



CORBY OLD VILLAGE PRIMARY SCHOOL
 High Street • Corby • Northants • NN17 1UU
 Telephone 01536 2023 • Fax 01536 202359
 e-mail bursar@covs.northants-ecl.gov.uk
www.covp.org.uk

Corby Old Village Primary School, formerly known as Rowlett Community Primary School, which was built in 1913, occupies the site of the old school which dates back to 1834. It is the oldest school in Corby and for years served the surrounding villages as well as Corby itself. It is situated in what is now known as "Corby Old Village". It is a solid brick building built in a U-shape and has extensive grounds. These include a football pitch, a large tarmac playing area, a car park, a patio with flowers and shrubs, a planted mini-wood, a wild area, and a quiet garden. It is enclosed by interesting stone walls and hedges. The school has a distinctive family atmosphere and parental involvement is encouraged at all times. The Early Years have their own enclosed play area with a variety of settings for different activities. The children all access the full school grounds at playtimes, however.

The school is a mixed primary school and the age range of the pupils is from 4 to 11.
 Whilst at Corby Old Village Primary School we aim:-

1. To provide the children with a good education and a wide variety of enriching experiences in a clean, safe, stimulating and friendly environment.
2. To ensure that each pupil is given the opportunity to fulfil their potential.
3. To foster responsible attitudes where respect, consideration and tolerance are practised.
4. To foster a love of nature and respect for the environment.
5. To encourage all members of the school community to work together, taking a pride in themselves, their school and to celebrate achievement and success.

Mrs H Williams
 Headteacher

Mr N Norman
 Chair of Governors

Admissions and Standard Numbers

Children are admitted to Corby Old Village Primary School once a year in the Autumn Term. The children must attain the age of 4 years before the 31st August of that year. Parents who have registered their children for admission in September will, in the preceding October, be sent an "Application for a Primary School Place" pack which enables them to name and give their preference for three schools. This is returned to the Local Authority who then allocate places and inform parents in March. After Easter we will invite parents to an induction meeting.

The Local Authority make their decision. If the preferred place is not allocated at our school, parents have the right to appeal.

Our standard number at present is 20, which has been set by the Local Authority with the Governing Body.

ORGANISATION

Admission – Foundation Stage

We are allowed to admit pupils in the September following their 4th birthday. The school's standard admission number is 20. Once a child has been offered a place within our Foundation class you are warmly invited to bring your children into their classroom on allocated afternoons during the Summer term prior to their starting school. You will be informed early in the summer term of these dates. On the first visit there will be opportunities to talk to the class teacher. On this and subsequent dates you are invited to leave your child for the session. The staff who will be teaching your child and promoting learning, will visit you at home, by appointment, in September to meet your child and answer any questions or concerns.

Children will attend the morning session only, initially.

4+ ADMISSION FORMS MUST BE COMPLETED AND THE BIRTH CERTIFICATE SEEN BEFORE THE CHILD IS ADMITTED.

School Sessions

These are from
 8.45a.m. to 12 noon and 1.00p.m. to 3.00p.m.
 (Key Stage 2 - Juniors)
 9.00a.m. to 12 noon and 1.00p.m. to 3.00p.m.
 (Key Stage 1 - Infants)
 9.00a.m. to 12 noon and 1.00p.m. to 3.00p.m.
 (Foundation Stage)

Within these sessions actual teaching time for Key Stage 1 is 22.5 hours per week and Key Stage 2 is 25 hours per week including assemblies.

Children are not admitted into the school before 8.40am.

Teachers are in the classrooms from 8.40 a.m. onwards.

Parents are asked to leave their children at the door.

Collection – Children in Early Years are not allowed to leave school until a responsible person arrives to collect them. If through circumstances, they are being collected by a friend or relative please inform the school of this. Children in the Foundation class are to be collected from the rear entrance.

ORGANISATION OF CLASS GROUPS

The school is divided into two Key Stages.

Key Stage 1	(Infants)	
Foundation Stage		– 4 years +
		– 5 years +
		– 6 years +
		– 7 years +
		– 8 years +
		– 9 years +
		– 10 years +
Key Stage 2	(Juniors)	
		– 4 years +
		– 5 years +
		– 6 years +
		– 7 years +
		– 8 years +
		– 9 years +
		– 10 years +

The organisation of classes varies from year to year. Where year groups have to be split, this is normally done according to appropriateness to meet academic and developmental needs. Children develop at different rates, consequently, during the teaching day children work in differentiated groups on appropriate activities to reinforce and extend learning.

Pupils' Welfare

All children are regarded as being part of the Corby Old Village Primary School family and are cared for by all members of staff, teaching and support staff. Each child is seen as an individual with his/her own set of needs. All staff are aware of their obligations towards the welfare of children in their care and have a clear understanding of their role "in loco parentis". As in a large family, older pupils play an important role in caring for and guiding younger children. Recognised First

Aiders are available among the staff and all protocol in accordance with school and LA health and safety procedures are adhered to by all who work in the school. The school also has a Learning Mentor. Her role is to support children's social and emotional development. This may require supporting parents too and she is readily available to signpost families to appropriate advice agencies.

