



Inclusion, diversity, equity and leadership.

School Prospectus

# Yealmpstone Farm Primary School

The doorway to learning for  
the whole community.



Meadowfield Place  
01752 343411

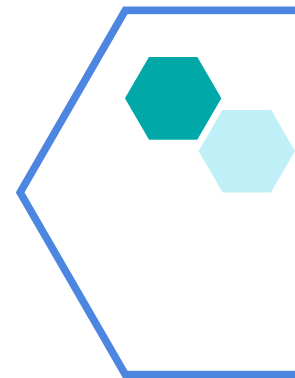
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# Contents

<b>Welcome</b>	<b>1</b>
<b>Our School Community</b>	<b>2 - 6</b>
<b>Staffing</b>	<b>7</b>
<b>Curriculum</b>	<b>8 - 16</b>
<b>Bright Stars After School Club</b>	<b>17</b>
<b>School Uniform</b>	<b>18 - 19</b>
<b>Additional Information</b>	<b>19 - 25</b>

# Welcome



## Vision and Values

Yealmpstone Farm Primary School is a thriving, aspirant community which embraces individuality and empowers young people to believe they can achieve their dreams. We are seeking to create and develop young people who are confident, highly skilled and ambitious to contribute to our society with a deep understanding of shared international goals.

Our curriculum is designed to introduce our pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement. We aim to ensure your child will develop skills and knowledge across all the subject disciplines through depth and breadth, with a focus on our local context. We have built in progression and continuity across all curriculum areas so that children are taught key skills and then given the opportunity to apply them. Our curriculum reflects the diversity of our society and celebrates a rich multi-cultural history of our world.

## We have three 'Big Ideas' that we believe children should understand by the time they are eleven:

- We are a 'values based' school: our values determine our choices and behaviours and enable our culture to be challenging and supportive, creating confident young people.
- We serve our community both locally and internationally. Our children will understand the interconnectedness and responsibilities we have to make our world the best it can be for everyone.
- We believe in the power of oracy. Young people can make a positive difference and should feel empowered.

## Our curriculum is designed to ensure these ideas are built on and strengthened.

Our school values diversity and challenges everyone to be the best they can be. We are constantly striving to improve teaching and learning and our staff have very high ambitions for all.

We are proud of our school grounds, which provide excellent learning opportunities and are maintained by a group of volunteers who support our school made up of parents, carers, grandparents and friends.

We are committed to ensure that progress of children, from their relative starting points, is very good and our curriculum is highly engaging and challenging, with a focus on a rich curriculum offer that excites and inspires all.

Please contact us and come in to have a look around if you are interested in learning more about our school's mission.

**Mrs Heidi Price**  
**Chief Executive Officer**



# Our School Community

## **GOVERNORS' STATEMENT OF AIMS FOR YEALMPSTONE FARM PRIMARY SCHOOL**

The most important aim of the Governing Body of Yealmpstone Farm School is to further the healthy, honest development of all children as citizens of our community, nation and the world.

The school's expectation of each child can only be achieved through the day to day encouragement of:

- A balance of both knowledge and the acquisition of skills developed through quality experiences, which will enhance future potential
- A sense of pride, respect, confidence and discipline in themselves, their school and their community
- Lively, enquiring minds, the ability to question, to argue rationally and to think and work independently
- An awareness of others, including their religious, ethnic and spiritual values

The ability to work co-operatively, to enjoy and build on success and appreciate the achievements of others

## Class Organisation

The school comprises of a Foundation class, Y1, two Y2 classes, Y3, Y4, two Y5 classes, a KS2 recovery group and Y6.

Children work as a whole class, in groups or individually. Individual or group help is given to children for a variety of reasons. Teachers of the various class groups meet regularly to discuss lesson planning, assessment and future learning programmes.

Where children fall behind, catch-up classes take place to ensure misconceptions are addressed.



## Communication with Parents

The school aims to provide effective communication between staff, students and parents with minimum interruption to classes and maximum feedback between parents and the school. We use Class Dojo which is an online system that means we have quick and easy communication with each other.

As well as Class Dojo and the school website, some other methods used to communicate with the community include:

- Regular newsletters (online)
- School website
- Parents' evenings
- Parent information evenings
- Annual written reports on progress of students
- Telephone conversations
- Organised school functions

## Homework

Support at home, to develop an enjoyment of reading, is highly encouraged. All pupils are expected to read a range of materials regularly in order to develop their skills and foster a positive attitude towards books. The partnership between home and school is crucial to a pupil's success.

Parents are encouraged to become actively involved in all aspects of homework to consolidate the learning in class.

As children progress through the school, homework may increase in order to prepare them for the transition to Secondary School.

## Parent consultation arrangements and reporting

Parent consultation times will take place at the end of October, March and July, each year. This will enable teachers, parents and children to discuss targets set in the reports presented by the child's teacher in the previous term. This fosters a positive approach to a child's learning and his/her progress.

This meeting is essential if your child is to maximise the opportunities available. Annual reports will be sent to parents at the end of March each year. Parents will be invited to request a consultation after receiving the report if they so wish. Information about National Assessment procedures (SATs) will be presented primarily by Y1 teachers for phonics and Y6 teachers for KS2 at the end of the academic year. Meetings for parents of new entrants will take place throughout the year.



## Contact with other schools

There is a good relationship with other local primary schools and comprehensive schools, Plympton Academy, Ivybridge and Hele's School. Heads and staff of the 'feeder' primary schools and the two secondary schools meet regularly to discuss organisation and curriculum. Plympton Academic Council exists where the Headteachers of all Plympton Schools meet regularly, developing a corporate approach to education in the area.

In Year 6, arrangements are made for children to visit their chosen secondary school, in the summer term. This also includes visits from secondary school staff to Yealmpstone Farm in order to aid a smooth transition from primary to secondary school.

