

Welcome to St Mark's Primary School

St Mark's is a Church of England Aided School and has close connections with the Diocese of Winchester and the local parish church for Hatch Warren and Beggarwood, Immanuel Church which meets at our school. It is a school for the growing community of Hatch Warren including the new development at Beggarwood. We welcome children from a wide variety of cultural and religious backgrounds whose parents wish them to be educated in a Church of England school and who are willing to support the aims and ethos of a church school.

St Mark's School is a primary school for children from 4 to 11 years of age. It is a three form entry school for a maximum of 630 pupils. There is also resourced provision for up to seven children with behavioural, emotional and social difficulties.

Headteacher Mrs Sally Jenkins
St Mark's C of E Aided School
Danebury Road
Hatch Warren
Basingstoke
Hampshire
RG22 4US
Tel: 01256 346111
Fax: 01256 346121
E mail: sally.jenkins@st-markscofe.hants.sch.uk

Chair of Governors Mr Ian Ross
c/o St Mark's C of E Primary School

School website www.st-marksschool.co.uk

Aims

Statement by the Governing Body:-

We aim to ensure that the school maintains its integrity as a Christian Community committed to offering a quality education for all its pupils. Each pupil is encouraged to develop his or her full potential in the subjects of the National Curriculum and Religious Education according to age, aptitude and ability.

High priority is also given to the spiritual, moral, social and cultural development of all pupils. As a Church of England School collective worship is viewed as being central to the Christian ethos of the school.

The school seeks to foster positive attitudes of mutual respect and responsibility in a happy and relaxed atmosphere. It attaches high priority to good relationships and close links between home, school and the wider community.

Our mission statement is:

‘Journeying together in faith and love’

Our school logo is:



A lion, the symbol of St Mark

Governors

Our Governing Body plays an important role in the development of the school. It is responsible for strategic planning, deciding policy and budget setting. Governors are representative of different sections of the school and local community:

Name	Category
Mr Neville Boyd	Foundation
Mrs Ena Bull	Foundation
Rev Linda Harris	Foundation (ex-officio)
Mr Michael Osagie	Foundation
Mr Graham Robins (Vice Chair)	Foundation
Mr Rob Shaw	Foundation
Mrs Susan Turp	Foundation
Mr Ray Wilshaw	Foundation
Mr John Holley	LEA
Mrs Claire Moulson	Parent
Mr Ian Ross (Chair)	Parent
Mrs Kirsty Thorburn	Parent
Mrs Sally Jenkins	Headteacher
Mrs Claire Cooper	Staff
Miss Nikki Hunt	Staff
Mrs Anna Orchard	Staff

There are vacancies for two foundation governors.

St Mark's School Special Projects Fund

Along with the majority of schools in Hampshire, the governors of St Mark's are responsible for the entire budget which has been delegated under Local Management of Schools. This encompasses everything on which money is spent: salaries, books, stationery, fuel, repair and maintenance, new buildings etc.

However, unlike county schools which can receive 100% of building and maintenance costs from the Department for Children, Schools and Families (DCSF), as a Voluntary Aided School St Mark's can obtain only a maximum of 90% of these costs. The Diocesan Board of Education has to find the balance of 10%. All of its church schools are asked to contribute towards these costs, calculated on a per capita basis.

This charge covers the 10% non grant-aided element of all external repairs and vandalism costs and also covers our inclusion in block insurance policies. It also covers special projects which may include expenditure on IT resources.

The governors would like to take this opportunity to ask parents to contribute to this fund. A sum of £15 per child or £20 per family is suggested, payable by cheque (payment may be gift aided). The governors would like to stress this is a voluntary payment. However, any shortfall has to be made up from general school funds intended for other use.

Starting school at St Mark's, September 2012

If your child was born between 1st September 2007 and 31st August 2008 he/she will be due to start school in our Reception classes in the 2012/13 academic year.

Meetings have been arranged for you to look round the school and meet Mrs Sally Jenkins, Headteacher, on the following dates:

Tuesday 27 th September	10.30am
Thursday 6 th October	7.00pm
Wednesday 12 th October	1.30pm
Thursday 13 th October	7.00pm
Wednesday 19 th October	1.30pm
Wednesday 2 nd November	7.00pm
Thursday 3 rd November	10.30am
Wednesday 9 th November	10.30am

Please telephone the school office to arrange a time to visit. Children joining the school in September 2012 will be invited to visit during the summer term.

If you live in Hampshire applications for Reception Year are handled by the Admissions Team, Hampshire County Council. If you would like your child to come to our school you will need to apply online at www.hants.gov.uk/admissions or telephone 0845 6035623 for an application form, or collect one from school. You can apply from 1st November 2011 to 15th January 2012. The webpages are designed to be easy to navigate and contain links to other useful information. Follow the link to view: 'apply for a place to start in September 2012.

If you wish to apply under the 'church criterion' (please see items 5 and 6 of our Admissions Policy 2011/12) please tick the relevant box and complete the SIF form which can be obtained from our school or electronically from Admissions Team.

If you live outside Hampshire, and wish to apply for a Hampshire school, you should contact your home local authority who will advise you.

The designated catchment area for St Mark's School is the Hatch Warren and Beggarwood estates bounded by Hatch Warren Lane, M3 and A30.

Your application **must** be received by **12.00 midnight on Sunday 15th January 2012.**

Admissions Policy for September 2012

INTRODUCTION

The name of the school is St Mark's Church of England Primary School (the school). The School is a Voluntary Aided School. The Governing Body of St Mark's Church of England Primary School (the Governing Body) is the admissions authority. The School was established in 1996 and now serves the children living in the parish of Immanuel Church, Hatch Warren and Beggarwood. This is referred to as (the area served by the school). A map is available in school.

This policy has been made in accordance with the Sex Discrimination Act, The Race Relations Act, The Human Rights Act, the Disability Discrimination Acts 1995 and 2005 and The Equality Act 2006. This policy will be administered fairly and impartially. The decision to admit, or otherwise, is the responsibility of The Governing Body.

The information given below is correct for the school year shown above, but it could be altered for future years. We advise you to check with The School that no changes have occurred. All applications are made by Parents for their child / children.

THE ADMISSIONS TIMETABLE

The Local Authority (Local Authority) operates a timetabled co-ordinated admissions procedure for all schools in line with Government legislation.

The Local Authority will manage the process on behalf of the school according to the scheme which they will publish in their Admissions Booklet and on the Hampshire website for that year but it is still The Governing Body, as the Admission Authority for this school who will allocate the available places in line with this policy.

The closing date for admission application forms to be received by the Local Authority will be midnight on Sunday 15th January 2012 and will be published in their Admissions Booklet. Also contained in that booklet will be information on how to complete their application form on-line, dates for notification to parents of admissions decision and the closing dates for accepting places or lodging appeals. In case of any doubt on these dates, please contact the Local Authority or The School.

Parents applying under criterion 5 (the Christian Commitment criterion) will be asked to complete a Supplementary Information Form (SIF), which must be obtained from the school or from the Local Authority website, completed and returned to the school not later than the closing date set by the Local Authority for school applications to be received. (As it is a paper form that needs to be signed, the SIF is not available for completion on-line.)

FURTHER INFORMATION

If you require further information about applying for a place at St Mark's Church of England Primary School, please contact the school:

St Mark's C of E Primary School, Danebury Road, Hatch Warren, Basingstoke,
Hampshire RG22 4US

tel: 01256 346 111

fax: 01256 346 121

email: adminoffice@st-markscofe.hants.sch.uk

ADMISSIONS

Where all parental preferences for places at the school can be satisfied all applications seeking a place will be admitted. Where there are too few places available to satisfy all preferences, places will be allocated according to the following oversubscription criteria.

OVERSUBSCRIPTION CRITERIA

1. Children who are in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. (A letter from the Children's Services Department confirming the child's status must be provided.)
2. Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends the preferred school rather than any other. (Appropriate medical or psychological evidence must be provided in support.)
3. Children who at the time of application have a sibling on the roll of St Mark's C of E Primary School and who will still be on roll at the time of the sibling's admission.
4. Children living inside the area served by the school.
5. Children whose parents can show "Christian Commitment" at a church included in Churches Together In England. (A Supplementary Information Form must be completed by parents applying under this criterion.)
6. Other children living outside the area served by the school.