Dress

Our school uniform is grey trousers/skirt, green jumpers/cardigans, white polo shirts with a green trim. Green fleeces, jackets, sweatshirts, cardigans, caps, shorts and white polo shirts with the school name embroidered on, may be ordered from the office and are normally available before school closes in July. We encourage all children attending the school to wear the uniform. We also wish to see pupils wearing shoes, rather than trainers, and these should be appropriate to the school environment. This ensures standards of dress appropriate to a 'working' situation and promotes the attitudes that we would like to see in the school. Children are not allowed to wear make up.

Please provide the children with a pair of raincoats, black, white, or green shorts, white T-shirt and a P.E. bag, (these should be kept in school at all times). P.E. and Book bags are also required and are available from the school office.

The children in Key Stage 2 have the opportunity to play football and those wishing to participate in this activity will require suitable footwear and shin pads.

It is school policy for all those attending the Corby pool for swimming instruction to wear a swimming hat. Various colours denote the ability of the child and the caps may be purchased from the office. This requirement is in accordance with guidelines issued by the Local Authority making for a safer session and easing of the problem of drying hair afterwards. **Note: This activity is a statutory part of the curriculum and therefore children may only be excused from participating for a valid reason.**

The children are generally involved in a wide range of practical activities. Therefore we would advise parents/guardians to provide all children with an apron/smock/old shirt to protect their clothes when handling art and craft materials.

We discourage the wearing of jewellery in school. Apart from the safety aspects we cannot guarantee the safe keeping of personal items.

PLEASE NOTE: All items of jewellery must be removed for P.E. lessons, except in the case of ear-studs during the initial period.

PLEASE REMEMBER TO WRITE YOUR CHILD'S NAME ON ALL HIS/HER CLOTHES AND SHOES. THIS ENABLES US TO IDENTIFY AND RETURN IT TO THE OWNER AS SOON AS POSSIBLE.

The school has been awarded the Activemark for Physical Education. The children in all year groups have weekly indoor and outdoor P.E. lessons. They have dance, games, athletics, swimming and participate in inter-school and local tournaments for football, athletics and netball.

Absences and Lateness

Individual rewards and incentives are given for good attendance. Classes compete for an attendance award for 100% attendance each week. If a child is absent the school must be notified of the reason for this absence on the first day. Failure to do so will lead to a telephone call from the school or Education Welfare Officer. Written notification must be given on his/her return to school. If the reason for the absence is deemed not to be legitimate it will be classed as unauthorised. If children are absent for more than three days without an explanation a letter will be sent requesting a meeting with the Headteacher to clarify the situation. If your child has a poor attendance record it is quite usual for the Education Welfare Officer to make a call.

Permission will be granted for a child to accompany parents/guardians on their annual holiday for a maximum period of 10 school days each year. Approval must be obtained from the Headteacher before the event. An application form, SW4 should be obtained from the school office.

Morning registration closes at 9.15. It is the parents' responsibility to contact the school before this time to confirm the reason for absence. If no contact is made by 9.15 am then this time will be marked as unauthorised absence. Repeated lateness and/or unauthorised absence will also lead to enquiries by the school or the Education Welfare Officer.

Behaviour

We aim to achieve positive behaviour through self-discipline. We aim to establish an atmosphere in which every pupil feels a responsibility towards the creation of a caring, well-ordered society. We endeavour to achieve this through making each one feel valued and respected and through the delivery of moral education at all ages. We place much emphasis on good manners, kindness, respect and tolerance for others' points of view. Through a caring and happy atmosphere we help pupils to appreciate the benefits to be gained from co-operative working. We instil in the children an aversion to bullying, racial harassment and all kinds of vandalism and encourage them to take a pride in their own surroundings. To help and guide pupils

THE CURRICULUM

The curriculum at Cobry Old Village Primary School has been broadly developed to meet the needs of pupils working within the National Curriculum and the challenges presented by a constantly changing world, where all people are equal whatever their race, religion, gender and ability.

A child needs to: communicate with other people in order to:

- establish and develop personal relationships
- order and control thinking
- interpret and express ideas, impressions and experiences.
- A child needs to develop an awareness of self and an understanding of the need for the care and protection of the mind and body.
- A child needs to understand the immediate environment in order to develop:
- empathy with the world in which he/she lives
- an appreciation of the forces and influences that affect his/her life
- a knowledge of one's role in that environment
- an understanding of distant environments in time and place.

- A child needs to be creative and to appreciate the creative expression of others.
- A child needs to be helped to interpret, experience and to consider ultimate questions concerning meaning and value in life.
- On entering the Foundation Class, which is the last year of the foundation stage, the children work towards the Qualifications and Curriculum Authorities early learning goals. These set out what is expected for most children by the end of the Foundation stage. They provide a foundation for learning across the subjects of the National Curriculum and religious education in Key Stage 1. Children whose achievements exceed the Early Learning Goals are provided with opportunities which extend their knowledge, understanding and skills. Some of these are planned from the Key Stage 1 Programmes of Study of the National Curriculum. Other children will require continued support for achieving all or some of the goals after entering Year 1.

