



School Prospectus



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Welcome!

Dear parent/carer,

Virginia School is a one form entry primary school in Shoreditch. It is a happy, friendly school that provides excellent learning opportunities for all its children.

This booklet outlines our provision, our vision and values as well as practical information and I hope that you find the information useful. You are welcome to visit the school - please ring the school office to make an appointment. I will be happy to give you a tour of the school and answer any questions you may have.

I look forward to welcoming you to our school.

Yours truly,

Kate Gooding, head teacher.



Our Vision

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

Our Values

The following values are at the heart of everything we do and guide us in our work:

Inclusion – we believe in:

- Welcoming all.
- Personalised learning.
- Equality of access and opportunity.
- Respecting difference.

Development – we believe in:

- Lifelong learning.
- Adapting to a changing world.
- Understanding and learning about ourselves.
- Learning from each other.

Empowerment – we believe in:

- Having a voice.
- Having courage.
- Having confidence.
- Challenging inequality and injustice.
- Taking responsibility.
- Making a difference.

Achievement – we believe in:

- Having high expectations in all areas of learning.
- That given the right opportunities, there is no limit to potential.
- Celebrating individual and team achievements.
- Perseverance.

Our School Curriculum

We provide a broad and balanced curriculum aimed at providing our children with a wide range of learning opportunities. We want our children to be excited and motivated by their learning and we try to make it as engaging as possible.

We believe that children learn in a range of ways and therefore we aim to ensure children's preferred learning styles are catered for throughout their time at Virginia Primary School. We provide children with opportunities to learn through movement, music, visually, by using the outside space and by exploring the rich environment that London has to offer. We also ensure that children have the opportunity to venture further afield.

We have created our own thematic curriculum that emphasises the importance of English, maths and PSHE (personal, social and health education) across all areas of learning. We provide whole class violin and cello teaching for years 2 to 4. Music is further developed through after school clubs and 1:1 tuition. Our curriculum incorporates the new National Curriculum (2014).

Children are introduced to swimming in year 2 through a six week 'Aqua Fun and Float' programme. They then have one week of intensive lessons in year 3. In year 4, 5 and year 6 they have a two week block of intensive lessons at the beginning and the end of the year at the Olympic pool in Stratford.

Residential begin in year 3. The children have a school sleepover which is always on the Friday closest to November the 5th so we can enjoy a firework display. In year 4 they spend two nights/three days in Kent at the Margaret Macmillan Centre to take part in adventurous activities such as climbing. In year 5 they spend a week in Dorset in Swanage to learn about a coastal environment. In year 6 they spend a week in Wales at Bryn Coedwig, Machynlleth which is the Snowdonia National Park. All of our residential are organised through the charity Wide Horizons.

We believe that children learn better when they can make connections between what they have learnt. Therefore, we have ensured that our curriculum is cross curricular so that learning is contextualised as much as possible.

Each year group has developed its own curriculum map that shows how each overarching theme is linked to other curriculum areas. Our curriculum maps for each year group are available on the schools website or you can request a hard copy through the office. We also have curriculum maps for science, RE and computing.

Our curriculum reflects the diversity of our world and is flexible to respond to local projects. We expect the children to take part in all the learning opportunities provided and we celebrate good learning each week in our Thursday assembly at 2.45. Each class also has a family assembly once a year.



Assessing Children's Learning

Assessment for Learning – lesson by lesson, day by day

Every person who works with your child is involved in making assessments about their learning and progress. We use a range of strategies to do this, which inform our next steps for planning learning. These strategies include the use of learning partners, where children learn with and from others. We create success criteria, where learning is broken down into small steps, so that children are clear about what will make successful learning within each lesson. Another strategy used is peer and self-assessment, where children look for evidence of what they have done successfully and think about what would improve their learning. When we mark children's learning, we use a system called 'tickled pink, green for growth'. This is where we highlight in pink the successes in the learning and in green the areas to develop. This is a highly effective visual way of giving children feedback.

Assessment of Learning – termly and end of key stage

At the end of year 2 and year 6, children are assessed in English and Maths, using tests called SATs (standard assessment tests). In year 2, these are used to support teacher assessments. In year 6, the tests are more formal and are externally marked. We try to ensure that children are not worried by these. We make sure that we meet with parents beforehand, so they know what to expect.

