



**Crowmarsh Gifford
C.E. Primary School**
"Let Your Light Shine"

Prospectus 2022-2023

Crowmarsh

The first years of schooling are among the most important of your child's life, for it is during these formative years your child gains the skills and the confidence to allow them to achieve success in later life.

We aim to serve the community by providing education of the highest quality within the context of Christian belief. Through our five core values of Courage, Resilience, Integrity, Courage and Kindness, which underpin all that we do, we encourage an understanding of the meaning and significance of faith. We recognise and celebrate the diversity of individuals to allow every pupil to achieve their full potential and provide a happy, caring, secure and supportive atmosphere in which everyone is valued and able to achieve. This is why our school motto is so apt: "Let your light shine..." teaches us all to celebrate what makes us unique and to always shine our lights bright.



School Ethos

We encourage and value close links with parents and carers who are at all times most welcome to come and take an interest and help in the school. We truly believe that the partnership we build with our stakeholders, parents, grandparents, church, other schools, community and even further afield, help to enrich all that our school has to offer its pupils.

We believe:

- Learning is an exciting journey, and we should seek knowledge always!
- That with a growth mindset, we can all achieve above and beyond anyone's expectations.
- That we are all different and that is what makes us unique and exceptional.
- Cultural and religious diversity should be celebrated, and we should always take a keen interest in the world around us.
- That modelling our five core values and having impeccable manners will help us stand out from the rest.
- That we learn best from our mistakes and that being a 'purple learner' helps us build resilience, or what we often refer to as 'bounce-back-ability', tenacity, perseverance, and grit.
- That stepping out of our comfort zone often brings incredible opportunities and experiences!

The school governors, most of whom know the school as parents, share responsibility for the school, provide links with parents and the local community, and support the staff and pupils. We are very proud of the achievements of the school and its pupils. This prospectus is just an introduction.



Welcome

We are fortunate to have a school in exceptional surroundings in which pupils are able to develop and grow. We are located within an extensive green field site, which provides large all weather surface playgrounds, a spacious playing field, wildlife area and garden.

“At Crowmarsh Primary School we are committed to excellence within a happy, caring and supportive community of learners where all are welcomed and valued.”

Admissions

Children from Crowmarsh Gifford, North Stoke and Little Stoke are within the catchment area and are entitled to a place at the school, provided there is space available. Children living outside the catchment may apply and may be offered a place if there is space. The school follows the Oxfordshire County Council admissions process, which can be found on their website: www.oxfordshire.gov.uk

“Our excellent facilities provide many opportunities for learning both in and out of doors.”

Crowmarsh Pre-School

Crowmarsh Pre-School is now part of Crowmarsh School and is open to all children aged 2½ years to 5. Sessions are held from 9.00am to 3.00pm every weekday. Please contact Mrs Annie Goss on 07951 599623 or 01491 526115 to find out more or to arrange a visit and see for yourself how Crowmarsh Pre-School can help your child make the best possible start in education.

School Hours of Opening

Morning Session 08.30 – 12.00

Morning break 10.15– 10.30

Lunchtime 12.00 – 13.00

Afternoon Session 13.00 – 15.00 (Reception and Preschool)

13.00 – 15.10 (KS1)

13.00 – 15.15 (KS2)

(KS1 also have an afternoon break of up to 15mins)

Our Curriculum

Our overall aim at Crowmarsh School is for children to enjoy their learning journey. We put children at the centre of everything we do, ensuring they understand learning as an active process in which theirs is a central role. We teach them how to become effective learners by helping them to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring, and evaluating. They begin by learning how to be 'Purple Learners' and as they progress through year groups this becomes a strong work ethic that has far-reaching impact on secondary school life and beyond.

Children at Crowmarsh are increasingly able to 'talk meaningfully' about their learning, showing a deep understanding of what they must do to improve, how they are going to do it and why. They are not afraid to challenge themselves and they understand that mistakes are learning opportunities.

Our metacognitive approach is evident in all areas of the curriculum which is designed to build progressively on the children's prior learning within and across year groups. At Crowmarsh, all children develop a deep knowledge and rich vocabulary in preparation for their future learning.

Assessment and Reporting

All staff are responsible for assessing the progress of their pupils. Children are assessed on a daily basis, which informs future planning and specific work tailored to ensure that all children make progress.

Pupils are encouraged to self and peer-assess using their 'next step' targets. The objectives for each lesson are clearly explained to pupils. After each lesson these are re-visited and the pupils assess their progress. As we know from our extensive research verbal feedback has the most impact and is therefore our preferred method across the school. This ensures that progress is made at every step.