From Year 1, our main objectives cover the delivery of the National Curriculum. The requirements for this are published in subject documents available from Department for Education and Skills. Copies are always available on loan from the school for those parents/guardians interested in finding out more about the legislation.

Curriculum delivery is accomplished through a mixture of both formal and informal learning programmes. The primary need to develop language and broaden experience is met by providing a wide range of activities which ensure a progressive learning situation for each individual child.

In early years this approach is supported by structured play and more formal activities developing literacy, numeracy and motor skills. At this age, while developing the all important skills in spoken and receptive language, play situations encourage good choosing, decision making and positive social development. Wide ranging early experiences eventually lead to the more in-depth study as undertaken by our older children and the development of all the skills they will need for the secondary phase and life long learning.

We strive to provide children with a chance to learn in a range of different ways – but all of the learning and teaching is of a high quality, and is planned and managed so that every child is supported and challenged.

English

We aim to encourage all children to become competent and confident communicators, readers and writers. From the earliest stages children are encouraged to interact socially as both speakers and listeners. Mainly within a daily literacy hour the children are taught letter sounds, shapes, blends and word patterns to develop reading, spelling and writing skills.

They undertake work concerned with vocabulary, style, punctuation, grammar and literary skills.

The school aims to provide a wealth of extra-curricular activities to enhance children's learning. Visits both local and in different locations are common throughout the year.

These subjects give children an insight into the way people lived in the past compared with the present and the natural and human world. It includes learning about ancient civilisations, major world events, the lives of significant people and cultural changes which have influenced our society. We aim to give the pupils the skills to increase their knowledge and understanding of places both at home and world wide. We encourage pupils to take a critical look at human activities and to form judgements about the reliability of historical sources.

History and Geography

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

Insurance

Parents/Guardians should be made aware that there is no universal accident cover for pupils. Pupils are, however, covered whilst on school trips for lost property, cancellation of the trip etc. The public liability insurance held by the school protects the school for any claim brought against it on behalf of a pupil. Pupil's belongings are not covered by insurance, so parents may wish to include them on the "all risks" section of their home insurance.

Visits and Trips

The Headteacher and Bursar have been provided with training as an Educational Visits Co-ordinator. Risk assessments and trip evaluations are carried out on all visits beyond the school boundary. These are held in the school office. Sometimes children may travel in staff and parents cars. On these occasions parents are asked to complete a permission form. All car drivers register with the school office and the school has an insurance for such situations. In line with the current laws, booster seats are provided for car journeys for children under 130cms in height.

Access to Records

It is the Local Authority (L.A.) policy that when children are admitted to school an L.A. folder is opened for each pupil. This folder is built up over the years while the child is in school and will be passed to the child's next school. Information held in the folder includes details of name, address, date of birth, doctor etc., reports and records of achievements. Parents/guardians who wish to see records held by the school, may do so by appointment. The school has adopted the procedures for the Freedom of Information Act 2000. When a child leaves the school the file of records and reports is sent onto the receiving school. As soon as the receiving school notifies us that your child has registered at their school then a "Common Transfer" of data is made via a protected internet system.

Newsletters

It is school policy to keep parents fully informed by letter on a regular basis. These are normally sent home with the children. Notices are posted on the parents' notice board which is outside the office with another in the playground.

Refreshments

The school strives to reflect the "National Healthy Schools" principles. A tuck shop is available for KS2. Fruit, crackers and cheese spread, breadsticks, drinks and plain biscuits are available. It is suggested that no more than 30p per day is given for tuck. Profits from the sales are used to subsidise outings for the children in the summer, Christmas parties, leavers' parties etc.

KS1 and Foundation Stage children are participating in the Department of Health Fruit Scheme. They also receive a pure fruit juice drink and a snack for a voluntary contribution of 20p daily. A drink and snack are provided at After School Clubs. Water is available throughout the day in all rooms. An "Early Bird" Breakfast Club is held before school. Children may stay, by arrangement, for a small contribution and receive a balanced diet. Children may also have milk daily from the dairy. Under 5s and Free School Meal entitled children can order milk free of charge. Otherwise parents may order and pay for milk from the dairy for their child.

Charity Fund Raising

Charity collections are made from time to time, e.g. Children in Need Appeal, Macmillan Nurses, NSPCC etc.

Term Dates

These and other dates are sent by newsletter at regular intervals.

to become responsible citizens we have a Behaviour Management Policy in which school rules are clearly defined, as are rewards and consequences. Throughout, there is a clear emphasis on positive reinforcement.

However, despite this, there will always be a few pupils who choose to engage in anti-social behaviour. We do not tolerate this. From the earliest moment the parents are informed and there is an expectation that they will provide the maximum support. If the problem continues then we enlist the advice of Children and Young People Services. In cases of continual disruptive or violent behaviour the governors will exclude a pupil either on a temporary or a permanent basis.

Parental Involvement

The school welcomes help from parents/guardians and grandparents in all sorts of areas such as helping in the classroom, library studies, displaying children's work, running a club, gardening, games etc. If you wish to contribute in any way please don't wait to be asked.

We hold a coffee afternoon on Tuesdays and the Toddler Group meet in the school hall on Wednesday afternoons.