Life without Levels

Since the advent of the new National Curriculum in September 2014, numerical levels have ceased to be used as a way of measuring end of year outcomes. In summer 2016, Year 2 and year 6 took tests that reflected the raising of expectations in the new curriculum.

We meet with parents twice a year to discuss children's progress, in the autumn and spring terms. You receive an end of year report in July and we are happy to discuss this with you if you wish. We are happy to meet with parents at other times if required.



The Foundation Stage Unit

The foundation stage unit was established in 2008 and accommodates 56 children with ages ranging from 3 and a half (nursery) to five (reception) years old. This is an important stage in a child's school career, as it is during this time that attitudes to learning are formed and social skills developed which lay the foundations for future education.

Our role at Virginia is to make our children feel secure, valued, and confident and develop a sense of achievement through learning which is pleasurable and rewarding. We also aim to help young children achieve the 'Every Child Matters' outcomes which we at Virginia embrace wholeheartedly, from activities, resources and staff training through to policies, practices and leadership. These outcomes are:

- Being healthy
- Enjoying and achieving
- Making positive contributions
- Staying safe
- Achieving economic well-being

We encourage our children to think and talk about their learning and develop self-control, independence and care for each other. We value the importance of independence and self-initiated learning. We encourage our children to access resources, develop and realise their ideas independently. We support them in developing confidence in expressing themselves.



The children's progress is assessed through frequent observation. This allows not only for early identification of particular needs in individual children, leading to appropriate action being taken, but also ensures every child has an equal opportunity to continue their developmental progression.

We have a close liaison with parents through scheduled meetings as well as an open door policy so parents can feel free to come in at any time to discuss their child's development.

We provide for the 7 areas of learning through formal and informal teaching sessions both inside and outside the unit.

The foundation stage promotes the following 7 areas of learning:- which include the prime areas; Personal, Social and Emotional Development, Physical Development and Communication

and Language and the specific areas which are; Literacy, Mathematics, Understanding the world and Expressive Arts and Design.

Personal, Social and Emotional Development

Children learning how to work, play and co-operate with others, including the development of personal values and an understanding of self and others.

Physical Development

Our children learn to develop physical control, mobility, awareness of space, manipulative skills, indoors and outdoors.

Communication and Language

This focuses on listening and attention, understanding and speaking.

Literacy

This focuses on children developing competence in speaking and listening and in becoming readers and writers.

Mathematics

The understanding and foundation for numeracy. We focus on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas.

Understanding the World

Children developing knowledge and understanding of their environment, people, communities and technology. These encourage later learning in History, Geography, Science and ICT.

Expressive Arts and Design

The development of imagination and ability to express ideas and feelings through design and technology, art, music, dance, role-play and stories.

The foundation stage is the first step for many children into their educational career and we at Virginia endeavour to make this a positive and nurturing experience.



Inclusion

At Virginia Primary School our aim is to include all our children in the learning opportunities we provide. Therefore:

- We value all pupils equally.
- We recognise that we will need to consider the individual needs of pupils when planning our curriculum.
- We recognise the importance of early identification and assessment of vulnerable children, pupils with special educational needs or disabilities.
- We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs and will make every effort to keep them fully involved in their child's education.
- We believe in the involvement of the child, and the importance of taking their views into account in decision-making about their special educational needs.
- We are committed to effective collaboration between all agencies working with a child.

We ensure that children who have special educational needs, disabilities or are vulnerable are supported effectively so that their needs are met and that they can access the curriculum. Our inclusion leader, Lizzie Driver, works closely with families, teachers and outside agencies to ensure that this happens.



Talented and Most Able

We recognise that some of our children are very able academically or talented in another area of learning such as the arts or sport. Through our broad curriculum, we provide a wide range of opportunities that helps us identify these abilities and talents. Our aim is to then provide targeted interventions for those children to support the development of their abilities and talents.

Class teachers and support staff identify children in their classes through on going assessments and this is fed back to the senior leadership team who then develop appropriate programmes. We have been successful at identifying children as talented in a wide range of sports, in art and in music. Those children have been involved in a range of projects to develop skills as well as being given extra small group tuition in music.