Our assessment system ensures that all children's gaps are filled and that they are continually making progress. This assessment allows learning to be tailored for every child. Parents wishing to discuss their child's progress are welcome to make an appointment with the teacher. Teachers also hold parent consultation evenings twice a year, in the autumn and spring terms, with a further optional meeting in July. In the summer term, parents receive a report which informs them of their child's progress and achievements for the year. There is an opportunity to discuss this with the child's class teacher if desired.

We hold curriculum talks at the start of the year giving parents the opportunity to hear about what their children will be learning and how they can help at home. Further curriculum information and learning updates are provided on class Seesaw pages, and on the school website. We also hold open afternoons once a small term for children to 'show-off' their books and classrooms.

Early Years

We aim to create a caring, safe environment where children feel secure and develop a strong sense of identity, creating a sound foundation for their future and personal development.

Children receive a balance of practical, language enriched activities combined with the development of essential skills in line with the statutory Early Years Foundation Stage Framework. Our Pre-school and Reception teams work closely together to plan these learning opportunities and to ensure a smooth transition for pupils.

Our pupils in Reception class benefit from a teacher who is one of the Lead EYFS teachers for Oxfordshire, and who leads the Early Years team across the school. She and our preschool manager are both supported by experienced teaching assistants. All are key workers for different children in the classroom, ensuring the best support for all.

When they start in Reception class, pupils have a staggered start over a two week period, meaning that they don't come in for full days initially. This will be explained during your 'settling in' sessions.

English

We recognise a child's ability to understand and communicate is an important step to success. Pupils are taught to read and write using a variety of techniques and, as they become more confident and competent, their choice of contexts is broadened. English lessons take place every day. We believe in giving children a range of opportunities for developing their 'talk', through discussions, debates and drama. As a reading community we are developing a real focus on reading pleasure, helping children enjoy reading, which in turn will lead to better outcomes for all. We promote the love of books and encourage children to share stories with their peers and other adults.

Our school follows the All Aboard Phonics programme which teaches children the phonetic code and skills they need to become readers. Daily phonics sessions are taught in Reception and KS1, with phonics teaching continuing into KS2 as needed. Decodable books, in line with the phonics scheme, are sent home with children each week so that they can practise the sounds that they have been learning in class. Children are also provided with other books to provide depth, challenge and enjoyment.

Our approach to writing is based on Talk for Writing by Pie Corbett, whose progression of writing skills we follow throughout KS1 and KS2. We provide opportunities for children to write for a wide variety of audiences and purposes and encourage them to make links between their reading and their writing. Our aim is for them to 'Think like authors' and to understand the whole process of writing from magpieing ideas to editing and refining their work.

Mathematics

Maths is a skill we use on a daily basis and is an essential part of everyday life that helps us to understand and change the world, and solve the problems of tomorrow. We want all pupils to develop a curiosity and enthusiasm for maths that will stay with them throughout their lives.

At Crowmarsh, we take a mastery approach to the teaching and learning of mathematics, which builds progressively within and across year groups. We ensure that we deliver a maths curriculum that is both challenging and enjoyable. Our aim is to develop a positive culture of deep understanding in maths that produces strong, secure learning. We want our children to think like mathematicians and be confident to take risks. Through our growth mind-set ethos, children understand that their efforts are valued. They are not afraid to make mistakes, and use them as learning opportunities.

We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Children are given opportunities to develop their oracy skills through verbal reasoning, explanation of answers and challenging one another. We intend for our pupils to be able to apply their mathematical knowledge to science, design technology and other subjects, by planning cross-curricular opportunities for them to develop their maths skills.

We support children with their resilience in maths and encourage children to try to work through problems logically. To do this, we use concrete resources and pictorial representations where appropriate, to enable children to fully understand the key concepts and principles.

By the time children leave Crowmarsh, they will be inquisitive, passionate mathematicians, who feel they have the skills and knowledge to tackle real life mathematical problems and attempt more sophisticated problems at KS3 and beyond.

Science

We teach science as a practical subject, providing the children with a rich investigative environment. We encourage children to think like scientists by asking questions, observing, thinking, predicting, investigating and then interpreting their findings. Discussion and critical evaluation of their findings is expected. Communicating these findings to the rest of the class and the school is encouraged.

The curriculum is covered through different science topics, ensuring that the children are involved in activities that explore the nature of science in addition to engaging their interest.