## Community Involvement

The school plays an important role in the ongoing reciprocal relationship with the local community. It is used by a Rock Steady group which offers a community club for young people. The Headteacher would welcome suggestions from well-organised groups who wish to make use of the school's facilities. The school also selects an annual charity which is chosen by representatives of the children in the school council. The school is also represented at local fetes and meetings on a regular basis.

Members of the community visit the school to talk to the children about their own particular professions and interests. The Police are involved with the school via the School/Police Liaison Officer. More involvement is being developed through links with various churches in the community and visiting ministers.

Bright Stars Nursery is run by the school and is situated in the school grounds. **Tel: 01752 343411** We have a flexible package for parents and run a breakfast and after school club from 8am – 6pm every day.



## School Grounds

Children are encouraged to take care of the school. Paths are used and grassy banks are kept grassy. Dogs are not permitted to be brought into the school grounds unless in exceptional circumstances i.e. Guide Dogs/Hearing Dogs/Orangised Pet Therapy dogs.

Our pupils are fortunate enough to be able to use our grounds in Forest School sessions led by one of our HLTAs. During these sessions, they are able to explore the outdoors and are educated on how to care for the environment. We have a regular grounds day where children and adults carry out projects on environmental or geographical themes; this is a very enjoyable day for all involved.

## Behaviour

At Yealmpstone Farm, we follow three rules:



Ready



Respectful



Safe

All of our pupils are encouraged to live and work as members of the community. They quickly learn to work in small groups or individually, away from the 'direction' of the teacher. We have an excellent reward system with many certificates and tokens to encourage children to make good choices with their learning behaviour. We also use sanctions when children do not conform to the expectations of the school. Parents are consulted when problems persist.

The aims of the Behaviour Policy are to:-

- Create a caring learning environment free from aggravation, aggression and disruption.
- To promote good behaviour and relationships through a positive approach to everyone's needs.
- To extend the child's awareness of their surrounding community and the importance of being safe and orderly.
- To develop a sense of independence, self-reliance and tolerance required to become a considerate future citizen and to accept and acknowledge people's differences.



## Home and School Contact

Parents are welcome in to school and are encouraged to meet with the Headteacher or class teacher if there are concerns over any aspect of their child's school life. This can be arranged through the School Office Senior Administrator, Mrs Tracey Bowden, by requesting an appointment. Informal meetings with the class teacher can be made after school or messages sent via 'Class Dojo'.

We welcome the help of parents and grandparents willing to devote regular or occasional time at the school. Parents are welcomed to help in all areas of school life such as pottery, cookery, art/craft, music, or assisting with reading and number work.

Academic records of children may be seen by parents after 5 school days' notice to the Headteacher. An overview of pupil attainment is also available through the online reporting tool on School Pupil Tracker.

## Health

Foundation-stage pupils receive a height, weight, and vision check within the first year, which parents have the right to opt out of if requested. The height and weight check is repeated in Year 6 before they transfer to secondary school. The local Health Centre caters for families in the area.

In school, our Parent Support Advisor (PSA) is available to provide information on the services and support that can be accessed.

Most staff are first aid trained and will tend to minor injuries. Parents are informed when accidents occur that require monitoring or further medical attention. It is essential that school has an emergency contact phone number. Children will be taken to the nearest casualty hospital should the need arise.

## Healthy Snacks

Foundation Stage and Key Stage 1 receive a free healthy snack each day.

Key Stage 2 are encouraged to bring in healthy snacks for break times.

All children are encouraged to bring in their own water bottles and to take them home at the end of each day to be washed.



## School Dinners

Varied, healthy meals are provided and cooked on the premises. The children eat in the dinner hall and are served by pupils and MTAs. Foundation and Key Stage 1 are entitled to free school meals. Key Stage 2 pupils, who require a school meal, pay dinner money through the Parent Pay online scheme. A 'named' lunchbox should be provided for packed sandwich-style meals. We encourage packed lunches to be healthy and do not allow chocolate products and sweets.

# Staffing



## TEACHING

Mrs Heidi Price  
Mrs Carla Milford  
Miss Sophie Burns  
Miss E Forman-Jessop  
Miss A Whiteley  
Miss J Shaw and Miss B Alford  
Miss C Tregaskes  
Miss J Powell  
Mr D Baker  
Miss V Allen  
Mr A Robinson  
Mrs Sally Phillips  
Miss S Burns

CEO  
Head of School  
Assistant Head  
Pterodactyl class  
Apatosaurus class  
Stegosaurus class  
Patagotitan class  
T-Rex class  
Pteranodon class  
Ankylosaurs/Velociraptor class  
Velociraptor/Music teacher  
Y5/6  
Diplodocus class

## MEALTIME ASSISTANTS

Mrs M Haresign  
Mrs C Bennett  
Mrs C Stephens  
Mrs P Kelly  
Mrs H Crossett  
Miss J Wafer  
Mrs H Jones  
Mr D Lamey  
Miss K Sturgess  
Mrs A Murphy  
Mrs S Edmonds  
Mrs C Paraschiv  
Mrs L Lawson

## NON-TEACHING STAFF

School Business Manager  
Parent Support Adviser  
Office administrator  
H.R  
Kitchen Manager  
Kitchen Assistant  
Kitchen Assistant  
Site Manager  
Cleaning Staff

Mrs T Bowden  
Mrs S Williams  
Mrs E Whiteley  
Mrs L Hulbert  
Miss K Billingham  
Mrs J Morton-Oatway  
Mrs E Mancini  
Mr M Heard  
Miss M Haresign  
Miss H Yuill  
Miss C Gibson

## GOVERNORS

Mr D Jones (Chair) (CG)  
Mrs M Atrill (VC)  
Mrs T Bowden (SG)  
Mr R Owens (LA)  
Mrs E Whiteley (CG)  
Mrs S Charnley-Smith (CG)  
Mr C Wetherall (PG)  
Mrs Rebecca Cox (CG)  
Mrs C Milford (Head of School)  
Mr C Edmonds (PG)  
Mrs R Cooper (PG)  
Mrs Heidi Price (CEO)  
Mrs L Hulbert (Clerk to Governors)

The Head of School and Clerk can be contacted through the school on 01752 343411

## CLASSROOM ASSISTANTS

Mrs C Stephens  
Mrs H McKenna  
Mrs K Irving  
Mrs A Kowalski  
Mrs K Green  
Mrs R Johnson  
Mrs H Jones  
Mr D Lamey  
Mrs S Edmonds  
Mrs E Chapman

Mrs A Murphy  
Mrs H Crossett  
Miss J Wafer  
Miss F Mohammad  
Miss K Sturgess  
Mrs C Paraschiv  
Mrs L Hardman  
Miss E Sliwczynska  
Mrs H Hafsa  
Mrs A Pearce

# Curriculum

The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens.