Reading mornings are held for children in Reception, Year 1 and Year 2 on a Thursday.

There is also a very active Friends of the School (FOTS) committee which organises various fund-raising and social activities. They are always pleased to welcome new members.

Meeting the Staff

In an emergency you can have immediate access to the Headteacher or the class teacher. Otherwise appointments may be made within 24 hours.

Parents/guardians are encouraged to meet the staff to discuss their child's progress and specific consultation meetings take place as follows:

Autumn: Informal meeting with all the staff – to see how the children have settled in.

Spring: Formal interviews to discuss progress.

Summer: Open Day – meet the staff and see the children at work.

If a child experiences difficulties at school we will have early consultations with parents/guardians. From time to time we may feel the need to consult with outside agencies but this will only be done after consultation with the parents/guardians.

School Meals

We offer hot lunches to children. These are provided by a local school caterer. The meals are served in the school hall. Free school meals are available to parents in receipt of Income Support, Income Based Jobseekers Allowance and Child Tax Credit. They should contact the school office for advice on how to apply to the L.A. Children staying in school with packed lunches are supervised at all times.

Medical Examinations

Medical examinations take place from time to time. Parents/guardians are encouraged to be present during most of the tests/examinations. Our school nurse may be contacted to answer queries about these health checks and related issues.

Accident or Illness while at School

If your child becomes ill or has an accident during the school day we contact you as soon as is possible. If we are unable to contact you or your nominated representative we will take appropriate action i.e. take the child to the hospital if necessary. You will understand that it is important that we are notified immediately of any change in either home or work address or telephone number.

Visitors and professionals come to add their expertise and develop the children's skills. The children also take part in Forest schools.

Visitors and professionals come to add their expertise and develop the children's skills. The children also take part in Forest schools.

Visitors and professionals come to add their expertise and develop the children's skills. The children also take part in Forest schools.

Visitors and professionals come to add their expertise and develop the children's skills. The children also take part in Forest schools.

Visitors and professionals come to add their expertise and develop the children's skills. The children also take part in Forest schools.

Visitors and professionals come to add their expertise and develop the children's skills. The children also take part in Forest schools.

THE CURRICULUM

The curriculum at Cobry Old Village Primary School has been broadly developed to meet the needs of pupils working within the National Curriculum and the challenges presented by a constantly changing world, where all people are equal whatever their race, religion, gender and ability.

- establish and develop personal relationships
- order and control thinking
- interpret and express ideas, impressions and experiences.
- A child needs to develop an awareness of self and an understanding of the need for the care and protection of the mind and body.
- A child needs to understand the immediate environment in order to develop:
- empathy with the world in which he/she lives
- an appreciation of the forces and influences that affect his/her life
- a knowledge of one's role in that environment
- an understanding of distant environments in time and place.

- A child needs to be creative and to appreciate the creative expression of others.
- A child needs to be helped to interpret, experience and to consider ultimate questions concerning meaning and value in life.
- On entering the Foundation Class, which is the last year of the foundation stage, the children work towards the Qualifications and Curriculum Authorities early learning goals. These set out what is expected for most children by the end of the Foundation stage. They provide a foundation for learning across the subjects of the National Curriculum and religious education in Key Stage 1. Children whose achievements exceed the Early Learning Goals are provided with opportunities which extend their knowledge, understanding and skills. Some of these are planned from the Key Stage 1 Programmes of Study of the National Curriculum. Other children will require continued support for achieving all or some of the goals after entering Year 1.

From Year 1, our main objectives cover the delivery of the National Curriculum. The requirements for this are published in subject documents available from Department for Education and Skills. Copies are always available on loan from the school for those parents/guardians interested in finding out more about the legislation.

Curriculum delivery is accomplished through a mixture of both formal and informal learning programmes. The primary need to develop language and broaden experience is met by providing a wide range of activities which ensure a progressive learning situation for each individual child.

In early years this approach is supported by structured play and more formal activities developing literacy, numeracy and motor skills. At this age, while developing the all important skills in spoken and receptive language, play situations encourage good choosing, decision making and positive social development. Wide ranging early experiences eventually lead to the more in-depth study as undertaken by our older children and the development of all the skills they will need for the secondary phase and life long learning.

We strive to provide children with a chance to learn in a range of different ways – but all of the learning and teaching is of a high quality, and is planned and managed so that every child is supported and challenged.

English

We aim to encourage all children to become competent and confident communicators, readers and writers. From the earliest stages children are encouraged to interact socially as both speakers and listeners. Mainly within a daily literacy hour the children are taught letter sounds, shapes, blends and word patterns to develop reading, spelling and writing skills.

They undertake work concerned with vocabulary, style, punctuation, grammar and literary skills.

The school aims to provide a wealth of extra-curricular activities to enhance children's learning. Visits both local and in different locations are common throughout the year.

These subjects give children an insight into the way people lived in the past compared with the present and the natural and human world. It includes learning about ancient civilisations, major world events, the lives of significant people and cultural changes which have influenced our society. We aim to give the pupils the skills to increase their knowledge and understanding of places both at home and world wide. We encourage pupils to take a critical look at human activities and to form judgements about the reliability of historical sources.