History

At Crowmarsh, we aim to inspire children's curiosity about the past and what it means to be a historian. Through planned topics, children are encouraged to 'think like historians' and are given opportunities to build a chronologically secure understanding of British history, as well as that of the wider world. Our history curriculum aims to equip pupils to ask questions, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. Alongside historical knowledge, there is a strong emphasis on developing specific history skills, particularly: understanding of chronology; interpretations of evidence; changes within a time and across time periods; cause and consequence. Using our local resources, we also help children to discover and investigate the history of Wallingford and other nearby areas.

Geography

Pupils are encouraged to 'think like geographers' while covering the following areas of study:

- Geographical skills
- Knowledge and understanding of places
- Physical geography
- Human geography.

Our local environment is an invaluable source for work in geography. The children compare their own locality with another in Britain and one in the developing world. We describe how our activities impact on the environment and what we can do to protect our future.

Foreign Languages

As the quote goes, "One language sets you in a corridor for life. Two languages open every door along the way." We believe that learning another language is hugely beneficial to our pupils. Ms. Dark teaches fun and exciting French lessons on a weekly basis to all of our KS2 pupils. We also have a French club that runs throughout the week after school.

Art and Music

Children are encouraged to develop their creative skills. They use water colours, charcoal, powder colour, crayon, pen and ink to develop their ideas. Their experiences include woodwork, clay modelling, sculpture and printing.

There are considerable opportunities to develop creative and artistic talents through movement, music, dance and drama. A variety of vocal and instrumental music is experienced. Every child enjoys music lessons and singing opportunities are further enriched by children's contributions to school assemblies and concerts. On offer is a wide range of musical instrument tuition.

We buy into the Oxfordshire County Council Music Service which allows our Year 3 children to learn the violin, and our year 5 to learn the clarinet for the entire year at no cost to the parents. Our aim is that by the time our children leave in Year 6 they will have experienced learning to play an instrument and to learning to read music.

We are very keen to promote the arts in school and have annual arts weeks, focusing on music, drama, art and other cultures. Our choir is run by Miss Zimmerman, our EYFS lead, who also runs weekly singing assemblies. Throughout the year we hold events such as Christmas performances and Music & Poetry evenings to showcase the arts.

Design Technology

Children are provided with a range of practical, engaging and topic-related projects through which they learn about the design process and practise the following skills:

- Developing, planning, and communicating ideas
- Working with tools, equipment, materials, and components to make quality products
- Evaluating their processes and their products
- Developing knowledge and understanding of the materials and components which they use.

Physical Education

At Crowmarsh, we believe that physical education is a vital contributor to a pupil's physical and emotional health, development and well-being. Physical education provides the pupils with opportunities for increasing self-confidence through a variety of sporting activities. All pupils participate in up to two hours a week of physical activity. This can be further topped up by a range of our after school sports clubs.

Sports include football, rugby, basketball, and netball in the autumn and spring, cricket and athletics in the summer. We also participate in inter-schools matches and tournaments. Other activities include gymnastics, dance and swimming.

Pupils in KS2 have the opportunity to have swimming lessons which are currently held at the Oratory School.

Religious Education

The Education Reform Act of 1988 requires that Religious Education is taught to all pupils. It must be, in the main, Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. Although we are a Church of England school we feel that it is important that children learn about other religions, within a global community. While the main emphasis is on Christianity, we also study the religions of Judaism, Islam and Hinduism.

Religious knowledge is an integral part of school life. As a Church of England school we aim to provide a broad and balanced RE curriculum and our intention is not to instruct or nurture children in a particular faith, but rather to educate them in such a way that they are able to make their own decisions. Often RE sessions begin with a 'big question' which gets children debating and discussing the wider issues of religion.

All children attend daily collective worship based around our core values, but you have the right to withdraw your child from religious worship or instruction if you so wish. If pupils are to be withdrawn from collective worship, they are supervised in class by a member of staff. Local vicars and pastors regularly take our morning worship sessions. We visit our church termly and for the major Church festivals such as Harvest, Christmas and Easter. Parents and the local community are always welcome to join us at these services.

Computing

We are equipped with a class set of laptops which allow children to use ICT for a range of purposes. Every classroom also has the use of an iPad. In addition, all classrooms have one additional laptop computer, and every classroom has an interactive whiteboard. ICT is integral in the planning and production of lessons

Our school follow the Kapow computing curriculum. Core to our ICT curriculum is e-safety, with all classes completing units of work on this each year, and sessions for parents taking place at least once a year regarding how to keep children safe online.