## Intent

Our curriculum is designed to introduce our pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement. We ensure your child will develop skills and knowledge across all the subject disciplines through depth and breadth, with a focus on our local context. We have built in progression and continuity across all curriculum areas so that children are taught key skills and then given the opportunity to apply them.

We have three 'Big Ideas' in our school vision:

- ü We are a Values Based school: that is, we consider that values of respect, honesty, thoughtfulness and kindness are as important as academic achievement.
- ü We serve our community, both locally through local projects, gardening and our community fridge, and internationally through our Erasmus projects and links with the British Council.
- ü We believe in the power of developing Oracy skills (speaking and listening): the ability to have a compelling voice and stand up for what we believe in.

Our children are our future and we want to teach them how important they are in shaping this.

## Implementation

We have carefully considered how to maximise the likelihood that our pupils will remember and make lasting connections between the steps they are taught over time. We want our environment to make our pupils tingle with expectation and create awe and wonder through interactive displays, lessons and high-quality, first-hand experiences.

## Impact

We are constantly evaluating how well our pupils are learning and whether the content outlined in our curriculum is providing children with the knowledge they need to develop as proactive thinkers. We frequently ask ourselves, 'What is it we want children to take away from this lesson?'

We believe that knowledge empowers our pupils, and we are passionate to enable them to build deeper understanding and the capacity for skilful performance.

# English

At Yealmpstone Farm, we view English as a key tool for learning and for life. Learning to be literate unites the important skills of speaking, listening, reading and writing (transcription and composition). There is an agreed policy which works within the recommendations of the National Curriculum and the Early Years Foundation Stage. Wherever possible, English sessions are linked to other areas of our curriculum. Our staff believe the development of knowledge, skills and concepts across the whole spectrum of English to be essential because of their:

- **Crucial importance in the child's social, emotional and intellectual development**
- **Unique position as the essential learning tools both in and out of school**
- **Status as communication skills for life**
- **Potential for personal enrichment through facilitating access to texts, providing pleasure or information**
- **Worth of study and critical analysis**

We work with parents and carers to support the children as they develop their skills at home and at school. We follow the Read, Write, Inc. reading scheme, which allows us to systematically teach phonics and decoding to our early readers, as well as a range of other high-quality children's literature. We also have Accelerated Reader which ensures children develop a deep comprehension of what they are reading once they have mastered the decoding skills.

Whenever possible, children visit our school library and bring many types of books home to share with parents. The community are welcome to use our library as a resource after school to read with their child. When children initially begin to read and write, we focus on phonics as the prime approach to reading and writing. As the children become confident readers, the emphasis shifts more to reading comprehension and creative writing. We are currently having a whole school focus on reading skills and developing a love of reading.

We use colourful semantics as a strategy to help our early writers to understand sentence construction.



We believe that literate primary children should:

- **Communicate appropriately in written and spoken forms**
- **Read and write with confidence, fluency and understanding**
- **Understand the sound and spelling system and use this to decode and encode accurately**
- **As they develop into more independent readers, be able to use a full range of reading cues (phonic and comprehension) to monitor their own reading and correct their own mistakes**
- **Have fluent and legible handwriting**
- **Have an interest in words and their meanings and a growing vocabulary**
- **Know, understand and be able to write in a range of genres in fiction on paper and on screen**
- **Understand, use and be able to write a range of non-fiction texts on paper and on screen**
- **Plan, revise and edit their own writing**
- **Have a suitable technical vocabulary through which to understand and discuss their reading and writing**
- **Be interested in books, read with enjoyment and evaluate and justify their preferences**
- **Through reading and writing, develop their powers of imagination, inventiveness and critical awareness**
- **Express themselves creatively through the study and critical appreciation of literature and poetry and perform these by heart**
- **Explore/empathise with others and develop relationships**
- **Study and produce media texts, manipulating texts/language for effect**
- **Understand and value other cultures through literature**
- **Explore situations and issues through educational drama**

**English is essential for everyone.**

# Mathematics

At YFPS, we have high expectations for every child. Teaching for mastery in maths is essentially the expectation that all pupils will gain a deep understanding of the maths they are learning. For understanding in maths to be secure, learning needs to be built on solid foundations.

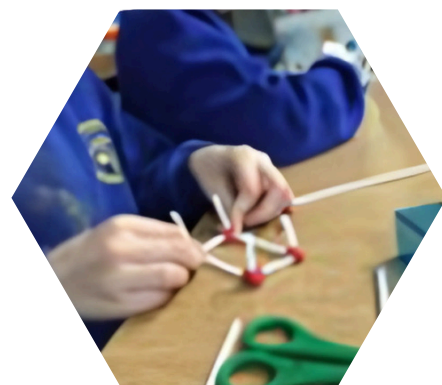
A mastery approach to the curriculum means pupils spend far longer on fewer key mathematical concepts whilst working at greater depth. Long-term gaps in learning are prevented through speedy teacher intervention and those children who grasp the concepts more quickly are given opportunities to deepen their knowledge and improve their reasoning skills rather than accelerating on to new curriculum content.