We ensure that children who are academically most able are challenged appropriately in class through high quality teaching. We also provide them with interventions delivered by our partnership secondary school in maths, English and science.



Positive Behaviour

There are many children in our school who behave well, who listen, concentrate and learn, children who treat others with respect and are happy to be in class. Their behaviour can be described as positive. We would want all children in our school to be like this.

We believe that it is through promoting and developing positive behaviour that our children will become responsible and fair citizens who value different genders, cultures, races, languages and religions represented in our school and wider community.

Core Values and Rights Respecting Behaviour

We have class rules and playground rules that are based on the five 'Golden Rules':

- Do be gentle – don't hurt anybody.
- Do be kind and helpful – don't hurt anyone's feelings.
- Do listen – don't interrupt.
- Do look after property – don't waste or damage it.
- Do be honest – don't cover up the truth.

We use a range of strategies to promote and celebrate positive behaviour and we have clear consequences that are made explicit to children if the golden rules are not followed. Please see our behaviour policy for more details.

Rights Respecting School

We are a Rights Respecting School and our behaviour policy supports the following articles from the United Nations on the Convention on the Rights of a Child:

Article 6 – survival and development. Every child has a right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 19 – protection from all forms of violence. Governments must do all they can to ensure that children are free from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28 – every child has the right to an education. Discipline in schools must respect children's dignity.

Article 29 – goals of education. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Bullying

We take bullying very seriously and we have put procedures in place to ensure that any issue is addressed promptly and appropriately. We log discriminatory and bullying incidents and actions taken to deal with them. We report racist incidents to the local authority. We will always inform parents of incidents and talk to children with parents to resolve any issues. Please see our anti-bullying policy for more details.

Extended Services

Before and After School

We run a daily breakfast club from 8.10 in the morning. This is open to all children and it provides a healthy breakfast as well as games in the playground (indoors in poor weather). The breakfast club costs £2.00 a week or £1.00 a week for children entitled to free school meals. The playground is supervised from 8.30 in the morning.



After School

The school runs a range of after school clubs each day and these usually change each half term to ensure we provide a wide range of activities for different age groups. All clubs start at 3.30pm and finish at 4.30pm. Please see the school website or contact Joan Kearns in the office for a list of current clubs available.

We like to encourage all children to take part in at least one club during the year.

In addition to this provision, many classes will take part in after school projects. These usually run for six weeks. In the past, we have had drama projects with Rich Mix and arts projects with other local primary schools.

Links with Outside Providers/After School Childcare

We have developed good links with local providers such as St Hilda's Community Centre and Mowlem Children's Centre. We are able to signpost families to the services they provide.

We also provide a 'walking over service' for children who need after school care until 6 o'clock. We take children to Columbia Market Nursery (until the age of 5) and William Davis.



Our School Team

We are very proud of the team at Virginia Primary School. We work well together towards realising our vision and we believe that our efforts make a difference to children and families. We are always open to any feedback and are happy to talk to families about any aspect of school life.

Staff list

| Class | Teacher | Area of Responsibility | Support Staff |
|-----------|----------------|----------------------------------|----------------------------------|
| Nursery | Gloria Bennett | Art and the learning environment | Aysha Khadim Pauline Cobb |
| Reception | Cristiana Savu | Early Years Curriculum | Faheema Khatun Fatima Hussain |
| Year 1 | Lucy Benson | Phonics and early reading leader | Eki Obasohan Laura McPeak |
| Year 2 | Shay Haque | NQT | Anneka Martin Nazia Khatun |
| Year 3 | Amanda Carr | Maths leader KS1/phase 1 leader | Hasina Khatun |
| Year 4 | Lydia Pendino | English leader | Clare Spittles Louise Lyddon |
| Year 5 | Vaughan Davies | Maths leader KS2 | Emily Haris Casey |
| Year 6 | Alice White | Humanities | Theo Kokkinos |

Senior Leadership Team

Kate Gooding, head teacher

Barbara Lo Giudice, deputy head teacher

Lizzie Driver, assistant head teacher/SENCO

Office Staff

Joan Kearns, school support leader.