IN ALL CASES ABOVE

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Hampshire County Council's Geographic Information Systems (GIS) will be used to determine distances. Distances to multiple dwellings will give priority to the ground floor over the first floor and so on.

Unsuccessful applicants can ask to be entered on the school's waiting list if they wish. This should be done in writing to the school.

CHILDREN WITH STATEMENTS - NAMING THE SCHOOL

The school will admit children with statements of Special Educational Needs (SEN) in which the school is named. Where places, required by pupils with statements that name the school, are known before the governors admissions committee meets, these places will count towards the published admissions number for the school.

APPLICATIONS TO RECEPTION CLASSES

The Governing Body will admit **90** children to the reception class(es). This is the Published Admission Number for the school (PAN).

'Deferred Admission'. Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year. Parents can request that their child attends part-time until the child reaches compulsory school age.

APPLICATIONS TO KEY STAGE 2 CLASSES (Year 3 and onwards)

St Mark's is an 'all-through' primary school. This means that all pupils in Year 2 at this school are automatically granted a place in Year 3.

If a parent would like their child to join St Mark's from a different school at the beginning of Year 3, an application form should be received by 1st June 2012.

Places available for Year 3 will be offered using the current oversubscription criteria.

IN YEAR APPLICATIONS

The allocation of any places which may become available during the year will be made on the basis of the current Oversubscription Criteria.

There are no deadline dates for in year applications.

WARNING

Places are withdrawn every year because parents give a false 'home address' on application forms. This includes cases where parents take out a short-term let or buy a property solely to use its address on the application form without any intention of taking up permanent residence there.

In fairness to all parents, all allegations of fraudulent practice brought to schools attention will be investigated. The Governing Body reserves the right to withdraw the offer of a place if fraudulent or intentionally misleading information has been used on an application.

DEADLINES

Make sure your Local Authority Application Form is on time and sent to the right place. Details of dates are in the Local Authority Admissions Booklet.

APPLICATION FORMS

For this school you must complete the Local Authority Application form. The Local Authority Form may be completed on-line. Please refer to the Local Authority's information.

SUPPLEMENTARY INFORMATION FORM

Parents applying under any of the Christian Commitment criteria will be asked to complete a Supplementary Information Form (SIF), which must be obtained from the school or the Local Authority website, completed and returned to the school not later than the closing date set by the Local Authority for school applications to be received. (As it is a paper form that needs to be signed, the SIF is not available for completion on-line.)

ADMISSION APPEALS

If you are unsuccessful in gaining a place for your child at this school you will be informed by The Local Authority in writing, be given reasons and informed of your right to an independent appeal against the decision.

DEFINITIONS

1 'Parents'

A parent is any person who has parental responsibility for or is the legal guardian of the child as set out in the Children Act 1989. Where responsibility for a child is 'shared', the person receiving Child Benefit is deemed to be the parent responsible for completing application forms, and whose address will be used for admissions purposes.

2 'Living Inside'

The 'home address', used for the term 'Living Inside', means the address where the child usually lives. Children who have parents with shared responsibility will be deemed to live at the address of the parent receiving Child Benefit.

Places cannot be offered on the basis of a possible future move. Places can only be offered on the basis of future moves on the basis of:

- i. a letter from the solicitor (or equivalent) confirming exchange of contracts to buy a property relevant to the application;
- ii. a tenancy agreement confirming the renting of a specific property relevant to the application;
- iii. a letter from a housing association confirming that the parent(s) will be living at a specific address relevant to the application; or
- iv. in the case of UK service personnel and Crown servants, an official MOD, FCO or GCHQ letter declaring a relocation date to the relevant parish or priority area of the school (or to establish distance from the school).

3 ‘Serious medical condition’

Where a place is requested for a child or family who have a serious medical, physical or psychological condition, you must supply supporting independent evidence at the time of application confirming the reason(s) why attendance at the school is essential and describing the difficulties that would be caused if the child had to attend another school. The evidence should be provided by a suitably qualified medical professional. The evidence will be considered carefully in confidence by the admissions committee of the Governing Body, who will endeavour to reach a fair and equitable decision.

4 ‘Siblings’

‘Sibling’ refers to a brother or sister, a half brother or sister, an adopted brother or sister, a step brother or sister, or the child of the parent/carer’s partner and in every case the child must be living in the same family unit at the same address.

If the last pupil offered a place in an infant class within the Published Admission Number is from a multiple birth or has sibling in the same year group, a place will be offered to one child only and the parent(s) invited to state which child should be given a place.

5 ‘Christian Commitment’

Parents applying under any of the Christian Commitment criteria will be asked to complete a Supplementary Information Form (SIF), which must be obtained from the school, completed and returned to the school not later than the closing date set by the Local Authority for school applications to be received. (As it is a paper form that needs to be signed, the SIF is not available for completion on-line.)

In the SIF, you will be asked to identify the child or a parent as belonging to one of the following three categories of church involvement for the previous 24 months before the closing date set by the Local Authority for the return of applications. Your declaration will need to be verified by the priest of your church or if there is no priest an authorised church official. If you have recently moved you may ask the priest, or authorised church official, from your previous church to verify your Christian Commitment.

The three categories of church involvement will be treated in order with A – ‘At the heart of the church’ taking priority over B – ‘Attached to the church’ over C – ‘Known to the church.’ The worshipper could be the child for whom application is made or one or both parents. The three categories are:

- ✠ **‘At the heart of the church’** You are a frequent worshipper. This means you worship at least twice a month. The worshipper could be one or both parents.
- ✠ **‘Attached to the church’** You are a regular but not frequent worshipper, a person who usually attends a monthly family or church service or who is regularly involved in a weekday church activity including an element of worship.
- ✠ **‘Known to the church’.** You are a person who is not a frequent but an occasional worshipper, you are someone who is known through a family connection, or one or more of whose family would be involved in some church activity, such as a uniformed or other church organisation.

6 ‘Churches Together in England’

Includes: Antiochian Orthodox Church, Baptist Union of Great Britain, Cherubim and Seraphim Council of Churches, Church of England, Church of God of Prophecy, Church of Scotland (in England), Congregational Federation, Coptic Orthodox Church, Council of African and Caribbean Churches UK, Council of Oriental Orthodox Christian Churches, Icthus Christian Fellowship, Independent Methodist Church, International Ministerial Council of Great Britain, Joint Council for Anglo-Caribbean Churches, Lutheran Council of Great Britain, Mar Thoma Church, Methodist Church, Moravian Church, New Testament Assembly, New Testament Church of God, Oecumenical Patriarchate, Redeemed Christian Church of God, Religious Society of Friends, Roman Catholic Church, Russian Orthodox Church, Salvation Army, Seventh Day Adventist Church (Observer), Transatlantic Pacific Alliance of Churches, United Reformed Church, Wesleyan Holiness Church.

Correct at 05-08-08, please check for up to date list at www.churches-together.net

7 ‘Waiting List’

When all available places have been allocated, schools will operate a waiting list. Parents who wish their child to be included on the waiting list must inform the school in writing. Any places that become available will be allocated by The Governing Body according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. In-year fair access will take priority over the waiting list. The waiting list will be reviewed and revised

- each time a child is added to, or removed from, the waiting list;
- when a child’s changed circumstances will affect their priority;
- at the end of each school year, when parents with a child on the waiting list will be contacted and asked if they wish to remain on the list for the following school year.

Parents may keep their child’s name on the waiting list of as many schools as they wish and for as long as they wish.

8 ‘Right of Appeal’

Parents whose children are refused admission to the school have a right of appeal by an independent appeals panel.

Parents will be notified in the refusal letter from the Local Authority of how an appeal can be lodged.

9 ‘In-Year Fair Access placements by the Local Authority’

The local authority must ensure that all pupils are placed in schools as quickly as possible. It may therefore sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with the provisions of any protocol approved by the Admission Forum, based on legislation and government guidance. If an admission through In-Year Fair Access raises the number on roll above the PAN, no further pupil will be admitted from the waiting list until a place becomes available within the PAN.