Special Educational Needs

We aim to make school life a positive and enjoyable experience by providing an atmosphere of security and trust within a sensitive and caring community. The progress of all children is assessed continuously by each class teacher. When a child is identified as having special needs, parents are informed immediately, and we work together to create a plan of action and support.

According to the child's need, support will be given following the current Code of Practice, and is overseen by our Special Needs Co-ordinator, Mrs Katie Lucas and our SNA, Mrs

Joanne Allott, who comes in once a term. We are also fortunate to have the support of our school counsellor, Mrs Jackie Robertson. We may call upon a variety of specialised services to assist in the achievement of pupil targets. These include the services of speech therapist, adviser for the hearing impaired, adviser for the visually impaired, educational psychologist, occupational therapist, physiotherapist and education social worker.

Parents will be informed if a child's progress is causing concern. Where parents have concerns of their own about their child's progress at school, we strongly urge them to contact the child's teacher.



Disability Access Statement

Crowmarsh Gifford Primary School is committed to social inclusion and equality of opportunity throughout both its site and curriculum with the objective of delivering the highest quality education to each pupil. Our identified access (for all) contact is our Headteacher.

Staff are encouraged to participate in professional development training and apply this knowledge whilst teaching. The school has a SEND policy which can be found on our website.

Crowmarsh offers a flat site set in a semi-rural location, which assists physical access to the site. Most entrances/exits have a ramp and the main entrance offers a ramp and wide door entry via an intercom/bell. The site lends itself to effective modification as the school is on one level.

Internally the site offers a central hall used for collective worship and lunches. If a pupil with particular physical needs attends the school a system of site management would allocate the most appropriate classroom and locate peers alongside.

There are two accessible unisex toilet provisions in the site, one amid staff and another within general pupil toilet provisions.

Policies, procedures and practices are reviewed in line with best practice under Disability Discrimination legislation. Resources such as task lighting, magnification and other simple aids to inclusion can be made available on request.

This information can also be made in alternative formats and languages on request. Please call 01491 836785. Please provide details of your requirements in advance. Further information is available for parents and carers of disabled children and children with disabled needs from Oxfordshire Children's Information service. Tel 08452 262636. Email: enquiries@oxoncis.org.uk. Please also see our website for several links and further information regarding our provision.



Extra-Curricular Activities Clubs and Activities

We have a range of extra-curricular activities, based largely on sports and games, music and languages. A breakfast and after-school club is provided by school staff which offers care from 7:30 until the start of school and from 3:00pm until 5:30pm. More information can be found on our website.

We organise residential visits for the pupils in Years 5 and 6. We also plan a number of day visits for the different classes and invite visitors into school to provide workshops in a variety of curricular areas. Every class will have the opportunity to go on an educational visit at least three times a year to support their learning.



Community activities

We are an active part of Crowmarsh Gifford community and enjoy and partake in the wider community of Wallingford through various events and activities.

Absences from School

If your child is absent due to illness, we expect parents to call by 9.00am every day of their absence. For medical appointments, please complete an absence form, available from the school office, or send in a note in advance.

Medicines

Children should not normally be given medicine in school. If a child needs medicine, then it is likely that he/she should be at home.

If you bring medicine for your child to take during the day, please come to the office and complete a medical form. It is preferable for parents to come into school at the appropriate time to administer the medicine themselves. In most circumstances, class teachers do not administer medicine to their pupils and, on no account, must the pupils administer medicine to themselves.

If your child uses an inhaler to relieve asthma, please complete a medicine form and supply us with a spare inhaler, clearly labelled with your child's name. This will be kept in school for

your child to use when necessary, under the supervision of a member of staff.

Epi-pens are kept in school for those pupils with severe allergic reaction. Staff are trained to administer these.

Inhalers and Epi-pens are taken on school outings by staff responsible for the children.

School Uniform

- Grey trousers, shorts, skirt or pinafore dress, green and white dress (summer only)
- White shirt/blouse or polo shirt
- Green pullover/cardigan or school sweatshirt/cardigan
- Socks or tights – white, grey or green
- Optional school fleece
- Black or grey flat school shoes

PE Kit

- Plain grey or black shorts
- White T-shirt or optional T-shirt in house colour
- Trainers
- Optional school hoodie

Positive Behaviour Policy

We have a clear behaviour policy which can also be found on our school website.