Shelly Hussain, administrative assistant/parent liaison officer

Premises Manager

Dino Brown

Parental Involvement

We fully appreciate the important part parents play in the education of their children and we are committed to supporting them and involving them in school life in many different ways. Therefore, we have developed a range of strategies to engage parents with the work we do and to give parents a voice in the development of our school.

Parent Liaison Officer

Shelly Hussain is our parent liaison officer and her role is to develop and facilitate activities for parents that either develop their own skills or support them in helping their children. Shelly can also signpost parents to other organisations they may need such as ESOL classes, health care, child care etc. Shelly is also able to translate for our Bangladeshi families. Shelly is also our administrative assistant and is based in the office opposite the parent's room.

Parents Room

The parent's room on the ground floor is available for parents to use at any time. It is used on Thursday mornings for parent's coffee mornings and at other times for workshops. The computer is for parents use and tea and coffee is provided.



Workshops/Activities for Parents

Here are some of the activities we have already run for parents to give you an idea of the things we do:

- Maths/literacy – supporting your children at home.
- ICT and online safety
- Financial management.
- Silk painting.
- Pottery.
- Parent volunteer course.
- First aid.
- Sewing.
- Brush up your Skills – literacy for adults.
- Family learning day.



Whole School Celebrations

Families are very welcome to attend good learning assemblies, class family assemblies, special assemblies (Eid, Christmas, Anti-Bullying week, book week etc.) We also invite parents to family day and parties for Eid and Christmas.

School Uniform

We have a school uniform at Virginia Primary School which was agreed by children, parents, governors and staff. We expect children to wear their uniform every day. Please can you make sure any uniform is clearly marked with your child's name so that we can return lost items. Thank you.

Uniform

Green sweatshirt with the school logo.

White polo shirt.

Plain black or navy blue trousers, skirts or jogging bottoms.

Summer dresses – green and white check.

Cardigans –green with the school logo.

Shoes/trainers – black. Boots of any colour can be worn in the winter and flat sandals with secure straps in summer (not flip flops).

Please make sure that the shoes your child wears to school are comfortable and suitable for playing/running.

Headscarves, if worn, should be plain white, black or green and not cover the shoulders. We expect headscarves to be removed for PE.

Uniform Suppliers

TESCO on-line@tesco.com/ues

Khalsa,
388, Bethnal Green Road,
London E2
Telephone: 020 – 7729 3286



Admissions

The school follows Tower Hamlets policy which gives priority to those children who:

- Have a statement of educational need where Virginia is the named school.
- Already have brothers and sisters at the school.
- Live nearest to the school as measured by the shortest walking distance
- Have a medical or social reason, supported by evidence from a doctor or social worker.

If your child is unable to secure a place at our school, you are entitled to appeal against the decision.

Pupil services will be able to help you with this. Their telephone number is 0207-364 5000.



Attendance and Punctuality

We believe in giving every child in our care the widest educational opportunities in order for them to be happy and successful citizens. Attending school on time every day is very important for the following reasons:

- For pupils to build on prior learning and not have gaps in learning.
- For pupils to feel that they are fully included and have access to all areas of learning.
- For pupils to develop strong friendships and good relationships.
- For pupils to develop good habits which will stand them in good stead in the future.
- It is the legal responsibility for a child's parent or carer to ensure that they attend school on time, every day.

It is important that you inform the school office as soon as possible if your child is unable to attend school for any reason.

Holidays During Term Time

Virginia Primary School has adopted the Tower Hamlets policy regarding holidays in term time. This means we will not authorise any holidays during school time. This could mean that should you decide to take your child on holiday during term time they could lose their school place. In addition, the governing body has recently adopted the Tower Hamlets Penalty Notice Protocol. This means that should you take holidays during term time or your child is late for school up to twenty times in one term, you could be issued with a penalty notice of £120.

For further details on these matters, please see our school policies.

School Policies

School policies for parents are available on our website. You may request a copy of any relevant policy to take away with you from the office. The following policies have recently been updated and useful for parents:

- Inclusion policy.
- Behaviour policy.
- Anti-bullying policy.
- Attendance policy.
- First aid policy.
- Child protection policy.
- Safeguarding policy.
- Single equality policy.
- Learning and teaching



Contact Details

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