St Mark’s C of E Primary School was oversubscribed for September 2011.

School Organisation

In the present school year we have 580 pupils on roll, organised into 21 classes. Our Reception Unit is the equivalent of three classes with 3 teachers and 3 full time teaching assistants.

At the end of Key Stage Two in Year 6 children prepare to transfer to secondary education. Open evenings are held by all local secondary schools in the autumn term and parents need to complete a preference form by midnight on Monday 31st October 2011. Our designated secondary school is Brighton Hill Community College.

Behaviour

At St Mark's School all children and adults are expected to show high standards of behaviour in a positive Christian ethos. Our behaviour policy is available for parents and sets out our expectations of good behaviour, how we promote, encourage and sustain good behaviour and how we respond to unacceptable behaviour. No form of bullying is tolerated and is always investigated and monitored.

A whole school Code of Conduct has been developed by our children and this is used as a focus for encouraging good behaviour.

Breaks and lunchtime

Milk is provided free of charge until your child's fifth birthday. If you wish your child to continue to have milk for the remainder of Year R the cost is 18p per day, payable termly.

Children in Key Stage 2 may bring fresh or dried fruit or vegetables only for a snack during morning break. No crisps, biscuits or sweets please.

Children in Reception and Key Stage 1 do not bring a snack to school as they have daily fresh fruit or vegetables which is delivered to school through a government scheme. This is eaten during the morning.

Midday meals are cooked in our own kitchen and cost £2.00 per day. You may pay in advance for your child's dinners or you may send £2.00 each day you wish your child to have a cooked lunch. Packed lunches should be brought to school in a small container with a handle. As an increasing number of children have nut allergies, we ask that no nut-based products, including peanut butter, are included in any packed lunches. Children with packed lunches will bring all wrappings and uneaten food home in their lunchbox to enable you to monitor how much they are eating.

If you receive any of the following please contact the school office for a form to complete in order to receive free school meals:

Income support; Income-based Jobseekers Allowance; income related Employment Support Allowance; support under part VI of the Immigration and Asylum Act 1999; Child Tax Credit and have an annual taxable income of less than £16,190; guarantee element of State Pension Credit.

Attendance Policy

Rationale

At St Mark's Primary School we work closely with parents and carers to achieve and maintain high standards of attendance. The school strives to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure. This is exemplified in our school ethos, 'Journeying together in faith and love'.

Parents/carers have a duty in law (Education Act 1996) to ensure that children of statutory school age receive an appropriate education "by attendance at school or otherwise".

It is essential that every member of the school community make attendance at school a high priority. We must share our enthusiasm for education and communicate its importance to pupils and all members of the school community.

a. Absence / Lateness

- Parents must notify the school if a child is going to be absent or late.
- If a child is absent and a message has not been received, it may be necessary for office staff to telephone parents to enquire about the reason for the absence.
- When the child returns to school the parents should send a letter stating the reason for the absence.
- A child arriving after registration at 8.45am will be marked late.
- A child arriving after 9.00am will be marked absent. This absence will be recorded as unauthorised if no explanation is given.
- If a child has unexplained absences the parents will be contacted.

If a pupil is absent for a prolonged period or if there is a pattern of absence, contact will be made with the Education Welfare Service.

b. Medical and Dental Appointments

- If possible, routine appointments should be made outside of school hours.
- If an appointment is made during school time, an explanatory note should be sent to school at least a day before the appointment.
- Accompanying adults should sign children out and then back in again when attending appointments during the school day.

c. Family Bereavements

The death of a family member can be a particularly traumatic event in any young person's life. Schools have discretion to authorise absence to attend funerals or associated events and any request would be dealt with sympathetically.

d. Family Holidays

Wherever possible, parents should avoid taking children away during term time. The law states that parents do not have an automatic right to take their child out of school for holidays during term time. In exceptional circumstances, a request for a period of leave for up to 10 days in any year may be authorised. When deciding whether to allow term time leave, consideration will be given to:

- The child's age.
- The time and duration of the leave.
- The child's record of attendance.
- Previous term time leave.

Holidays for children in Year 2 and Year 6 will not be authorised from the beginning of the school year to the end of Key Stage assessments. There are times of year when a child may experience particular problems because of term time leave, such as:

- During the first year at a new school.
- At the beginning of each school term / year.
- Close to periods of tests in Year 2 and Year 6.

Applying for absence

All requests for absence for the purpose of a family holiday should be made in writing at least one month in advance, using the form available from the school office. The request will then be considered by the Governing Body and you will be notified of the decision within ten working days of receipt of the form.

e. Days of Religious Observance

Absence of a pupil for participation in a day set aside exclusively for religious observation by the religious body to which the parents belong is classified as authorised absence. Requests for absence for religious observance should be made in writing to the Head Teacher in advance.

Registration

Under regulation 3 of the Pupils' Registration Regulations 1956, all schools must keep an attendance register on which, at the beginning of each morning and afternoon session, pupils are marked present or absent. The 1991 Regulations also state that registers must state whether an absence is authorised or unauthorised.

The session times for St Mark's Primary School are:

Morning Session	KS1	8.45am - 12:00 noon
	KS2	8.45am – 12.15pm
Afternoon Session	KS1	1:00pm - 3:20pm
	KS2	1.15pm – 3.20pm

Monitoring Procedures.

The Head Teacher, SENCO, Governors and the Education Welfare Officer regularly monitor attendance at school and any irregular patterns of absence are investigated. Each year the school has to agree targets for absence with the Local Authority.

Education Welfare Service

Should there be a pattern of unauthorised absence from school or regular lateness, the school will contact the Education Welfare Service who will investigate the matter on behalf of the Local Education Authority.

Recording and Reporting Absence

Schools have to complete annual returns for the Department for Education and Employment to record the level and category of absence. Your child's annual report will also give details of the number of sessions of authorised and unauthorised absence during the school year.

How you can help your child

Please help your child by not keeping him/her away from school unless it is absolutely necessary. Sometimes family holidays can only take place during the school term but please be aware of the effect that this will have on your child. Teachers cannot provide work for children during this time as it is not possible to replicate the learning opportunities that are available within school. Holidays taken at the start of the school year in September can make it particularly difficult for your child to settle down in a new class. Preparation for National Curriculum assessments for Year 2 and Year 6 means that holidays cannot normally be authorised between January and May for these year groups.

End of Key Stage 1 assessments take place throughout the first half of the Summer Term. Year 6 children will be taking Key Stage 2 SATs 14th – 18th May 2012. Dates cannot be changed for individual children.

STAFF LIST 2011-2012

Teachers

Mrs Sally Jenkins	Headteacher
Mrs Claire Cooper	Deputy Headteacher
Mrs Philippa Brackenridge	Acting Key Stage 1 Leader
Mr Mark Halls	Acting Key Stage 2 Leader
Mr Guy Godmon	Teacher in charge Resourced Provision

Miss Nikki Hunt (Acting Year Leader)	R Penguins
Miss Rachel Day	R Parrots
Mrs Helen Grant (covering Mrs Nikki Ford's maternity leave)	R Puffins

Miss Donna Knights (Year Leader)	1K
Miss Amelia Pettitt	1P
Miss Charlotte Streeter	1S

Mrs Philippa Brackenridge (Year Leader)	2BR
Miss Ghislaine Burgess	2B
Mr Stuart Cameron	2C

Miss Kim Alger (Year Leader)	3A
Miss Laura Eaton	3E
Mrs Boo Withrington	3W

Mr Mark Halls (Year Leader)	4H
Mrs Jo Rosso	4R
Miss Emma-Louise Westcott	4W

Mrs Emma Barr (Year Leader)	5B
Mrs Sarah Gynn	5G
Mrs Sharon Happy	5H

Mrs Anna Orchard (Year Leader)	6O
Miss Chrissie Burgess	6B
Miss Jo Sibley	6S

Mrs Madeleine Prevett	Acting SENCO
Mrs Jacquie Marsh	PPA classes
Mrs Bridget Osborne	PPA classes
Mrs Sue Seaward	PPA classes
Mrs Louise Smith	PPA classes
Mrs Ann Stonehouse	PPA classes