Rules for behaviour are simple:

- Always be a leader
- Model our school values
- Always be kind

The aims of our behaviour policy are:

- To promote positive behaviour and attitudes within our school
- To promote impeccable manners
- To enable children to feel safe, secure and happy
- To provide a calm and caring environment, where children can work hard and do well
- To show children that we value good behaviour and reward it
- To ensure that all adults manage behaviour in a consistent and calm way
- To outline the school rules and for everyone to understand what happens when things go wrong
- To promote and develop self-esteem
- To involve children, parents and staff working as a team.

Bullying is not condoned by children, staff or parents. Children have a right to a safe and secure environment, free from fear and intimidation. We encourage children to report any cases of bullying. Please view our behaviour policy.

Children are not allowed to play in front of the school, in the car park, or near the main gate area. Any pupils who cycle to school must wear a cycle helmet.

Other than watches, valuables should not be brought into school. If something valuable needs to be brought it should be given to the class teacher for safe keeping. Jewellery, other than stud earrings, is not permitted to be worn at school. We understand that if children walk to school they may carry a mobile phone, however, we ask that they are given into the office every morning. They will be returned at the end of the day.

Safeguarding

We take safeguarding very seriously at Crowmarsh School. The designated lead is the headteacher and the deputy lead is Mrs Karen Corrigan. Many staff are now trained to full designated lead status, you can see the full list in the office. All staff and any volunteers must be DBS checked before undertaking any work within our school. Further, they must have received the Generalist Safeguarding Training and read and understood all the relevant

safeguarding policies. When all of these checks and training have been carried out, visitors and staff may begin work within our setting. All relevant policies can be found on our school website or by asking in the office.



Staff

Headteacher	Mrs Vania Eaglen (from Jan 2023)
Assistant Headteacher	Mrs Katie Lucas (Acting Head until Jan 2023)
Special Educational Needs Co-ordinator	Mrs Katie Lucas
Office Assistant	Miss Lynn Treacy
Office Administrator	Mrs Willa Hallam
Preschool/Wraparound care Administrator	Mrs Toni Cox
Finance Officer	Mrs Sue Rance
Preschool Manager	Mrs Annie Goss
Preschool assistants	Ms Emmanelle James
.....	Miss Chelsea Bonner
.....	Mrs Anne Churchill
Class Teachers	Mr Andy Silvester
.....	Mrs Tracey Scott
.....	Mrs Karen Corrigan
.....	Mrs Catherine Hodgkinson
.....	Mrs Rebecca Fearn
.....	Mrs Annette Marsh
.....	Mrs Katie Lucas
.....	Miss Sharmin Rahman
.....	Miss Zara Zimmerman
French Teacher	Ms Claire Dark
Higher Level Teaching Assistant	Mrs Claire Hyde
Teaching Assistants	Miss Cassie Mayne
.....	Mrs Natalie Conway
.....	Mrs Charmaine McDowell
.....	Mrs Lucy Cooper
.....	Mrs Karen LeRoy
.....	Miss Lily Wagner
.....	Mrs Cathy Garland
.....	Mrs Michelle Hewer
.....	Mrs Deborah Ayling
.....	Mrs Julie Bowden
.....	Mrs Charlotte Beckett
.....	Mrs Kate De Vince
.....	Mrs Liz Steele
School Counsellor	Mrs Jackie Robertson
SNAST	Mrs Jo Allott
Head Cleaner.....	Mrs Sharon Fitzgerald

Governors

Diocesan Foundation Governors	Reverend Kevin Beer Mrs Saffron O'Sullivan Mrs Linda Parker
Local Authority Governor.....	Mr Tim Crossingham
Co-opted Governors.....	Mr Nigel Hannigan Mr Mark Churchill
Parent Governors	Mr Angus Brettell Mr Derek Bottomley Miss Charlotte Shepherd
Staff Governor	Mrs Katie Lucas
Headteacher	Mrs Katie Lucas (Acting Head) Mrs Vania Eaglen (from Jan 2023)
Clerk to Governors	Mrs Sue Rance

The term of office for all governors, except the headteacher, is four years, but governors may serve more than one term. Any parent with a child at the school is eligible for nomination as a parent governor.

The contact details for the governors can be obtained from the school office.

The main roles of the governing body are

- To help the school raise standards of pupils' achievement, establishing high expectations and promoting effective teaching and learning
- To provide the headteacher and staff with support, advice and information
- To ensure accountability and good quality education in the school.
- The full governing body and governors' committees meet at least once a term.

Crowmarsh Gifford C. E. Primary School,
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