Problem solving is central and opportunities are given for pupils to calculate with confidence, ensuring an understanding of why it works so that pupils understand what they are doing rather than just learning to repeat routines without grasping what is happening.

A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. We are following the White Rose maths scheme.

The national curriculum for mathematics aims to ensure that all pupils:

- **Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately**
- **Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language**
- **Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions**

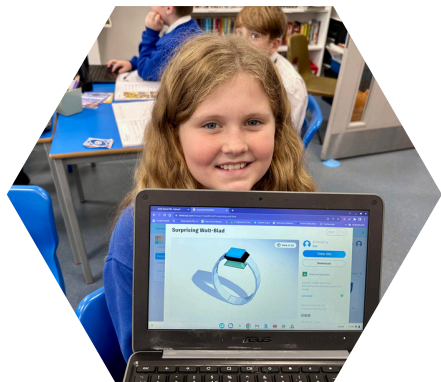


# Science

At Yealmpstone Farm, we are committed to providing a range of activities which enable our children to explore ideas, objects and phenomena. We aim to equip the children with the necessary skills to make links between their findings and enabling them to develop scientific concepts. These skills include the ability to ask and respond to questions, reflect and rethink ideas, make observations, plan enquiries and evaluate their findings. Through this, in the classrooms, the children are encouraged to work as individuals, in pairs, in groups and also as a whole class when appropriate, reflecting on their learning.

The aims of science throughout the school are therefore, to encourage the children to develop enquiring minds and to acquire practical and intellectual skills, which above all enable them to interact with the world with curiosity and intelligence.

# Computing and Information Technology



We are a school which looks forward to giving the children as many opportunities as financially possible in this growing technological world they live in. We embrace the opportunities that technology offers in the classroom. We are continually investing in our computing hardware, currently, we have a set of I pads and 120 chrome books that are used in the classroom on a rota booking system. This ensures that all classes have not only worked on computing and coding, but they have also used these skills across different hardware to help topic and cross-curricular work. In addition to this, each classroom has a class Ipad and laptop for the teacher and pupil to use and to show or present their work on a Smart TV and we also have access to Apple TV.

We ensure that we teach the curriculum in a creative and innovative way. We follow the curriculum to ensure that the teaching and the topic is relevant and engaging for the children. To ensure children have a wide exposure to all types of computing, they are provided with a Google account, which is a 'walled garden' to ensure privacy and security through their Google Apps for education scheme. This means that all staff and students have access to unlimited storage and the ability to share and collaborate on a range of computer-based learning.

Communication has grown exponentially over the last few years and social networking has changed the way we talk to each other. We believe it is important to use these tools in an age-appropriate way to teach the children good habits and reduce any misconceptions as they move into secondary school. Therefore, our class and school Dojo feed is used to promote exciting and important learning projects and communicate with you. We also promote the use of class video conferencing with professionals to put the curriculum in a real-world context as much as possible.

The school website allows quick and easy access to educational content and useful links, so offering full time access to work and information both in school via a fast broadband link and at home. All rooms are fitted with the most up to date interactive panels which helps to deliver the curriculum with a wide range of techniques in an innovative and highly visual way. The children work on a wide range of software depending on their needs. We offer a wide-ranging curriculum, which balances skills with application and many children go onto secondary school with a good confidence using technology as an educational tool.

## Physical and Health Education

The school aims to develop a sense of fair play, team spirit and promote healthy activities through pupils' knowledge of basic skills in a variety of sports. The pupils at our school develop many physical skills by taking part in sports including gymnastics, dance, football, netball, tag rugby, tennis and basketball, cross country, athletics and swimming. We have taken part in netball, tag rugby, cross country and athletic team events at a local level. Children in year 4 follow a swimming course at the Life Centre Pool. We can provide sporting opportunities through our extracurricular activities. These clubs are provided by both teachers and external sports coaches.

Health Education helps to apply skills which will promote physical, emotional and mental wellbeing. The themes are taught in a cross curricular way and includes all subject areas. It encourages informed decision-making and a strong sense of self-worth. In partnership with parents, we aim to teach children about the physical and social changes that young adolescents experience and biological development in the human life cycle. Each year the school has a sports day for KS1 and KS2 included in a 'healthy' week of activities.



# Design and Technology

Our Design and Technology curriculum has been designed to be taught through practical, cross-curricular topics. Design and Technology is a practical learning process in which children investigate and respond to an opportunity or problem and make or modify something. It requires children to use and apply their knowledge, skills and understanding to devise a method or solution by generating ideas or a design; also, to realise it practically through planning, making and testing or evaluation to find the best possible solutions. Critical and logical thinking along with decision-making continues throughout the whole process.

It is an activity which spans the curriculum, drawing on and linking many other subjects. It is closely associated with science, to which it also contributes.

The overall aim of D&T is for children to have a deep appreciation for the creativity, precision and high expectations that go into designing the vast array of products around them. Through D&T, they learn how to evaluate, design, prototype and develop their own products with a focus on quality purpose skills which can be applied through their lives.

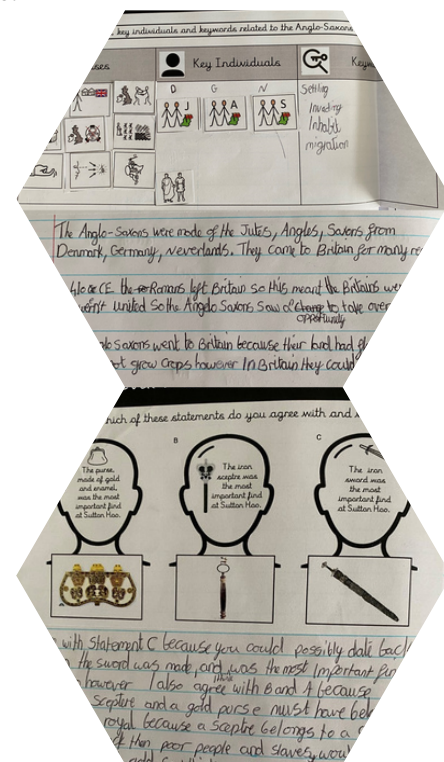
# AFL - Latin

At YFPS, we are passionate about learning Latin and do so through the Maximum Classics scheme. This subject encourages pupils to make links between a multitude of languages, including English. The decoding skills that pupils build on through years 3-6 enable them to understand the meaning of unknown vocabulary. We have seen this significantly boost pupils' self-esteem.