Teaching Assistants

Mrs Julie Archibald	Yr R
Mrs Sue Hatton	Yr R
Mrs Jo O'Neill	Yr R
Mrs Jayne Parramore	Yr R
Ms Rachel Turner	Yr R
Mrs Amanda Williams	Yr R
Mrs Marilyn Freeman	Yr 1
Mrs Jenny Gatfield	Yr 1
Mrs Val Hygate	Yr 1
Mrs Kathryn Shaw	Yr 1
Mrs Tracy Dobell	Yr 2
Mrs Val Herbert	Yr 2

Mrs Karen Matkowski	Yr 2
Mrs Catherine Coxon	Yr 3
Mrs Laura Daniels	Yr 3
Mrs Nancy Weller-Evans	Yr 3
Mrs Carol Bambridge	Yr 4
Mrs Nicki Freeman	Yr 4
Mrs Karen Oram	Yr 5
Mrs Amanda Wright	Yr 5
Mrs Maria Jones	Yr 6
Mrs Chris Rowley	Yr 6

Mrs Maria Jones (covering Mrs Lauren Odger's maternity leave)	RP
Miss Emma Tonkin	RP
Mrs Dee Armitt	ELSA (Emotional Literacy Support Assistant)
Mrs Catherine Hill	Dyslexia Assistant
Mrs Chris Robinson	ICT Support Assistant
Ms Joanne Beattie	Library Assistant / Stockroom

Breakfast Club Assistants

Mrs Diedrae Barbour
Mrs Elaine Cox
Mrs Nicki Freeman

Lunchtime Supervisory Assistants

Mrs Marion Ross	Senior Supervisory Assistant
Mrs Natasha Bayat	
Mrs Diedrae Barbour	
Mrs Marie Caygill	
Mrs Tracy Dobell	
Mrs Annette Donnelly	
Mrs Natalie Greer	
Mrs Val Herbert	
Mrs Lallita Joshi	
Mrs Maria Jones	
Mrs Karen Matkowski	
Mrs Sandra Osagie	
Mrs Natasha Pond	
Mrs Tracey Parker	
Mrs Jay Patel	
Mrs Roslyn Shirlaw	
Mrs Leanne Steel	
Mrs Claire Warrington	
Mrs Nancy Weller-Evans	

Administrative Staff

Mrs Evelyn Jones	Administrative Officer
Mrs Victoria Fleming	Administrative Assistant
Mrs Sandra Sim	Administrative Assistant
Mrs Lara Small	Administrative Assistant
Mrs Tracy Dobell	Health & Safety

Site Manager

Mr Allan Carter

General Information

School Hours

8.30am	Arrival at school
8.45am	Start of the school day
10.30-10.45am	Morning break
12.00 - 1.00pm	KS1 Lunch time
12.15 - 1.15pm	KS2 Lunch time
2.15 - 2.30pm	Afternoon break - Reception and Key Stage 1 children only
3.20pm	End of the school day

The school gates are unlocked at 8.30am and children may then come directly into their own classroom. Parents may accompany younger children or, on occasion, may wish to speak briefly to the class teacher at this time. As children grow in confidence, coming into school on their own is a good way of encouraging independence and we hope that parents may feel able to say goodbye at the school gate.

There is no access to the rear of the school between 9.00am and 3.15pm, except for Reception parents when collecting children attending part-time. If your child arrives after 9.00am please bring him or her to the main entrance so that registration can take place.

If you are collecting your child during the school day, for example for a dental appointment or because of illness, please park in the school car park and come directly to the school office.

At the end of the school day we ask parents to wait on one of the main playgrounds. Please do not wait in the areas directly outside the classrooms as this can be very distracting for the children. It will help younger children if you try to wait in the same place each day.

There is no parking for parents in the school car park at the start and end of the school day. Please try to walk to school your children or, alternatively, park at the Community Centre and walk from there.

Collective Worship

Collective Worship is an important time within the school day. It provides an opportunity for members of the school community to gather together, to learn about and reflect upon the Christian beliefs and values which bind the school together.

Bicycles and scooters

Cycle and scooter racks are provided near the Woodbury Road entrance and Year 6 entrance for use by children in Key Stage 2. All cycles and scooters must be locked in the designated space. Children in Year 6 who have successfully completed Hampshire County Council's Cycle Training Course may cycle unaccompanied to and from school if parents wish them to. All other children riding to school must be accompanied by an adult. Please note that St Mark's School does not take responsibility for cycles and scooters parked at school.

Extended schools

We have a Breakfast Club from 8.00 – 8.30am each morning at a current charge of £2.00 per session. A healthy breakfast of cereal, toast and fruit juice is provided. After-school care is provided by various organisations. For further information please ask a member of the school office staff.

School Uniform

Our children enjoy wearing our uniform of jade green, grey and white and it helps to increase identity with, and pride in, our school. Our logo shows the symbol of St Mark, a lion. Skoolkit in Church Street, Basingstoke always have our main uniform items in stock and during the summer term we arrange times for uniform to be sold at school.

Daily Wear

Jade green sweatshirt }
Jade green sweat cardigan } all with school logo
White shirt, blouse or polo shirt - plain or with school logo
Grey or black trousers/shorts for boys. Straight grey or black trousers for girls (not fashion trousers)
Grey skirt/pinafore dress
Green striped or checked dress for summer
Strong sensible dark coloured shoes or sandals (no trainers or boots please)
Socks must be white, grey or black
Outside coat (with hood if possible)

PE

Navy or black shorts
White t-shirt
Black slip-on plimsolls for Yr R – Yr 2
Trainers for Yr 3 – Yr 6
Jogging bottoms and sweatshirt for outside in cold weather
Draw-string PE bag, blue with school logo (sold in the school office, £4.00 each)
NB Children will normally have bare feet for indoor PE.

IMPORTANT - Please make sure all items of clothing and other belongings are clearly **named**.

School Bags, Lunch Boxes and Water Bottles

Library books are taken home regularly and book bags, navy with the school logo, can be purchased from the school office for this purpose. We have two types, a backpack and a small book bag, which is suitable for the younger children.

We also sell water bottles and replacement tops.

Children bringing a packed lunch will need a small lunch box with a handle.

PLEASE

Space for bags is at a premium, so we ask that children bring no other bags to school. Pencil cases or toys from home are not needed.

Earrings, Make-Up and Nail Polish

No make-up or nail polish should be worn for school. We would prefer children **not** to wear earrings at school because of Health and Safety issues. If, however, you want your child to wear them, they must be one pair of studs only and must be removed by your child or covered with tape for PE. No other form of body piercing is allowed.

Jewellery and Watches

No jewellery should be worn for school. The wearing of any items of cultural or medical significance should first be discussed with the Headteacher. If a watch is worn at school it is the responsibility of your child.

Our Learning and Teaching Policy

Journeying together in Faith and Love

RATIONALE

We believe that at St. Mark's quality teaching allows learning to be a rewarding and enjoyable experience, enabling all children to learn effectively and make good progress. We want children to take pride in their achievements and have a desire to succeed.

AIMS

We aim to provide a high quality education that will enable children to :

- nurture a positive and enthusiastic attitude to learning, becoming life long learners
- develop and maintain an enquiring mind
- become responsible citizens upholding Christian values and RRR principles which foster tolerance, sensitivity and respect for the rights, views and property of others
- develop initiative, independence and self motivation in their learning.
- access high quality teaching and learning regardless of ability, gender, ethnic and cultural background

The purpose of this Learning and Teaching Policy is to ensure that all children learn effectively and make substantial progress in their learning.

