

MOVING ON

We fully engage with transition projects of our feeder secondary schools. We have a special link with Thomas Clarkson Academy [TCA], our main feeder school, which is also a school within the Brooke Weston Trust. TCA offer many exciting opportunities for our children to experience the facilities and experiences a secondary school can offer.



ADMISSION POLICY

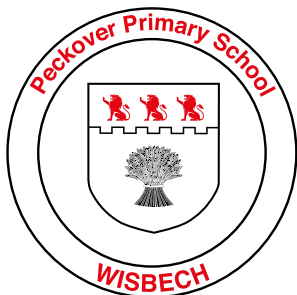
The academic year begins on the 1st September and ends on the 31st August.

Children are admitted to school in the September of the academic year in which they become five years old.

Our catchment area is outlined on our website.

All admissions are dealt with by the Local Authority Admissions team who can be contacted on 01223 699662 or online at www.cambridgeshire.gov.uk

The school office can also provide details of how to apply.



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Find out more about us at www.peckoverprimary.org