History and Geography

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

THE CURRICULUM

The curriculum at Cobry Old Village Primary School has been broadly developed to meet the needs of pupils working within the National Curriculum and the challenges presented by a constantly changing world, where all people are equal whatever their race, religion, gender and ability.

- establish and develop personal relationships
- order and control thinking
- interpret and express ideas, impressions and experiences.
- A child needs to develop an awareness of self and an understanding of the need for the care and protection of the mind and body.
- A child needs to understand the immediate environment in order to develop:
- empathy with the world in which he/she lives
- an appreciation of the forces and influences that affect his/her life
- a knowledge of one's role in that environment
- an understanding of distant environments in time and place.

- A child needs to be creative and to appreciate the creative expression of others.
- A child needs to be helped to interpret, experience and to consider ultimate questions concerning meaning and value in life.
- On entering the Foundation Class, which is the last year of the foundation stage, the children work towards the Qualifications and Curriculum Authorities early learning goals. These set out what is expected for most children by the end of the Foundation stage. They provide a foundation for learning across the subjects of the National Curriculum and religious education in Key Stage 1. Children whose achievements exceed the Early Learning Goals are provided with opportunities which extend their knowledge, understanding and skills. Some of these are planned from the Key Stage 1 Programmes of Study of the National Curriculum. Other children will require continued support for achieving all or some of the goals after entering Year 1.

From Year 1, our main objectives cover the delivery of the National Curriculum. The requirements for this are published in subject documents available from Department for Education and Skills. Copies are always available on loan from the school for those parents/guardians interested in finding out more about the legislation.

Curriculum delivery is accomplished through a mixture of both formal and informal learning programmes. The primary need to develop language and broaden experience is met by providing a wide range of activities which ensure a progressive learning situation for each individual child.

In early years this approach is supported by structured play and more formal activities developing literacy, numeracy and motor skills. At this age, while developing the all important skills in spoken and receptive language, play situations encourage good choosing, decision making and positive social development. Wide ranging early experiences eventually lead to the more in-depth study as undertaken by our older children and the development of all the skills they will need for the secondary phase and life long learning.

We strive to provide children with a chance to learn in a range of different ways – but all of the learning and teaching is of a high quality, and is planned and managed so that every child is supported and challenged.

English

We aim to encourage all children to become competent and confident communicators, readers and writers. From the earliest stages children are encouraged to interact socially as both speakers and listeners. Mainly within a daily literacy hour the children are taught letter sounds, shapes, blends and word patterns to develop reading, spelling and writing skills.

They undertake work concerned with vocabulary, style, punctuation, grammar and literary skills.

The school aims to provide a wealth of extra-curricular activities to enhance children's learning. Visits both local and in different locations are common throughout the year.

These subjects give children an insight into the way people lived in the past compared with the present and the natural and human world. It includes learning about ancient civilisations, major world events, the lives of significant people and cultural changes which have influenced our society. We aim to give the pupils the skills to increase their knowledge and understanding of places both at home and world wide. We encourage pupils to take a critical look at human activities and to form judgements about the reliability of historical sources.

History and Geography

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

THE CURRICULUM

The curriculum at Cobry Old Village Primary School has been broadly developed to meet the needs of pupils working within the National Curriculum and the challenges presented by a constantly changing world, where all people are equal whatever their race, religion, gender and ability.

- establish and develop personal relationships
- order and control thinking
- interpret and express ideas, impressions and experiences.
- A child needs to develop an awareness of self and an understanding of the need for the care and protection of the mind and body.
- A child needs to understand the immediate environment in order to develop:
- empathy with the world in which he/she lives
- an appreciation of the forces and influences that affect his/her life
- a knowledge of one's role in that environment
- an understanding of distant environments in time and place.

- A child needs to be creative and to appreciate the creative expression of others.
- A child needs to be helped to interpret, experience and to consider ultimate questions concerning meaning and value in life.
- On entering the Foundation Class, which is the last year of the foundation stage, the children work towards the Qualifications and Curriculum Authorities early learning goals. These set out what is expected for most children by the end of the Foundation stage. They provide a foundation for learning across the subjects of the National Curriculum and religious education in Key Stage 1. Children whose achievements exceed the Early Learning Goals are provided with opportunities which extend their knowledge, understanding and skills. Some of these are planned from the Key Stage 1 Programmes of Study of the National Curriculum. Other children will require continued support for achieving all or some of the goals after entering Year 1.

From Year 1, our main objectives cover the delivery of the National Curriculum. The requirements for this are published in subject documents available from Department for Education and Skills. Copies are always available on loan from the school for those parents/guardians interested in finding out more about the legislation.

Curriculum delivery is accomplished through a mixture of both formal and informal learning programmes. The primary need to develop language and broaden experience is met by providing a wide range of activities which ensure a progressive learning situation for each individual child.

In early years this approach is supported by structured play and more formal activities developing literacy, numeracy and motor skills. At this age, while developing the all important skills in spoken and receptive language, play situations encourage good choosing, decision making and positive social development. Wide ranging early experiences eventually lead to the more in-depth study as undertaken by our older children and the development of all the skills they will need for the secondary phase and life long learning.