<p>To enable pupils to</p> <ul style="list-style-type: none"> • develop positive attitudes • learn in a variety of ways • feel valued and secure 	<p>Teachers will</p> <ul style="list-style-type: none"> • care for and understand each child and their individual needs • use different learning styles • be an excellent role model
<p>To enable pupils to</p> <ul style="list-style-type: none"> • have access to a challenging, stimulating and high quality curriculum 	<p>Teachers will</p> <ul style="list-style-type: none"> • have an excellent understanding of the subjects and age ranges they teach • keep up to date with current initiatives
<p>To enable pupils to</p> <ul style="list-style-type: none"> • acquire knowledge, skills and understanding and be able to apply these to new situations • learn to work independently • work at challenging tasks that are appropriate to age, interest and ability 	<p>Teachers will</p> <ul style="list-style-type: none"> • have high expectations of all pupils and set high but achievable targets and challenges • plan effectively to provide a broad, balanced and creative curriculum which is relevant to all pupils • carry out rigorous monitoring and assessment
<p>To enable pupils to</p> <ul style="list-style-type: none"> • become increasingly responsible for their own learning • select and use a range of resources 	<p>Teachers will</p> <ul style="list-style-type: none"> • develop a well organised, structured environment which is stimulating and purposeful • use constructive and clear marking

<p>To enable pupils to</p> <ul style="list-style-type: none"> • learn by doing, listening, watching, communicating and reflecting • work in a variety of situations and groups 	<p>Teachers will</p> <ul style="list-style-type: none"> • employ a range of teaching methods and organisational strategies which match curriculum objectives
<p>To enable pupils to</p> <ul style="list-style-type: none"> • work in a calm, ordered and supportive environment • work co-operatively and collaboratively 	<p>Teachers will</p> <ul style="list-style-type: none"> • ensure children are aware of the principles of RRR • manage children with respect , achieving high standards of discipline • embed the RRR values throughout the curriculum •
<p>To enable pupils to</p> <ul style="list-style-type: none"> • work productively and at an effective pace • work creatively and make decisions concerning their work • have opportunities to solve problems and take measured risks 	<p>Teachers will</p> <ul style="list-style-type: none"> • use time and resources effectively • plan opportunities for extended and sustained thinking
<p>To enable pupils to</p> <ul style="list-style-type: none"> • have positive feedback on their work • learn to make realistic judgements about their own work and that of others in a constructive way • see achievements celebrated 	<p>Teachers will</p> <ul style="list-style-type: none"> • assess pupils' work thoroughly and constructively and use assessment to inform planning • encourage pupils to use self and peer assessment when appropriate • celebrate achievement

The Headteacher will support learning and teaching by

- providing opportunities for staff to observe one another's teaching and to share good practice
- undertaking classroom observations in order to further develop good practice
- being committed to the professional development of all staff, particularly where linked to performance management
- providing opportunities for parents to share and understand their children's learning

The Governors will support learning and teaching by

- having an understanding of specific areas of the curriculum
- having an involvement in policies, and being aware of programme of study, for curriculum subjects
- regularly visiting the school and classes to see the teaching and learning in action
- discussing learning and teaching with the staff
- receive reports from subject leaders and teams within the school
- talking to children about their learning
- setting statutory targets and reviewing with the headteacher and relevant staff

- being aware of the enrichment activities that are undertaken within the school and how these enhance the curriculum
- ensuring their work reflects the necessary focus on learning and teaching
- taking responsibility for their own development and training as governors

We will support parents in their understanding of the learning and teaching happening within our school by

- holding workshops for parents to explain the curriculum of that specific year group
- sending information home regularly, keeping parents up to date with what is being taught
- keeping parents informed via the newsletter and website
- reporting to parents in which we clearly explain the progress made by each child and indicate how their child can improve further
- having an open door policy
- explaining to parents how they can support their child with his/her homework

We would like parents to support the learning and teaching by

- attending parents' evenings, review meetings and other curriculum events where possible
- ensuring their child has the best attendance record possible
- ensuring their child is well rested and fit for school each morning
- informing the school of any problems or difficulties there may be at home which may affect their child
- promoting a positive attitude to school and to learning
- ensuring their child completes and returns homework on time and to an acceptable standard of presentation

All our policies can be seen in the school foyer.

Reception or Foundation Stage Curriculum

The Early Years Foundation Stage begins from birth and continues until the end of the first year at school. The curriculum for the Foundation Stage is carefully structured so that children have a range of rich and stimulating learning experiences through which they can grow and develop.

In order to plan effectively for young children, teachers separate their learning into six areas. These are

- personal, social and emotional development;
- communication, language and literacy;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development;
- creative development.

This helps staff to plan the learning environment, activities and experiences and ensures the curriculum is broad, balanced and appropriate for the age of the children.

At St Mark's School we liaise regularly with local pre-schools and nurseries to ensure the transition to school is as smooth and seamless as possible.

Our Reception Unit is based in purpose-built accommodation which provides a superb learning environment for children in their first year at school. There are places for 90 children who are taught by three full time teachers and three full time classroom assistants. They work together as a team to ensure the best possible start to school for the children.

Dandelions Pre-School

Dandelions Pre-school is a community run pre-school on our school site with strong links with St Mark's School, although there is no automatic transfer to the school for children who attend Dandelions.

Key Stage One and Two Curriculum

We aim to give every child access to a broad and balanced curriculum and the National Curriculum forms the basis for curriculum planning throughout the school. Priority is given to the core subjects of English, Maths, Science and ICT and, as a Church Aided School, Religious Education is an important area of learning. Knowledge, understanding and skills in the foundation subjects are also carefully developed.

A main theme is studied each term or half-term. Some subject areas will be integrated into the theme or topic, however others will be quite separate in content. Each term or half-term class teachers write to parents to tell you what your child will be learning and how you can help. Curriculum Evenings are held at the start of the Autumn Term for each year group to give parents more information about the content of the curriculum and teaching methods.

Core Subjects

English

English is a fundamental element of all subjects as it encompasses speaking, listening, reading and writing skills.

All children take part in a focused daily literacy lesson as well as additional time spent on reading, extended writing and other aspects of literacy.

Speaking and listening skills are developed through a range of activities from listening to stories, asking and answering questions and sharing news to making presentations and work collaboratively.

The teaching of reading is a priority throughout the school with a combination of word recognition and phonic methods being used as appropriate. Structured reading scheme books are used for group reading sessions. Home reading books are taken home for practice and to help build up each child's 'reading miles'. School library books also go home regularly and we ask parents to share books with their children as often as possible in order to reinforce the skills being learned at school.

Writing skills are developed through giving children a wide range of opportunities to write for a variety of purposes. Accuracy in spelling and punctuation become progressively more important, and structured teaching and regular practice help to give each child confidence and fluency. Cursive letter formation is taught from the Early Years to encourage the development of a cursive style once children can form letters proficiently.

Maths

We encourage the children to develop a positive attitude towards mathematics by providing them with a variety of practical activities, games and problem solving tasks that relate to their everyday experiences. Through a daily Maths lesson based on the National Numeracy Strategy, we encourage the children to develop the ability to recognise the size of a number and where it fits into the number system.

We teach the children to solve problems mentally and we equip them with the strategies needed to develop flexible methods of calculation. We also develop their ability to use mathematics as a means of communication and to think logically by equipping them with the skills, knowledge and understanding needed to succeed in number, space, shape and measures and data handling. We challenge our children to apply what they have learnt and think creatively by presenting them with investigative work and problems taken from real life situations.

Science

Science is the key to making sense of the world around us. The science curriculum is planned and resourced to enable children to experience a wide range of scientific investigations. These will help them to develop a scientific approach to learning and acquire the skills of observation, prediction, hypothesising, 'fair' testing, obtaining and recording evidence, interpreting results and forming conclusions.

Science is linked to many other areas of the curriculum and our school grounds present many opportunities for science teaching and learning.

Information and Communication Technology

ICT forms part of the core curriculum. It is used to facilitate and enhance all aspects of teaching and learning throughout our school. Specific ICT skills are also taught progressively to allow children to take full advantage of all existing and future technological developments. This includes computers, both desk-top and lap-tops, interactive whiteboards, digital presenters, CD Roms, colour printers, digital cameras and Roamers as well as video, sound and lighting equipment.

Religious Education

As a church school we value our close connections with the Church of England and the strengths of the Christian faith.