Our school aims to develop the pupils' interest and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, people and communities. Meeting people from other countries and cultures helps to broaden pupils' horizons by experiencing new and different languages and cultures. We have previously been involved in Erasmus projects and now are part of the Turing Scheme which ensures that our Y5 class have the opportunity to travel to European countries to develop their understanding of cultures and awareness of languages.

# History

We strive to teach history as an exciting investigation into life in the past. In KS1 the children learn about life and people's lifestyles in the past generations and interesting characters from more distant history. They learn about how the past is different to the present. In KS2 we extend this knowledge and understanding of British, European and world history and its relevance to us. They look at history in a variety of ways, such as political, economic and technological. They use different sources of information to study historical sources for evidence of the past. Local places of historical interest are incorporated and sometimes visited within the curriculum and children are encouraged to ask questions and draw conclusions. Occasionally we will hold a whole school theme day linked to a historical topic such as Romans. This day usually includes a themed lunch menu provided by the kitchen services as well as a range of exciting and engaging activities.



# Geography

Children are taught through an enquiry-based approach, the skills needed for the use of maps and relevant fieldwork. Knowledge and understanding of a variety of people, places and environments at different scales in the United Kingdom and abroad are included in the curriculum. An appreciation of the environment and protection of the natural resources in our planet is an integral theme throughout the primary years. The children carry out geographical enquiry inside and outside of the classroom. In doing this, they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

# Global Citizenship

At Yealmpstone Farm, we recognise that we are all members of a world community and that we all have responsibilities to each other. Today we face issues that can only be addressed internationally: sustainable development, climate change, the changing world economy, security, and the widening gap across the world between those that do and those that do not. We aim to equip our pupils to play their full part in shaping the response to these issues. We are keen to develop many curriculum links in order to maximise the potential and to promote an understanding of global citizenship.

## Educational Visits and Residential



As well as day visits to topic related places, the school has a programme of residential visits for all pupils in KS2. Year 3 and 4 focus on the development of the Arts/Science and can enjoy spending a week at Grenville House in Brixham. Years 5 and 6 practise outdoor pursuits at Heatree House, Devon.

These arrangements extend the horizons of our pupils, add reality to their learning experiences and help supplement our philosophy of an all-round education; giving students constructive social experiences. It may be necessary to transport children in staff cars or minibuses driven by qualified staff drivers. In these circumstances, we ask for written permission at the beginning of each academic year from parents to enable such trips to be made. Parents will be notified before the visit if this is necessary.

## Creative and Expressive Arts

Our children are encouraged to discover and develop their own creative talents. They are given the opportunity to experiment with a variety of techniques and materials and to develop an understanding and appreciation of pattern, colour, form and texture. From an early age, children are encouraged to work in various media, learning to appreciate the work of others and at times working with visiting artists. The study of a wide range of artists, craftspeople and designers complements this work.



## Religion and World Views

The school currently follows the locally agreed syllabus for religious education. The curriculum focuses on Christianity and the major festivals. Units of study in KS2 include Judaism and Hinduism as well as the other major religions. Where possible RE is linked to other subjects in the curriculum to enhance or consolidate children's understanding. Children are urged to reflect on their own and other beliefs and values in a range of contexts. They are encouraged to show respect for the lifestyles of other cultures. Parents have the right to withdraw their child from RE and need to apply to the Governors in writing.

We have developed areas of spiritual experiences throughout the grounds with a view of representing each religion of the world.

# Music

There is an active music room at our school with incredible resources. Many of the pupils either receive regular lessons with a peripatetic music teacher or have had the opportunity to try a wide range of instruments subsidised by the wider opportunities funding in years 3 and 4. We have been pleased to see the development of those children choosing to keep this instrument, and their skills in year 6 have reached a very good level.

Pupil Premium funding has been used to support specific children in learning a musical instrument, as we firmly believe that music can improve discipline and cognitive skills. The orchestra is growing all the time, and we have had several successful concert evenings during which the musical talent of the pupils and staff is celebrated. Visiting teachers now offer the school tuition in keyboards, violin, voice, drums woodwind and brass. The school's reputation for quality in performance has always been high and we continue to promote singing groups that have performed in many public areas with great adulation.

# Forest School

We believe in developing learning through outdoor space and we have amazing grounds which offer a rich environment where children shape their character and resilience. All areas of the curriculum are taught around the school and where possible, lessons are outdoors. Our weekly Forest School sessions are designed to give children the excitement and enjoyment of nature by developing lasting memories. Children work to build bee boxes, dens, bug hotels and clear out the pond as well as ensuring our gardening area is well tended.

We have many volunteers who help to ensure children can take risks with well-trained adults around to support them. Each class will experience toasting marshmallows on the campfire and the camaraderie that it creates.



# Collective Worship

Daily sessions for Collective Worship are based on broadly Christian beliefs. Sessions are held either as a whole school, separate key stages or on an individual class basis. Acts of worship are led by the teaching staff following a planned programme appropriate to the group of pupils involved. Themes are designed to provoke thought, discussion and participation, exploring aspects of moral, personal, social and spiritual values. This is seen as a time of being together for quiet reflection, sharing and celebration. Individual classes or groups are also involved in leading collective worship and parents are warmly invited to join us in these.

Every Friday we hold a Celebration Assembly to recognise the achievements of the children both in and out of school. There are also times when visitors, such as ministers from local churches are invited to lead these sessions. Parents have the right to withdraw their child from Collective Worship and need to apply to the Governors in writing.