We strive to provide children with a chance to learn in a range of different ways – but all of the learning and teaching is of a high quality, and is planned and managed so that every child is supported and challenged.

English

We aim to encourage all children to become competent and confident communicators, readers and writers. From the earliest stages children are encouraged to interact socially as both speakers and listeners. Mainly within a daily literacy hour the children are taught letter sounds, shapes, blends and word patterns to develop reading, spelling and writing skills.

They undertake work concerned with vocabulary, style, punctuation, grammar and literary skills.

The school aims to provide a wealth of extra-curricular activities to enhance children's learning. Visits both local and in different locations are common throughout the year.

These subjects give children an insight into the way people lived in the past compared with the present and the natural and human world. It includes learning about ancient civilisations, major world events, the lives of significant people and cultural changes which have influenced our society. We aim to give the pupils the skills to increase their knowledge and understanding of places both at home and world wide. We encourage pupils to take a critical look at human activities and to form judgements about the reliability of historical sources.

History and Geography

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

We have a computer suite which facilitates the teaching of ICT skills along with class based computers enhancing and extending learning in all curriculum areas. The school has interactive whiteboards and a wide selection of programmeable communication resources that the children may use to support and develop their life long learning.

THE CURRICULUM

The curriculum at Cobry Old Village Primary School has been broadly developed to meet the needs of pupils working within the National Curriculum and the challenges presented by a constantly changing world, where all people are equal whatever their race, religion, gender and ability.

- establish and develop personal relationships
- order and control thinking
- interpret and express ideas, impressions and experiences.
- A child needs to develop an awareness of self and an understanding of the need for the care and protection of the mind and body.
- A child needs to understand the immediate environment in order to develop:
- empathy with the world in which he/she lives
- an appreciation of the forces and influences that affect his/her life
- a knowledge of one's role in that environment
- an understanding of distant environments in time and place.

- A child needs to be creative and to appreciate the creative expression of others.
- A child needs to be helped to interpret, experience and to consider ultimate questions concerning meaning and value in life.
- On entering the Foundation Class, which is the last year of the foundation stage, the children work towards the Qualifications and Curriculum Authorities early learning goals. These set out what is expected for most children by the end of the Foundation stage. They provide a foundation for learning across the subjects of the National Curriculum and religious education in Key Stage 1. Children whose achievements exceed the Early Learning Goals are provided with opportunities which extend their knowledge, understanding and skills. Some of these are planned from the Key Stage 1 Programmes of Study of the National Curriculum. Other children will require continued support for achieving all or some of the goals after entering Year 1.

From Year 1, our main objectives cover the delivery of the National Curriculum. The requirements for this are published in subject documents available from Department for Education and Skills. Copies are always available on loan from the school for those parents/guardians interested in finding out more about the legislation.

Curriculum delivery is accomplished through a mixture of both formal and informal learning programmes. The primary need to develop language and broaden experience is met by providing a wide range of activities which ensure a progressive learning situation for each individual child.

In early years this approach is supported by structured play and more formal activities developing literacy, numeracy and motor skills. At this age, while developing the all important skills in spoken and receptive language, play situations encourage good choosing, decision making and positive social development. Wide ranging early experiences eventually lead to the more in-depth study as undertaken by our older children and the development of all the skills they will need for the secondary phase and life long learning.

We strive to provide children with a chance to learn in a range of different ways – but all of the learning and teaching is of a high quality, and is planned and managed so that every child is supported and challenged.

English

We aim to encourage all children to become competent and confident communicators, readers and writers. From the earliest stages children are encouraged to interact socially as both speakers and listeners. Mainly within a daily literacy hour the children are taught letter sounds, shapes, blends and word patterns to develop reading, spelling and writing skills.

They undertake work concerned with vocabulary, style, punctuation, grammar and literary skills.

The school aims to provide a wealth of extra-curricular activities to enhance children's learning. Visits both local and in different locations are common throughout the year.

These subjects give children an insight into the way people lived in the past compared with the present and the natural and human world. It includes learning about ancient civilisations, major world events, the lives of significant people and cultural changes which have influenced our society. We aim to give the pupils the skills to increase their knowledge and understanding of places both at home and world wide. We encourage pupils to take a critical look at human activities and to form judgements about the reliability of historical sources.

Religious Education

The children are involved in a daily act of worship which is mainly Christian in content. The school has adopted the County's syllabus for "Religious Education". This offers a broadly Christian curriculum looking at the Bible, The Church and other religions, including places and artefacts or worship.

Personal, Social and Health Education and Citizenship (Including Sex and Relationships)

Pupils are given the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. This is promoted across and beyond the curriculum. Children are given opportunities to recognise, discuss and reflect on their own worth, working with others and taking responsibilities for themselves and their deeds as they grow up. There is a continuous programme to encourage self-awareness and to highlight the importance of care of their bodies. Children are taught about personal hygiene, dental care, food and diet, exercise and rest and about the harmful consequences of smoking and the use of drugs. Smoking by adults is prohibited within the school environment.

A strand of the science curriculum and, where appropriate, in topical work aspects of sex and relationships are taught and questions responded to with sensitivity and honesty. Children are encouraged to use correct biological vocabulary from the Foundation stage onwards.