We believe that religious education is central to our children's spiritual, moral, social and cultural development and we have developed close connections with our local churches, St Mark's, Kempshott and Immanuel Church, Hatch Warren.

In our school, religious education is carefully planned to ensure that the children study the beliefs, values, teachings and expressions of the Christian faith and other major world religions, specifically Judaism, Hinduism and Islam. We encourage our children to explore and respond to human experience by helping them to reflect on and share their own experiences, feelings and ideas.

We hope to include all children in the study of RE although parents do have a statutory right to withdraw their children for all or parts of Religious Education and daily collective worship if they wish. Alternative provision would be discussed with the child's parents.

Foundation Subjects

History

History is introduced to children in Key Stage One by developing their understanding of yesterday, last week and last year. They are gradually able to understand what is meant by 'old' and 'long ago'. In Key Stage Two they are encouraged to develop a knowledge of the past, to become aware of change over time and to foster a growing awareness of the effect of the past upon the present day.

Geography

Geographical skills and knowledge are developed from the familiar, the child's home and school, to the local area and beyond, to other areas of the UK and different parts of the world. Skills such as map making are developed, geographical vocabulary is extended, and specific themes such as settlement and environmental change are studied.

Music

We are fortunate to have a Music and Drama room at St Mark's School. This is equipped with blackout blinds and stage lighting.

Music is taught throughout the school based on the National Curriculum and includes singing, percussion and musical appreciation. Children are encouraged to compose and record their own music in a variety of ways.

Children may have the opportunity to have tuition in guitar, violin, woodwind and brass instruments by peripatetic teachers from Hampshire Music Service at a subsidised cost of £88 for the year (or £33.00 per term).

Visiting musicians or music groups are organised to give all children a wide range of musical experiences.

PE

The children develop their bodily awareness and an appreciation of good health and physical fitness through a structured PE programme. Our well-equipped main hall, small hall, playgrounds and playing fields provide both indoor and outdoor opportunities to develop games and gymnastic skills. We encourage healthy, co-operative competition through team games and the development of individual skills with large and small apparatus.

Sporting opportunities include football, netball, rugby, hockey, tennis, athletics and cricket. Swimming is taught to children in Year 5.

Art

Children are encouraged to express themselves using a wide range of materials and equipment and so develop their artistic skills. Through artistic expression they develop the ability to record experiences, observations and imaginings and so gain a greater understanding of their world. Drawing, painting, sculpture, printing, textiles and collage are the main areas of work and children are taught progressively about colour, pattern, texture, line and form to develop their ability and confidence. They are also taught about great artists and learn to appreciate their work. A range of children's work is displayed in our Summer Art Exhibition.

Design and Technology

Design Technology is the creative application of knowledge, skills and understanding in order to design and make products. It is about trying to satisfy a human need in the real world. Throughout school, your children have the opportunity to safely use a range of tools and materials to plan, design, modify, make and evaluate products for specific purposes. This is achieved through the acquisition of skills and techniques, the development of safety procedures and the opportunity to examine and disassemble existing products. Children also use our purpose-built room for food technology.

PSHE Personal, Social and Health Education

PSHE is an important element which runs throughout the curriculum. Opportunities are planned for children to:

- develop self esteem, confidence and responsibility and to make the most of their abilities;
- play an active role as future citizens and members of society;
- develop a healthy lifestyle and keep themselves and others safe;
- develop effective and fulfilling relationships and learn to respect the differences between people.

Resourced Provision

A small suite of rooms provides an excellent learning area for up to seven children with behavioural, emotional and social difficulties.

The children live in various parts of north Hampshire and are brought to school by taxi. They spend some of their day working in the provision but as much time as possible is spent working with their year group peers in a mainstream classroom. Every child has an individual plan which enables them to develop and learn both academic and social skills according to their own needs. They are supported by a full time teacher and two full time learning support assistants.

We aim to:

- help the children to grow in self-esteem, to improve and manage their behaviour and to learn in a supportive and stimulating environment, thus providing a positive experience of primary education.
- integrate children into mainstream classes and the normal routines of daily school life, through providing small group and individual support and intervention.
- enable children to re-integrate fully and successfully into a mainstream school ideally within two years of placement.

Special Educational Needs

At St Mark's School we provide for children with a wide range of abilities. Children who need support with their learning are provided for through our Learning Support Policy which is in line with the Special Needs Code of Practice.

Special Educational Needs Policy

Definition of Special Educational Needs (SEN)

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if:

- they have a significantly greater difficulty in learning than the majority of children of the same age; or
- they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school

Special Educational provision means:

“For children of two or over, educational provisions which is additional to, or otherwise different to, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.”

Section 312, Education Act 1998 in Special Educational Needs Code of Practice p.6

Aims

Staff and governors of St. Mark's believe in providing every possible opportunity to develop the full potential of all children regardless of ability. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised. This will include links with Early Years' Settings;
- To plan an effective curriculum to meet the needs of children with SEN such as in our provision map and ensure that the targets set on Individual Education Plans are specific, measurable, achievable, realistic and time related;
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Individual Educational Plans;
- To work in close partnership with, and involve, parents/carers of children who have special education needs
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them; and
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special education needs.

Roles and Responsibilities

Governors

The Governors of St. Mark's Primary School ensure that:

- the SEN policy is in place in line with the requirements of the Code of Practice
- access to the policy is readily available to all staff including supply staff
- the SEN records are maintained by all staff and kept up to date
- the governing body will receive details regarding the success of the SEN policy and any changes
- necessary provision is made for any child who has special educational needs
- they have regard to the SEN Code of Practice (2001) when carrying out its duties towards children with special education needs

SENCo

Currently the Acting SENCO is Mrs Madeleine Prevett who is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- day to day operation of the SEN policy
- providing advice to staff supporting, liaising with them and where necessary the completion of Individual Educational Plans
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- monitoring the quality of teaching and standards of pupil achievement
- setting targets for improvement
- overseeing and maintaining specific resources for special educational needs
- developing and maintaining positive and constructive relationships with parents
- keeping up to date with new developments by attending courses and own research
- liaising with outside agencies
- contributing to and , where necessary, leading the continuing professional development of staff
- monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated governor
- co-ordinating the range of support available to children with special educational needs
- in conjunction with the class teacher, liaising with parents/carers of children with SEN

Class Teachers

All class teachers have a responsibility to ensure that the SEN policy is put into practice. These responsibilities include:

- identifying pupils who make little or no progress in spite of differentiated learning opportunities being provided
- working with the SENCo and parents in collecting and recording information about the pupil in determining the action to be taken
- planning and delivering appropriate IEPs
- recording on the IEP that which is different to or additional from the differentiated learning opportunities provided
- involving pupils at an appropriate level in planning for their own learning
- accepting and valuing the contribution of parents on their child's learning and identifying the best way of involving parents in working with the school

Arrangements for co-ordinating provision for children with SEN

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with SEN are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, times activities related to the needs identified. This may be delivered by the teacher, teaching assistant or SENCo and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

Admission Arrangements

Normal admission arrangements apply based on the agreed Hampshire policy. We strive to be a fully inclusive school where all children are treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

Resourced Provision for Children with Behavioural, Emotional and Social Difficulties

St. Mark's Primary School has provision for seven children with Behavioural, Emotional and Social Difficulties. The provision is an integral part of the school with the children taking an active role within school life.

Resources

Funding for pupils with SEN is received from:

- current LA allocation based on SEN funding
- Low incidence statements
- School budget.

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources and staffing costs.

Identification and Assessment Arrangements and Review Procedures

The school follows the guidance contained in the SEN Code of Practice (2002). This recommends a graduated response. The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Behavioural, Emotional and Social Development
- Sensory and/or physical

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in the school. However, where through careful identification and assessment the class teacher and/or parents determine that a child is not making adequate progress, the class teacher will consult the SENCo.

Early Intervention

After discussion with parents and class teacher, a Record of Concern is drawn up and short term targets set. The SENCo is given a copy of this. Progress is reviewed at least termly.