# Foundation Stage/ Reception

The Early Years Foundation Stage is a single framework, setting the standards for learning, development, and the health and safety of children from birth to five. The framework has four guiding principles to shape practice, to include: the unique child, positive relationships, enabling environments, and the learning and development of the child.

Learning and development comprises seven areas of learning, three of which are prime areas:

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

There are four others which are specific areas:

- **Literacy**
- **Maths**
- **Understanding the world**
- **Expressive arts and design**

Children are supported within these areas through a combination of adult led and child-initiated activities. Learning is achieved through a mix of discrete, but mostly topic-based learning opportunities, allowing for children to become immersed in learning in a contextual environment. Through supported play, children can explore, develop and use their curiosity and imagination, to help them make sense of the world. They practice skills, build up ideas and concepts, think creatively and imaginatively, and communicate with others, as they investigate and solve problems. Children have access to learning within the Foundation area, both inside and outside.

Through careful planning and observational assessments, children are supported as they work towards the Early Learning Goals, which establish expectations for most children to reach by the end of the EYFS, with some children exceeding some of them. Practitioners also reflect on the three characteristics of learning, as they 'build a picture' of the children in their care. These include playing and learning, active learning, and creating and thinking critically.

Staff work in partnership with parents and carers to establish relationships and to ensure that the needs of all children are met. There are daily opportunities for parents to discuss their child, with termly workshops and parent consultations available. Reading and library books are sent home, together with appropriate pieces of homework relating to the topic.



# Special Education Needs

Foremost, YFPS is an inclusive school and aims to support the needs of all children. There are 4 broad areas of need:

- Communication interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical difficulties

YFPS supports children with difficulties across these four areas to ensure that they can achieve their potential.

At Yealmpstone Farm, a graduated approach of intervention, as laid out within the DFE Special Educational Needs Code of Practice (2014), is used to identify and manage the support for children with special educational needs.

If a child is experiencing difficulties with their learning, that requires different provision from, or additional to that normally available, then their class teacher will work with the school SENCO (Special Needs Co-ordinator) to assess the child's barriers to learning and set up a plan called an IEP (Individual Education Plan). We value our strong relationships with families and recognise the importance of working together to support the best possible outcomes for children and, as a result, IEPs will be written, shared and reviewed alongside parents.

Once a plan has been agreed, the school will then implement the provision, documented in the IEP, in a range of ways. (These can be found on our website in our SEN Information Report.)

These plans will be regularly reviewed with parents and children to track progress and set new targets. Children will also work with a teaching assistant to create a one-page document called a person-centred Profile (PCP) which lets children share what they find difficult and strategies that help them. Sometimes, if a child is continuing to cause concern, various outside agencies may be asked for their advice and support. This is always done with the parent/guardians' full knowledge and permission. Occasionally, for a small minority of children with such significant needs that the school considers that specialist assessment and interventions are required (that it is unable to provide), a request for an Education Health and Care assessment will be sought.

It is our aim to ensure that every child can achieve their individual potential. We are committed to meeting the special educational needs of pupils and ensuring that they make progress. We identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs. Behaviour, in line with the new code of practice, is no longer identified as a special educational and we consider that concerns related to a child's behaviour can be indicative of underlying causes and understand that these should be explored to respond to the child's needs.

# Special Education Needs

We believe that all children should reach their potential and we are committed to supporting them to achieve this goal. In all cases, we believe that working closely with parents and outside agencies heightens the chances of success. When a child exhibits learning or behavioural needs, the school works closely with the child to ensure that they made appropriate progress and develop their self-esteem.

Where English is a new or second language for a child, we will support them in feeling integrated and able to master a new language. When children demonstrate skills or abilities, they are identified and given opportunities to extend and practice these within the appropriate lessons and supported to celebrate their talents. Where special events, designed to challenge and extend more-able children are available then children are encouraged to attend. As part of teachers' regular planning, they ensure that the needs of all pupils are catered for including the more-able as well as those requiring additional support.

# Bright Stars After School Club



## Our Offer:

- Open Monday to Friday 7:30am – 6:00pm
- Open term time and selected holidays
- Has continuous staff development
- Works in partnership with parents
- Offers nutritious balanced meals freshly prepared daily on the premises
- Accepts all employer child care vouchers

## Bright Stars Prices:

<b>Breakfast and After School Session:</b>	<b>New Charges</b>
7.30am - 8.45am	<b>£4.70</b>
8am - 8.45am	<b>£4.20</b>
3.15/3.30pm - 4.30pm	<b>£4.70</b>
4.30pm - 5.30pm	<b>£4.70</b>
4.30pm - 6pm	<b>£7.40</b>
3.15/3.30pm - 5.30pm	<b>£8.90</b>
3.15/3.30pm - 6pm	<b>£11.00</b>

A range of snacks are available for 50p. There is a 10% discount for the second sibling attending the same session. Children can go to an after school club then attend Bright Stars once it finishes if you wish.

# School Uniform



**KS2 Boys Winter Uniform**



**KS2 Boys Summer Uniform**



**KS1 Boys Winter/Summer Uniform**



**KS2 Girls Winter Uniform  
(may wear trousers)**



**KS2 Girls Summer Uniform  
(may wear trousers)**



**P.E. Kit**

# Uniform Options

The school's colour is royal blue. It is strongly recommended to parents that children wear the approved uniform. Information about the uniform and prices are available from the school office and on the website [www.yfps.net](http://www.yfps.net). Sweatshirts, sweat cardigans, polo shirts, fleece jackets, reversible winter coats, PE kits, book bags and gym bags with the school logo are available to order from Mrs Whiteley, the school administrator or the website.

## Winter

- White shirt (KS2)
- School tie
- Grey pinafore/skirt/trousers
- Sweatshirt/Cardigan with logo
- Black leather shoes (trainers are unacceptable)
- White/grey/black plain socks

## Summer

- Polo shirt with logo (all year for KS1)
- Gingham dress/grey pinafore/skirt/trousers/shorts
- Sweatshirt/Cardigan with logo
- Black leather shoes/sandals (not open-toed). Trainers are unacceptable.

## PE/GAMES

Red, yellow, blue or green T-shirts with logo, black shorts, and plimsolls are also available. Black track suit for outdoor games.

Following recommendations from PE/health advisors, children do PE in bare feet in the hall.

It is not necessary for pupils to bring bags into school other than those listed above. Any excess bags can cause a health and safety hazard due to lack of storage space.

All items of clothing and personal property must be clearly marked with the child's name and are the child's responsibility.

School uniforms can be ordered via the school website under '**Parents**' then '**School Uniform Web Shop**'.

# Additional Information

## ADMISSIONS

### a) Admission Arrangements

Children with their 5th birthday in the following academic year are admitted in September. Admissions are managed by the Local Authority and parents can complete an online application form before January 30th of the academic year their child will start school. Please go to [www.plymouth.gov.uk/schooladmissions](http://www.plymouth.gov.uk/schooladmissions) and follow the online prompts. We anticipate that approximately 40 pupils (rising to 60 in coming years) aged five years will be admitted each academic year. New pupils attend school on a part-time basis for their first week and then full-time.

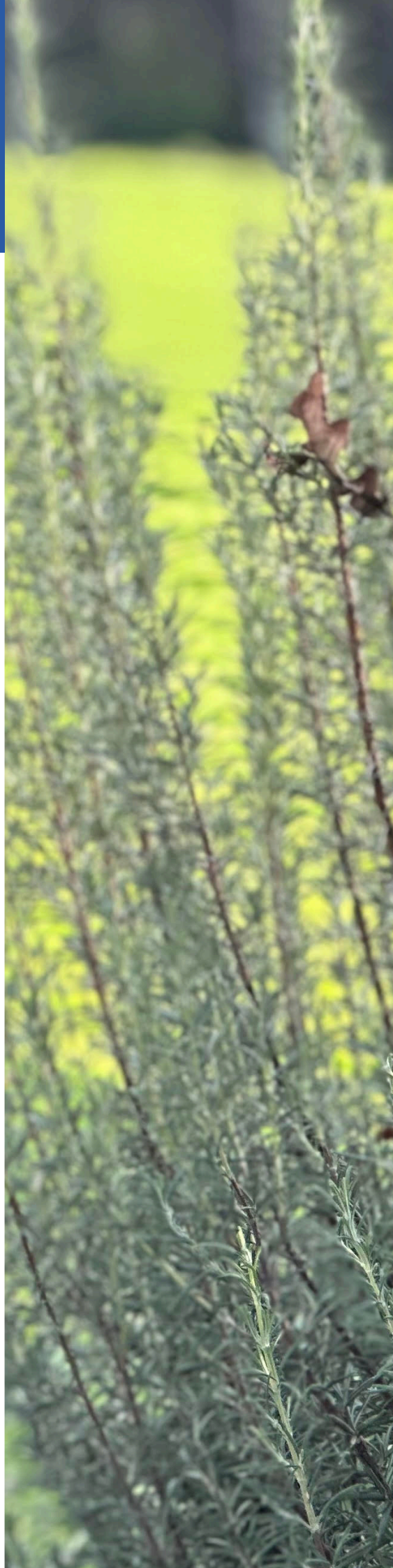
The admission criteria are laid down by the local authority as follows:

- 1.Children living in the school's designated area, with a sibling who will be attending the school at the time of admission.
2. Other children living in the school's designated area.
- 3.Children living outside the school's designated area, but with a sibling who will be attending the school at the time of admission, with priority determined on the basis of distance between home and school (i.e. the shorter the distance, the higher the priority).

Visits from parents considering applying to the Local Authority for their child's admission are welcome and an appointment can be made through Mrs Bowden, Senior School Administrator.

### b) New Children

It is helpful for the school to know about children who will join the school at least six months in advance. Children are given the opportunity to visit the school before they start, and parents will be notified about the dates. We feel that these visits are very beneficial and that the children feel much more 'at home' and less anxious when they start full-time. We invite parents to discuss pre-school learning with the headteacher, members of teaching and support staff. Foundation class staff arrange home visits before the children start school and meetings are held in school, explaining how the school works and our approach to children's learning.



# SECONDARY SCHOOL TRANSFER

Children at Yealmpstone Farm Primary School transfer to secondary education in the September following their eleventh birthday. Yealmpstone Farm Primary School is designated as a feeder school to Plympton Academy and Hele's School but over the last few years, choices have become available across the city.

However, parents should be aware that the Local Authority criteria for admissions to secondary schools are very specific and ordered in relation to transfer. Parents will receive full written details on this procedure from the Local Authority in their child's final year. Advice is available from the school at this point. The Headteacher will be pleased to advise parents regarding Primary/Secondary transfer at any point during their children's primary phase of education.

Information regarding other options for transfer to secondary education including the Selective Examination Procedure (11+) is also supplied through the Area Education Office and can be discussed with the headteacher.

## CHARGING FOR SCHOOL VISITS

### Day Visits

School visits, that takes place as part of the school learning programme, are a well-established part of the learning process at Yealmpstone Farm Primary School. The value of such visits has been recognised and accepted by parents and governors. Parents are asked to make a voluntary contribution towards the cost of these visits.

If there are insufficient voluntary contributions to meet the cost of the visit, then it may not be possible for the school to proceed with the organisation of such an event. This is likely to lead to cancellation and the return of any voluntary contributions made.

### Residential Visits

The Governing Body wishes to maintain the valuable learning experiences derived from these visits. Parents can seek a contribution from school funds towards the cost of the trip. Any such requests should be made in writing to the Governing Body or the Headteacher.

Visits made to school by theatre groups, guest speakers etc. The charging is the same as applies for day visits.



## INSURANCE

Plymouth City's Insurance policy is: pupils/students are insured against injuries caused by building defects etc. and accidents which occur because of negligence by a member of the Authority's teaching or support staff. Pupils attending the Authority's schools and colleges are not insured against personal injury or accident while on educational premises or taking part in recognised activities outside the school or college. The Council expects all employees, pupils, and students to accept full responsibility for their personal possessions, including money and to consider taking out personal insurance themselves to cover any risks. Neither the Local Authority nor the school provide Personal Accident Insurance for pupils. Parents may wish to arrange such cover themselves if they think it necessary.

## PUPIL RESPONSIBILITIES



Parents should try to ensure that children starting school can dress and undress themselves and give them practice with tying shoes and ties (KS2). Please encourage good eating and toileting habits.

Children must be encouraged to be at the school in time for the morning and afternoon sessions. Punctuality is a good habit to develop. Items of jewellery should not be worn to school. Pupils must be responsible for removing earrings for all PE lessons and their safe keeping. The school encourages all pupils to take responsibility.

There are positions for 12 prefects selected from Year 6 pupils. All Year 6 pupils have a management responsibility in the school.

## ADMINISTRATION

The internal administration of the school provides for a collegial organisation with full participation by all staff members in decision making where appropriate. Working parties and committees, open to all members of staff, make recommendations on items such as curriculum programmes, resources, placement of pupils, supervision of pupils, use of community and resources, communication within and beyond the school, liaison with pre-school and secondary school providers, special events and the involvement of staff in the corporate life of the school. Decisions are co-ordinated by the Senior Leadership Team.

## HEALTH AND SAFETY

Pupils will be reminded that they are expected to:

1. Exercise personal responsibility for the health and safety of themselves and others
2. Observe standards of dress consistent with safety and/or hygiene as detailed within the appropriate curriculum safety guidelines
3. Observe all the health and safety rules of the school and, in particular, the instructions of staff given in an emergency
4. Use and not wilfully misuse, neglect or interfere with things provided for their health and safety.

## COMPLAINTS

Matters regarding the National Curriculum causing concern to parents and others should be considered and, if possible, dealt with informally at the school through the headteacher, the chair or member of the governing body.

Where such concerns or complaints are unresolved, then provision for formal complaints is available through S23 of the Education Reform Act 1988, details of which are available for inspection at the school.

## EXTENDED SCHOOLS

The school has worked hard to develop a range of after school activities for pupils of the school. These are optional and range from free to a small charge depending on whether a coach has been brought in to cover the activity.

We have a lovely breakfast club and after school club called '**Bright Stars**' available for children.

Breakfast Club: 7.30 – 8.45 a.m.

After School Club: 3.30 – 6.00 p.m.

Please ring **01752 343411** for details and prices, or see **page 17**.

We have a Parent Support Adviser who is available to meet with parents and help to signpost them to relevant agencies.

## ATTENDANCE AND ABSENCE

All children are required to attend school regularly. Punctuality is important but the Local Authority issues advice on the time of arrival at school since children should not be on the premises without adequate supervision. Children should not arrive before 8.45am.

If you wish to drop your child at school earlier, we have a breakfast club available. Please contact the school to book a place.

Absences should be kept to a minimum and normally such absences should only be for medical or dental treatment or urgent family business where the child is involved. We would expect to be notified in writing prior to an absence so that you, and we, are aware of the child's intended absence from school.

Absence, due to illness, should be notified to the administrator by telephone as soon as possible. When the pupil returns, he/she should bring a short explanatory note referring to the absence. The school regrets it cannot supervise children still 'recovering' from illness. They must go to the playground for normal recreational periods.

A new national framework for penalty notices for school absences came into effect from Monday 19 August 2024.

The changes include:

A new national threshold of 10 unauthorised sessions for any reason (equivalent to 5 school days) within a rolling 10 school week period for when a penalty notice must be considered.

You will no longer be able to take your child out of school for one week's holiday without a penalty notice being issued.

Please refer to the following link for further information: [Working Together to Improve School Attendance, August 2024](#).

We are now required by law to state the number of unauthorised absences made by each child on the end of each year report, and on yearly prospectuses for the whole school. For the last academic year, it was as follows:

Number of day pupils of compulsory school age	223
Number of pupil sessions	82286
Authorised absence in the period	3010
Number of unauthorised sessions	940

## **SPECIAL EDUCATIONAL NEEDS**

We are a very inclusive school and cater for a wide range of children's needs. Where a child has an EHCP (Education Health and Care Plan), we have trained staff to work on supporting children with their specific personalised learning.

Our school has an accessibility plan and an active group that meets regularly to discuss school developments and evaluate the impact of improvements on individual learners. All lessons are differentiated to include the range of abilities in each class. Both entrance areas to the school site are accessible for disabled pupils or parents. The school site is fully compliant with the expectations for disabled access.

Where a child needs specialised provision, this is provided. A full copy of our policy on pupils with special educational needs can be downloaded from our website: <http://www.yfps.net>

## **HANDLING DATA AT SCHOOL (GDPR)**

Yealmpstone Farm Primary School complies with all Data Protection legislation.

Local Authorities, the DfE, Ofsted, and other appropriate parties all process information regarding pupils to run the educational system. In doing so, they all comply with the Data Protection Act 2018. When handling data, these parties must show that they are using the data for a specified purpose allowed by the law.

As a school, we inform you of the data we process, how we share this data, and with whom we share it. This information is contained in the parent and pupil privacy notices on our school website. If parents or guardians require a printed copy of our privacy notices, they can get this via the school office or call 01752 343411.

If you wish to access the personal data held about your child, you can make a 'Subject Access Request' via our Subject Rights Policy, the forms for which are held on our school website. Before responding to such requests, the school may request proof of your identity. There may be occasions where information cannot be shared with the requester, and in such rare cases, we will be clear on the reasons why.



The doorway to learning for  
the whole community.

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