At the end of KS2, children are introduced to the basic facts of personal growth and sexual development relevant to their age. Parents are informed of the content and resources to be used and may withdraw children from this presentation, if they so wish.

Pupils with Special Educational Needs

Although assessment for National Curriculum is a continuous process and can identify children experiencing learning difficulties, the staff believe that it is not the only method of detection available. We feel that our close working relationship with both the children in our class and with each other enables us to identify, discuss and provide support more quickly for pupils with specific learning, emotional and behavioural needs.

We ensure that their parents/guardians are informed of any concerns, kept up to date with their child's progress and encouraged to share in the child's individual Education Plan. Should the need for greater expertise or extra resources arise then the Inclusion Pupil Support (PPS) team of "Children and Young People Services" are consulted for their advice and educational materials. Additional teaching arrangements are made to support inclusion. Children's well-being and access to education is given a high profile and the school strives to nurture and mentor children to help them become confident learners.

Gifted and Talented Children

Throughout the teaching programme activities are differentiated to meet all abilities and interests. With this in mind, children who are exceptionally able or have a particular talent are suitably challenged when possible.

As well as school-based study we aim to give the children first-hand experience of their own environment and opportunities to visit and explore other parts of their own country. In addition to this we feel that it is important for the children to meet people from a variety of cultural and social backgrounds.

We place much emphasis on learning from past mistakes and in instilling in pupils a caring and responsible attitude to their environment.

Art

Children are given the opportunity to work with a variety of media and explore different techniques. The children are encouraged to express themselves both in 2D and 3D work and are taught to appreciate and understand works of art from different periods and cultures. We have a pottery kiln which adds an exciting dimension to clay work. At all stages children are encouraged to experiment with some of the tools, methods and materials used by well-known or visiting artists and to employ these imaginatively to improve their own work.

Design and Technology

We aim to give the children the opportunity to handle a variety of tools in a supervised situation and to increase their knowledge of the properties of the different materials. Pupils are taught to plan, design and make models in response to given requirements and specification. Children are encouraged to examine critically their own work and to modify their designs appropriately. Emphasis is placed on evaluating the finished product. Technology is used widely across the whole curriculum and a variety of construction kits are used to explore building techniques and as an aid to the teaching of concepts relating to mechanics

Music

Children follow the National Curriculum for music and study the elements of performing, composing, listening and appraising. Children are given the opportunity to express themselves musically and to experiment and develop that knowledge in the areas of rhythm and pitch.

All children have the opportunity to play various instruments such as the ocarinas, recorders, guitar, violin and a variety of percussion instruments. Throughout the year there are opportunities for the children to perform both within school and the community.

Physical Education

We aim to give a balance of experience across the various aspects of the physical curriculum and to teach the skills which will help pupils to know their own potential physical ability and to take full advantage of this both as an individual and as a member of a group. Children have weekly experience of both indoor and outdoor activities, gymnastics, dance and games.

All the pupils in Key Stage 2 attend swimming lessons for a period during the year. We give a high priority to this activity. The children receive instruction from a qualified instructor at the Corby pool.

At Corby Old Village Primary School pupils are given the opportunity to play traditional team sports including football, netball and rounders. Additional sports like table-tennis are offered when additional tuition is available. The school takes part in sporting competitions against both the town schools and the Welland Valley village schools. We have a football field and a netball court which are used only by the pupils in the school and these are maintained by Ground Maintenance Contractors. Pupils also have the opportunity to participate in athletics meetings against other schools during the summer term.

We emphasise the importance of good sportsmanship and fair play at all times and having the correct attitude both to winning and losing.

Extra Curricular Activities

The staff, parents/guardians or outside agencies run a number of clubs after school. These are run on Tuesdays, Wednesdays and Thursdays. Activities may include art and craft, computers, library book reading, music, cookery and other hobbies including sports. Inter school sports are encouraged in Key Stage 2. Children are invited to join in the Welland Valley schools and Corby schools leagues for football, Netball, Athletics and Swimming events.

Homework

We believe that homework plays a vital role not only in the advancement of pupils' knowledge and skills but also in reinforcing the partnership between school and home.

Information about the amount and frequency of this activity is clearly stated in our Homework Policy, a copy of which may be obtained from the school office.

We value the opportunity for children to share their learning experiences with their parents and similarly for parents to support their child's intellectual development. After the school day, some children may not feel able to do additional school activities. When your child shows signs of tiredness or lacks enthusiasm it may be better to postpone homework until a more conducive time. We leave this to the discretion of parents and do not prejudice any child unable to complete their homework. However, teachers do positively encourage children to make every effort to do regular literacy and numeracy activities and monitor children's achievements. Children may be asked to complete classroom tasks, do their homework or research class themes and topics.

The Early Bird Club

This is available daily from 8.15a.m. Children may arrange with the Leader to come and have breakfast in the Learning Support Unit. Here they may calmly eat and socialise with peers prior to starting their school day. A contribution of 60p is requested to pay for the resources.

Parent Partnerships

Research demonstrates that where parents and schools work together in true partnership, aware of the contribution that each brings, then children's full potential can be realised. With this aim we provide regular newsletters and a termly curriculum overview. Children have targets for Literacy and Numeracy based on assessments of their work. These are shared with the children and can be available for parents too. Parent consultations can be arranged at any time throughout the year at the request of both the school or the parent.

Assessments

Children's learning is monitored daily by the school staff. Systematic assessments are carried out at intervals throughout the year. Pupil progress is measured and children are encouraged to achieve their potential. If a child is not making adequate progress, arrangements to support the child with intervention programmes are made. Parents are informed at all times of any changes, enhancements or differentiation used to promote their child's learning.

Governors

The affairs of the school are administered and controlled by the Governing Body. The whole Governing Body meets at least once a term. At other times, committees meet to consider administrative, financial and curriculum issues. Governors are appointed

from various sections of the community plus four parent representatives. Parents/guardians interested in joining the Governing Body and sharing the work of running the school should put their names forward to the Headteacher or a Governor. As a broad statement the Governing Body operates within the following terms of reference.

Policy for Charging

The Governors recognise that certain activities traditional to this school may not continue to be available unless supported by parent/guardian donations. So that we can maintain these activities (school visits, clubs and occasional special extra curricular events) parents will be invited, from time to time, to make donations to enable the school to cover costs. The Governors stress that if any activity goes ahead, no pupil will be left out because his or her parents/guardians have not contributed towards the cost. Please note that we are permitted to charge for board and lodging for pupils on residential courses.

Public Access to Documents and Information

Parents are invited to read school policies, schemes of work and statutory documents by arrangement with the school office.

Consideration of Complaints Against Schools – A General Scheme

The Governing Body of the school have agreed to follow the Local Authority Model Complaints Procedure for schools. A copy of the Guidance will be given, if desired, to any person wishing to make a complaint under the outlined arrangements. The L.A. will provide a copy of the information in languages other than English, if requested. The school will always try to resolve difficulties or complaints at the earliest possible stage through discussion between teachers and parents/guardians or Head and parents.

Occasionally it may be necessary to refer a matter to a small committee of Governors if it cannot be settled by members of the teaching staff.

Should it prove impossible to resolve the complaint following consideration by the Governors then an appeal may be made and the Governors would seek LA advice. A copy of the Complaints Procedures can be obtained from the school office.

Travel and Access to School Site – Healthy Schools

Your child's health and safety are paramount at all times. Pedestrians should enter via the front gates on the High Street. No smoking or dogs are allowed on school site. At the rear of the school there is a car park which can be accessed from Meeting Lane. The hatched parking bays are for school staff. Parents in cars may use all remaining bays on the understanding that they enter and leave the school site with due care and attention. There are two disabled parking bays adjacent to the green playground gate. In the interests of safety the main High Street gate and green playground to car park gate should be closed at all times. The main playground gate is locked during school hours.

Children should be encouraged to walk or cycle to school as often as possible. Bicycle stands are sited at the rear of the building and a covered walkway has been installed for parents to shelter under while waiting for their children. Children cycling to school should wear appropriate headwear and we encourage all children to wear fluorescent waistcoats so they are seen by motorists.

May we remind everyone that there is no smoking on the school site at any time, either in the Car park, playground or building. No dogs are allowed on the school site either.

CORB Y OLD VILLAGE PRIMARY SCHOOL
High Street, Corby, Northants NN17 1UU
Telephone Corby (01536) 202359

BOARD OF GOVERNORS

CHAIRPERSON:	Mr N Norman – Community Governor
Mrs W Gordon	Vice-Chair Governor/LEA Governor
Mrs B Wade	Local Education Committee Representative Governor
Mr J Wade	Minor Local Authority Governor
Mrs. M Gibson	Community Governor
Mrs H Williams	Headteacher Governor
Mrs A Smart	Teacher Governor
Mrs J Sandy	Link Governor / Staff Governor
Mrs M Brooke	Clerk to Governors
Mrs H Fultz	Parent Governor
Mrs L Wilson	Parent Governor
Ms L Burnet	Parent Governor

STAFF

Mrs H. Williams	Headteacher
Mrs J Sandy	Bursar/Admin Officer
Mrs B Laywood	Assistant Head Teacher
Mrs J Rotherham	Admin Assistant
Mrs S Williams	Class Teacher (Part time)
Mrs Y Laywood	SENCO Assistant
Miss L Wallace	Class Teacher
Mrs L Myles	Learning Mentor
Mrs S Smart	Class Teacher
Mrs J Beer	Teaching Support Assistant/Forest School Leader.
Miss C Frost	Class Teacher
Mrs D Walker	Teaching Support Assistant.
Mrs J Hill	Class Teacher (Part time)
Mrs G Russell	Teaching Support Assistant
Miss P Wilson	Teaching Support Assistant
Mrs T Wort	Teaching Support Assistant
Mr J McNulty	Site Supervisor
Mrs V Young	Cleaner in Charge
Mrs M Bible	Mid-day Supervisor/Parent and Toddler Leader
Mrs C Wilson	Mid-day Supervisor
Mrs K Donnelly	Mid-day Supervisor
Mrs A Searson	Cleaner/Crossing Patrol