School Action

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- makes little or no progress even when teaching approaches are targeted to their particular needs
- shows signs of difficulty in developing skills in literacy or numeracy
- shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour policy used in school
- has physical or sensory problems and despite specialist equipment being provided still makes little or no progress
- has communication and/or interaction difficulties which lead to them making little or no progress

At school action, the class teacher will write an Individual Education Plan where SMART targets are set for the child. Copies of these will be sent to the parents/carers and the SENCo and reviewed at least termly. At this point, the child will be added to the SEN register.

An Individual Education Plan (IEP) will provide for:

- the child's strengths and weaknesses
- the date the IEP is written
- the names of staff and any outside agencies involved with the targets
- short term targets
- the teaching strategies
- what provision will be made
- how the plan will be monitored and reviewed
- how progress will be judged (success criteria)
- any outcomes after a review
- the signature and comment from both the child and parent

School Action Plus

If a pupil has not made sufficient progress the level of support may be increased to School Action Plus. At this level of provision outside agencies are involved and any undertake additional assessments or observations. Parents are always informed when outside agencies are involved and have the opportunity to discuss the outcomes of assessments. IEP targets continue to be reviewed at least termly.

Statutory Assessment

Where the child still makes little or no progress in the areas targeted it may be necessary to approach the LA to request a statutory assessment. This may or may not result in the LA issuing a statement of special educational need. Where there is a statement, an annual review will be held to which parents/carers, child, outside agencies, SENCo and other staff as appropriate invited.

Parental Involvement

Parents will:

- have access to the school's SEN policy and will be provided with information about their child's entitlement within the SEN framework
- be informed where there is a concern about their child's needs and be encouraged to contribute to the assessment of those needs
- be fully involved in decision making, developing IEPs and setting targets
- be supported in understanding the roles of other professionals
- be invited to review the progress of their child
- be informed about the Parent Partnership Service when their child's needs are first met

Links and Outside Agencies

Close links are maintained with the LA support services to ensure that the school continues to make appropriate provision for those children with SEN. As well as the LA the following outside agencies are used when needed:

- Educational Psychologist
- Outreach support teachers
- Behaviour Support Team
- Parent Partnership
- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Health visitor
- Clinical Paediatrician
- Child and Family Services including ADHD clinic
- Child and Adolescent Mental Health Service
- Social Services
- Educational Welfare services
- Other voluntary agencies

Links with other schools and settings

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to Early Years' settings. Children are invited to visit St. Mark's Primary School in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCo and class buddy.

Liaison from Year 6 to Year 7 ensures a smooth transition. Meetings are held with the secondary school's SENCo to share information that will help the transition. For those children who are not statemented but might need more support or awareness when joining secondary school, Inclusion Partnership Agreement meetings will be held.

Criteria for evaluating the success of the SEN policy

- The school has identified and assessed children promptly with SEN through formal screening processes and formal/informal assessment
- The school has enabled children with SEN to work alongside other children within their classroom by providing differentiated tasks as appropriate

- The school has successfully sought access to appropriate support services and agencies
- The school regularly informs parents of their child's progress and encourages them to give home support as appropriate
- The school involves children in the development of learning targets within their own IEP
- Outside agencies, where appropriate, have their comments and recommendations recorded on the IEP and are involved in their development
- The school monitors and records the progress of children with SEN through IEPs, school tracking, value added data and test results
- The school monitors provision for children with SEN through classroom observation, analysis of planning, pupil voice, work scrutinies, teaching assistant records and class SEN files and that the learning objectives in IEPs are identified and reflected in planning
- A named governor is identified as having particular interest and involvement in Special Educational Needs. He/She makes planned visits to the school and meet termly with the SENCo to gain an informed view to enable governors to monitor and evaluate the SEN provision
- Any evaluations through inspection by HIAS or OFSTED are actioned

Pupils with disabilities

St Mark's School is single storey and has ramps to enable access to different levels throughout the school. Prior to admission, staff discuss the needs of children with disabilities with parents and carers and appropriate outside agencies to ensure equality of opportunity for all children.

Partnership with parents

If children are experiencing difficulties in learning, class teachers will discuss their problems either informally or at a Parent/Teacher Consultation evening. Parents may be invited to contribute with home support and will be kept regularly informed of progress and new targets.

A support group for parents of children with special needs meets regularly for both informal discussions and more formal presentations.

Resource Allocation

Resources for SEN are allocated through the Hampshire SEN Audit Procedures and the school budget according to the level of need.

Gifted & Talented children

Children who are very able in particular areas of the curriculum are identified through our 'Gifted & Talented Policy'. A wide variety of different strategies are used to ensure that all children are challenged and extended to enable them to fulfil their potential whilst ensuring appropriate social and emotional development.

Pastoral care

The care and safety of children is of paramount importance to all at St Mark's School.

Illness

If a child becomes unwell during the day and is unable to work at school, you will be contacted and asked to take him/her home. If your child is unwell please keep him/her at home, telephone by 9.00am to let us know and send a written note to the teacher within two days of your child's return to school.

Accidents

Accidents do sometimes happen and we have first aiders on the staff who can attend to minor injuries. If further treatment is required we contact parents/carers as soon as possible.

Please ensure your emergency contact telephone numbers are kept up-to-date.

Medicines in school

Our policy for the administration of medicine at school has been produced to ensure safety and clarity of responsibility, and is in accordance with Hampshire County Council guidelines.

These notes are to advise parents and carers of our procedures and we ask that, for the safety and welfare of your children, you follow our systems.

Non-prescribed medicines

Please do not send non-prescribed medicines eg cough mixture to school, or expect staff to administer them. However, if you feel it essential for your child to have cough sweets during the school day, a written request should be sent to the class teacher. Please note, no sweets are allowed to be eaten in the playground.

Prescribed medicines

Some children with long-term medical problems may need regular or occasional prescribed medicine. Parents/carers will be asked to complete a form giving details of the medication. If possible, children will be encouraged to take responsibility for self-administration.

Occasional prescribed medicines

Children taking a course of antibiotics are often able to return to school but are still completing their medication. Please try to plan this so that none needs to be taken during the school day. For example medicines to be taken three times a day can be administered in the morning, **after** school and at bedtime. If it is really necessary to take medicine during the school day we ask you to come into school to give it to your child. School staff can only administer medicine if there is no practical alternative, in which case the medicine must be clearly named and a consent form completed with full written instructions. Our staff will endeavour to carry out these instructions but the responsibility for the administration of medicines lies with you, the parent or carer.

Children with asthma

If your child has asthma and has an inhaler for regular or occasional use he/she may look after and carry it if the school and parents feel that he/she is capable and responsible. Alternatively, it may be kept centrally. Each case will be considered individually and a form giving details of treatment must be completed.

Emergency medication

Some children have conditions which may need immediate attention, eg acute allergy to nuts. In such cases a care plan is drawn up and staff are trained by the School Health Service.

Day or residential visits

Details of any current medication are requested on consent forms for long distance day or residential visits and will be administered appropriately.

School Health Service

Routine medical checks are carried out by the school nurse, including hearing and vision. Some children may be referred to the school doctor. Other health professionals who may be contacted for advice include occupational therapists, physiotherapists and speech and language therapists.

Personal, Social and Health Education

Careful attention is given to Personal Social and Health Education throughout the school. Aspects of children's safety, health and personal development are studied as part of the curriculum and there is liaison between the school and outside bodies such as the Police and Health Authority. Sex education forms part of the Health Education element of the Science National Curriculum and staff will answer children's questions honestly and sensitively according to the child's age and understanding.

Support for Looked After Children

St Mark's School follows County and National Guidelines for our Child Protection Policy and Procedures regarding looked after children.

Child Protection

St Mark's School follows County and National Guidelines for our Child Protection Policy and Procedures. The Headteacher is the Child Protection Liaison Officer for the school and, in order to promote the well being of all the children in the school, there may be occasions when concerns about a child are referred to the Social Services Department.

Equal Opportunities

Equality of opportunity is the entitlement of all pupils, staff, parents and others associated with the school. The staff aim to ensure that every child, whatever his/her cultural, religious or family background is able to fulfil his/her potential, whilst respecting the varieties of home, religious and cultural beliefs. Equally, the staff aim to ensure that every child, whatever their disability, is able to fulfil his/her potential.

Charging for School Activities

The school operates a policy of inviting parents to make voluntary contributions towards the cost of some activities within the school day such as educational visits.

Complaints procedure

- If you have any concerns about the school, please feel you can tell us about it. We are continually striving to improve our school and your input is invaluable. Please be assured that, whatever your concern, it will in no way affect how your child is treated in school. We would be grateful if you could share any concerns with the school as soon as possible after an incident has occurred. It can be very difficult to investigate thoroughly if a significant amount of time has passed.

- Most concerns can be addressed by the class teacher, who may be able to resolve the issue immediately. If not, he or she will investigate and arrange a time to discuss the findings with you.

If you feel this is not appropriate, you should contact the Headteacher. It is usually best to make an appointment and discuss the matter face to face.

- If you are still not satisfied you may wish to contact the Headteacher in writing. The Headteacher will acknowledge your complaint, investigate thoroughly and arrange a meeting with you to resolve the issue.

If your complaint is about the Headteacher you should contact the Chair of Governors.

- If you are still unhappy with the school's response you may contact the Chair of Governors. At this stage you may wish to see the school's Complaints Policy which explains in detail the process that will occur from this point.

Parental involvement

At St Mark's School we view education as a partnership between home and school and we expect parents to be fully involved in the education of their child.

Home-School Agreement

A Home-School Agreement helps to clarify the responsibilities of both parents and carers, and the school. We send two copies of our Home-School Agreement to our Reception classes and Year 3 classes. We ask that the parent, and in the case of Year 3 the child also, to sign each copy and to keep one and send one back to school.

Parent/Teacher Consultations

Parents are invited to school in the Autumn and Spring terms for Parent/Teacher Consultations to discuss the progress of their child. In the Summer term parents receive a written Report of Achievement. Class teachers will also be willing to meet parents to discuss any concerns at a pre-arranged and mutually convenient time.

Curriculum Evenings

We hold meetings for parents and carers to give information about the curriculum and teaching methods. Year Group Curriculum Evenings are led by the year group teachers early in the Autumn Term. Other recent meetings have been about reading at home, phonics and numeracy. Our aim is to give you knowledge and understanding so that you can help and support your child.

Homework

We encourage parents and carers to become involved in school activities by supporting children in their learning at home. Teachers will set regular homework for their class. It is important that children in all year groups should be heard to read regularly at home.

Helping in School

We welcome many parents into our classrooms to help with a variety of activities such as sharing books, language and number games, art and craft work and cooking. Parents also help with the maintenance and organisation of the library and help with the supervision of children on school visits. Helping mums and dads enable many extra activities to take place and enrich the experiences we offer our children. Our policy is that parents do not help in their child's class.

Community Cohesion

We are constantly striving to work with our local community as well as helping children to understand national and world issues. Our Community Cohesion board shows lots of activities that we have been undertaking.

The 'Friends of St Mark's School'

The 'Friends of St Mark's School' was formed early in the life of the school. All parents are automatically members and a thriving committee organises social events for children and adults and fund-raising events for additional resources.

Chair: Mrs Sarah Western
Secretary: Mrs Belinda Hunter
Treasurer: Mr Stephen Baker

Term Dates 2011/2012

Autumn Term

Monday 5th September – Friday 16th December 2011

Half Term Holiday

Monday 24th October – Friday 28th October

Spring Term

Tuesday 3rd January – Friday 30th March 2012

Half Term Holiday

Monday 13th February – Friday 17th February

Summer Term

Monday 16th April – Monday 23rd July 2012

Half Term Holiday

Monday 4th June – Friday 8th June

School will be closed for 5 professional days:

Monday 5th September 2011

Thursday 26th January 2012

Friday 27th January 2012

Monday 11th June 2012

Monday 23rd July 2012

Please note school is closed at 2.00pm on the last day of each term.

Term Dates 2012-13

Autumn Term

Monday 3rd September – Friday 21st December 2012

Half Term Holiday

Monday 29th October – Friday 2nd November

Spring Term

Monday 7th January – Friday 28th March 2013

Half Term Holiday

Monday 18th February – Friday 22nd February

Summer Term

Monday 15th April – Tuesday 23rd July 2013

Half Term Holiday

Monday 27th May – Friday 31st May

School will be closed for 5 professional days.

Please note school is closed at 2.00pm on the last day of each term.

Privacy Notice, addressed to pupils at school as required by Data Protection Act 1998

We St Mark's CE Aided Primary School are the Data Controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school, Hampshire County Council. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care; and
- Assess how well our school is doing.

This information includes your contact details, national curriculum assessment results, attendance information¹ and personal characteristics such as your ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to. We follow the Hampshire Children's Trust policy on Information Sharing & Confidentiality which can be viewed at http://www3.hants.gov.uk/information_sharing_policy_2009_-_trust_version.pdf

We are required by law to pass some of your information to the Local Authority and the Department for Education (DfE).

We also have local arrangements in place where the school may exchange information with the school nurse; the Friends of St Mark's; the extended school provider.

If you want to see a copy of the information we hold and share about you then please contact Mrs Evelyn Jones, Admin Officer.

If you require more information about how the Local Authority and/or DfE store and use your information, then please go to the following websites:

For Hampshire County Council

<http://www3.hants.gov.uk/education/schools/schoolsdataprotection/fairprocessing.htm>

and for the DfE

What DfE does with pupils' and children's data

<http://www.teachernet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata/>

Who DfE passes pupil data to

<http://www.teachernet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata/thirdpartyorgs/>

If you are unable to access these websites, please contact the LA or DfE as follows:

Barbara Sorkin
Data Protection & Quality Adviser
Children's Services
Elizabeth II Court (East)
The Castle
WINCHESTER
SO23 8UQ
Website: <http://www3.hants.gov.uk/learning>
email: Barbara.Sorkin@Hants.gov.uk
Telephone: 01962 845554

Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Website: www.education.gov.uk
email: info@education.gsi.gov.uk
Telephone: 0870 000 2288

¹ Attendance is not collected for pupils under 5 at Early Years Settings or Maintained Schools

End of Key Stage Tests and Tasks 2011

Key Stage 1

This table shows a summary of the National Curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 1, as a percentage of those eligible for assessment. The number of eligible children is: 72. Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Whole School	1	3	79				17	0	0
	National	2	11	66				21	0	0
Reading	Whole School	1	11		6	29	31	22	0	0
	National	3	12		12	23	24	26	0	0
Writing	Whole School	1	8		13	38	29	11	0	0
	National	4	15		21	28	20	12	0	0
Mathematics	Whole School	1	4		8	24	32	31	0	0
	National	2	9		16	26	26	20	0	0
Science	Whole School	1	0	75				24	0	0
	National	2	9	68				21	0	0

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

Results for Speaking and Listening and Science re based on teacher assessment only.

Key Stage 2

These tables show a summary of the National Curriculum results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 2, as a percentage of those eligible for assessment. The number of eligible children is: 70. Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2010 and NATIONAL 2009										
Percentage at each level										
		W	1	2	3	4	5	6	Pupils disapplied	Pupils absent
English	School	0	0	1	7	54	37	0	0	0
	National	1	1	3	14	49	32	0	0	0
Mathematics	School	0	0	3	4	43	50	0	0	0
	National	0	1	3	14	46	35	0	0	0
Science	School	0	0	0	9	49	43	0	0	0
	National	1	0	2	12	49	36	0	0	0

TEST RESULTS 2010 and NATIONAL 2009							
Percentage at each level							
		Below level 3*	3	4	5	Pupils not entered [#]	Pupils absent
English	School	1	4	53	41	0	0
	National	6	13	48	33	0	1
Reading	School	3	3	39	56	0	0
	National	8	8	33	51	0	1
Writing	School	1	10	59	30	0	0
	National	5	23	50	21	0	1
Mathematics	School	4	10	37	49	0	0
	National	5	14	46	35	0	1

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied.