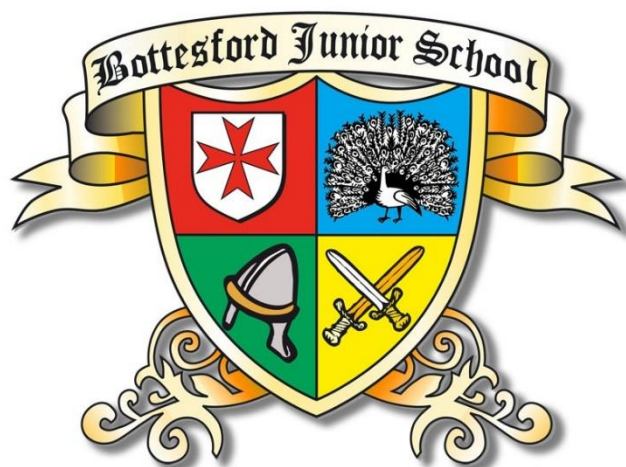


# Bottesford Junior School



Telephone: 01724 867906

Email: [admin.bottesfordjuniors@northlincs.gov.uk](mailto:admin.bottesfordjuniors@northlincs.gov.uk)

[www.bottesfordjuniors.com](http://www.bottesfordjuniors.com)

## **Welcome to Bottesford Junior School**

At Bottesford Junior School, we are proud to be a community-focused, maintained school that is dedicated to providing a well-rounded education for every child in our care. Our school is a place where respect, enthusiasm, and a deep appreciation for the environment are at the heart of everything we do.

We would like to welcome you to our vibrant and nurturing school community. From the moment you step through our doors, you will feel the warmth and energy that permeates our classrooms, corridors, and outdoor spaces.

At Bottesford Juniors, we believe that a child's education is not just about academic achievement, but also about developing the skills, attitudes, and social responsibility that will serve them well throughout their lives. That's why we have embedded the Forest School, sports provision and school garden agenda into our outdoor ethos, giving our pupils the opportunity to connect with nature, learn valuable life skills, and cultivate a deep respect for the world around them.

## **Our school's vision and values**

‘Community, respect, environment, enthusiasm and kindness’ - guide every aspect of our work. We strive to create an inclusive, supportive environment where each child is encouraged to explore their interests, challenge themselves, and reach their full potential, regardless of their background or individual needs.

Whether your child is new to our school or has been with us for years, you can be confident that they will be nurtured, inspired, and empowered to make a positive difference in their community and beyond. We look forward to partnering with you on this exciting educational journey.

This booklet aims to give you a clear overview of life at Bottesford Junior School. It includes key information about day-to-day routines and answers some of the common questions that parents may ask — covering everything from safeguarding to assessment and behaviour support systems.

## Home-School Communication

We believe that a strong partnership between staff and parents is vital to the success of our pupils at Bottesford Junior School. We actively encourage parents to be involved in all aspects of school life. To support this, we operate an 'open door' policy and strive to be approachable and responsive to all members of our school community.

There are several ways to communicate with us. Each morning, members of staff are available on the playground to discuss any questions or concerns you may have. These will be noted and passed on to the appropriate staff member for follow-up. For parents who are unable to speak with us in person, you can also contact the school office by phone on 01724 867906 as well as other forms of communication such use of the school admin email address at: [admin.bottesfordjuniors@northlincs.gov.uk](mailto:admin.bottesfordjuniors@northlincs.gov.uk) alongside Arbor.

We currently publish a weekly newsletter that is shared through our school communications systems.

## School Times

- Soft Start: 8:45 am – 8:55 am
- Morning Session: 8:55 am – 12:00 pm
- Lunch: 12:00 pm – 1:00 pm
- Afternoon Session: 1:00 pm – 3:25 pm

### Morning Arrival and Soft Start:

In the interests of your children's safety, we ask that pupils are not sent to school before 8:45 am. We open our school gates for 'Soft Start' at 8.45am and encourage pupils to go straight into class, where they will take part in early morning activities that prepare them for the day ahead. This will subsequently be followed by a prompt start at 8.55am when the first lesson begins.

Members of staff will be present on the playground to deal with any queries accordingly, along with support staff in their designated cloakroom areas on arrival. This enables the teacher to welcome their children in to the classroom and begin their school day.

If a child has an appointment, they must be signed out and, on returning to the premises, signed back in via the school office.

If your child is late, they will enter via the school office. In the event of persistent lateness, then contact will be made from our Inclusion Lead or another appropriate adult to offer support.

### **End of Day Collection**

Your child will be dismissed at 3.25pm and make their way onto the playground to be picked up by their parents or carer. Adults who are picking children up at the end of the day are kindly asked to wait on the upper playground. Children who cannot find the adult are instructed to return to either the office or classroom so that we can contact their parent or carer.

### **Class Structure**

We have two mixed-ability classes in each year group, designed to promote social interaction and a sense of belonging; classes are mixed at the end of each academic year. This is to support children in widening their social circle and feeling like they are part of a 'year group' rather than a class during their time with us. In addition, it also ensures that classes are balanced in terms of academic and social needs.

### **Extra-Curricular Activities**

To further enrich your child's experience at Bottesford Junior School, we offer a wide range of extra-curricular activities. All clubs run until 4:15pm, with the exception of Cookery Club, which concludes at 4:30pm. Parents receive information regarding the clubs available via our parental communication APP – Arbor.

At the start of each after-school club session, we take a register based on the consent forms that you have completed. This systematic approach helps us maintain accurate records of attendance and ensures we know exactly which pupils are participating in each activity.

Please be aware that if a child indicates they are not attending a club, but we have not received confirmation from a parent or carer, they will not be allowed to leave the school premises until we have received direct contact from you. This measure has been implemented to ensure your child's safety and is an essential part of our safeguarding protocols.

### **Holidays and Attendance**

Every moment in school matters, and missed days can add up quickly. Research shows that pupils with good attendance tend to enjoy better wellbeing and achieve more academically than those with frequent absences.

The school day is divided into two sessions—morning and afternoon—and attendance is recorded separately for each. Following the DFE attendance framework, there are only a few reasons for missing school that are now permitted, such as illness or exceptional circumstances approved by the school.

Unauthorised absences can lead to intervention from the school or local authority, and may result in a fine. The Department for Education has introduced a national

framework to ensure consistency across all councils regarding when fines should be considered.

We recognise that some children face more complex barriers to attendance—such as long-term medical conditions, mental health challenges, or special educational needs and disabilities. In these cases, we are committed to having open, supportive conversations with families to understand and address individual needs.

Our Inclusion Lead, oversees attendance across the school and will be your main point of contact for any related concerns. Wherever possible, we aim to work in partnership with you to understand the reasons behind low attendance and put practical, supportive solutions in place. Further information about attendance and holidays can be found at the following: <https://www.gov.uk/school-attendance-absence>

## **Absences and Medical Appointments**

If you know in advance that your child will be absent from school, please let us know before the start of the school day. This advance notice helps us plan effectively and ensures your child doesn't miss important learning opportunities unnecessarily.

In cases of illness, you can notify us by:

- Phone - our answering machine is available outside of school hours for your convenience
- Email at [admin.bottesfordjuniors@northlincs.gov.uk](mailto:admin.bottesfordjuniors@northlincs.gov.uk)

If a child is absent and we haven't received any communication from a parent or carer, we will attempt to make contact with you. For safeguarding reasons, we will continue trying to establish the child's whereabouts. This may include contacting schools where siblings are enrolled and, if necessary, conducting a home visit. Please understand that these procedures are in place to ensure every child's safety and wellbeing.

For medical appointments, please:

- Inform the school in advance
- In accordance with new DFE guidelines, provide evidence of the appointment
- Collect your child from the school office, where they will be signed out

Should your child become unwell during the school day, we will contact you—or the person you have listed as an emergency contact—so arrangements can be made to collect them from the office and sign them out.

## Safeguarding and pupil well-being

The safety and wellbeing of our pupils has always been, and will continue to be, our highest priority. This commitment underpins everything we do.

### Our Safeguarding Team:

Designated Safeguarding Lead (DSL): Mrs Burt

Deputy Designated Safeguarding leads (DDSLs):

- Mr Snowden - Acting Deputy Headteacher and Senior Leadership Team member
- Mrs Yates - SENCO
- Mrs Carpenter - Pastoral Manager

All staff receive regular safeguarding and child protection training to ensure they are equipped to support and protect our pupils effectively. This ongoing professional development means our entire team remains current with best practises and statutory requirements.

Our named Safeguarding Governor is Mrs Holmes, who also serves as Chair of Governors, providing additional oversight and support for our safeguarding arrangements.

The school works closely with other agencies in this field and we always act in the best interests of the child. In the event of a member of staff suspecting that a pupil may have been deliberately harmed or neglected by his or her parents or carers, the DSL has a legal duty to inform North Lincolnshire Council Safeguarding Team.

## Access to the building and visitors

As a school, we aim to be as welcoming as we can to all members of our community. However, in order to safeguard our pupils and all adults on the premises, we ask that all visitors only enter school through the main entrance. This policy ensures we can maintain proper oversight of everyone entering our school grounds and helps us create the secure environment.

Please be aware that upon entry into school, all visitors will be asked to sign in at reception and then sign out when leaving the premises. This straightforward process helps us maintain accurate records of who is on site at any given time.

As part of our commitment to keeping your children safe and secure, we have implemented a comprehensive lanyard system that helps both pupils and staff quickly identify different types of adults and visitors within our school environment. Our Colour-Coded Lanyard System:

- **Blue Lanyards:** Worn by all school staff members, complete with their name badges. These are the familiar, safe faces that your children see every day and interact with regularly.

- **Green Lanyards:** These serve two important purposes:
  - Our school governors wear green lanyards and are familiar, safe faces within our school community
  - Visitors who have been pre-approved and are considered safe, trusted adults also wear green lanyards
- **Red Lanyards:** Visitors wearing red lanyards will always be accompanied by a member of our school team. Importantly, these individuals will never be left alone with our children and will always have direct supervision from our staff.

We regularly share this information with our pupils through clear explanations and pictorial reminders that are displayed prominently around the school. This ensures that all children understand what the different coloured lanyards mean and can easily identify who the safe adults are in our school environment.

## Emergency Procedures

The school has a messaging service that enables notifications to parents to be sent very quickly. Parents should be aware that in the unlikely event of us having to evacuate the premises, we would take the children to Bottesford Civic Hall. As the parent/ guardian you would be notified to inform you of any arrangements in an emergency situation. In addition to this, during the last academic year, we have implemented practice lockdown drills to prepare all school stakeholders in the event of this needing to be carried out.

## Car Parking

Our school car park should not be used for general drop-off and collection, unless disabled access is specifically required. If you do need to use disabled access parking, please contact our Admin Team in advance to discuss arrangements - they will do their utmost to help ensure your needs are met appropriately.

For the safety of all our pupils, and due to the limited parking spaces available, we strongly recommend that children walk to school via the pedestrian route. The safest approach is to:

- Walk around via Manor Road (near Bottesford Infants)
- Enter the school through the designated pedestrian entrance

We do understand and appreciate the challenges that parking can present for families, and we are genuinely sympathetic to these difficulties. However, our pupils' safety must always remain our absolute priority. The limited space in our car park, combined with the movement of children and families, creates potential safety risks that we are committed to minimising.

## **Bikes/Scooters**

It is the policy of this school that children do not cycle to school due to the heavy build-up of traffic, both in the morning and afternoon. In recent years, scooters have become an issue for schools. We regularly receive complaints from adults about the way that children are using scooters on the paths as they enter and leave school

As a school we would prefer pupils to not bring scooters to school – for their own safety and that of other pedestrians. However, if parents and pupils complete the Scooter Parental Agreement Form, they can store their scooter at school during the school day. This form states the expectations of pupils and the consequences of their actions if they do not abide by the conditions of the agreement. The agreement can be found on our school website as well as a form being able to be received from the office. Electric scooters are not permitted to be used and scooters are not to be ridden on the school premises. Children will be made aware that scooters are left at their own risk. Please be aware that, due to health and safety, we do not permit scooters to be ridden on the playground.

## **Healthy Schools**

We would like to remind everyone that current legislation prohibits smoking and vaping on any part of our school premises, including our school field. This policy applies to all visitors, parents, and staff members at all times. We appreciate your cooperation in maintaining a smoke-free environment for our pupils and the wider school community.

As a school, we are committed to encouraging all of our stakeholders - pupils, parents, staff, and visitors - to embrace healthy lifestyle choices. We believe that modelling positive behaviours creates the best environment for our pupils to develop their own understanding of what it means to live healthily.

While we feel that our school meals provide an excellent option, as they are nutritionally balanced and carefully planned, we recognise that families make different choices regarding their children's lunches. We do not actively monitor the contents of packed lunches, as we believe this responsibility rests with parents who know their children's individual needs, preferences, and dietary requirements best. However, we are always here to support you.

If you would like advice on any aspect of meals at school - perhaps you have a reluctant eater or would like suggestions for encouraging healthy eating habits - please do come and speak to us. Our staff are experienced in working with children around food and mealtimes, and we are more than happy to share strategies that might help at home.



## Medical Needs and First Aid

If your child requires medication during school hours—such as an inhaler for asthma—please do inform us as soon as possible so that we can make appropriate arrangements for its safe storage and administration. This ensures your child can access their medication quickly when needed, without any unnecessary delays. For any medication that needs to be taken during the school day (such as antibiotics or penicillin), please ensure that:

- The medicine is clearly labelled with your child's name
- You complete and sign a consent form, which is available from our school office
  - this authorises our trained first aiders to administer the medication safely

All classrooms are equipped with first aid kits; additionally, each year group has at least one staff member who is fully first aid trained. This means that your child's medical needs can be met quickly and efficiently, with minimal disruption to their learning and daily routine.

Occasionally, accidents do happen during playtimes—as is natural when children are active and playing. When your child receives first aid treatment, they may be given a slip detailing the nature of the injury and the time of treatment. Please note that minor injuries requiring little or no follow-up may not always result in a slip being sent home.

For more serious incidents—such as head bumps or deeper grazes—we will also send you a message to keep you informed. In some cases, a member of our staff may call you directly or speak with you at the end of the school day to discuss the incident further.

To ensure we can reach you quickly in the event of an emergency, please do make sure we have your most up-to-date contact information on file.

If your child has a medical condition such as a serious allergy, we will create a Medical Care Plan in consultation with our SEND Team - Mrs Yates and Mrs Carpenter. This plan will be shared with all relevant staff to ensure your child receives the appropriate care and support they need.

## Special Educational Needs

At Bottesford Junior School, our dedicated SEND team work tirelessly to ensure every child receives the support they need to thrive. Mrs Yates, our SENDCO, serves as our teacher responsible for children with special educational needs, overseeing our SEND policy and procedures with great care and expertise. She is supported by Mrs Carpenter, our Pastoral Manager, who brings additional experience and dedication to our team. We are also fortunate to have Mrs Holmes as our governor with responsibility for SEND, ensuring our provision remains at the highest standard.

At Bottesford Junior School, we recognise that at various points during their educational journey, a child may require additional support to fulfil their potential or to aid their learning. These needs may be:

- Medical requirements
- Emotional support requirements
- Behavioural concerns
- Academic learning needs

We firmly believe that every child is unique, and we are wholeheartedly committed to providing as much help and support as possible. Our aim is always to make appropriate provision for any child with a specific need, ensuring no pupil is left behind. Our skilled team of support staff work collaboratively to meet the individual needs of pupils with special educational needs.

## **Pupil Premium Allocation**

Pupil Premium funding is allocated to schools based on the number of pupils who are currently eligible for free school meals, or who have been eligible at any point within the last six years. Additional funding is also provided for children who are currently in care or are looked-after (LAC).

For detailed information on how we allocate our Pupil Premium funding, the five key targets we have identified, and the impact of this support, please refer to the Pupil Premium Grant (PPG) Report available on our school website.

## **Behaviour**

At the heart of everything we do is our fundamental belief that children are at their best when they feel secure and happy, and this philosophy is reflected in both the quality of their work and their behaviour throughout the school day. We have built our entire approach around encouraging children to succeed and celebrating their achievements, with a clear focus on our school values and our house system that promotes working together as a collective community.

Our behaviour policy centres on a clear and consistent system of rewards and sanctions that recognises and celebrates positive choices. In addition, our House system plays a central role in building our school community. Children can earn House points for a variety of reasons e.g.

- producing good quality work.
- following school rules consistently
- demonstrating our school values in their daily interactions
- supporting their peers and contributing positively to school life

Our House Captains take responsibility for collecting House points at the end of each week, and the winning house receives the coveted 'House Cup' along with an extra playtime as their reward.

Throughout the year, these House point totals contribute towards our House Shop of rewards, giving children both immediate recognition and longer-term goals to work towards.

Beyond our formal systems, we also celebrate achievements through certificates, stickers, and positive notes home, ensuring that good choices and effort are recognised in multiple ways.

Rather than having a lengthy list of school rules, we use our simple but powerful mantra: **Ready, Respectful, Safe**. This approach allows us to judge all behaviours and attitudes against these three clear expectations, making it easier for children to understand what we're looking for and for staff to address any concerns consistently.

When behaviour is inappropriate or doesn't align with our mantra, our staff are trained to identify the behaviour choices and respond accordingly, always with the goal of helping children make better choices in future. We regularly discuss and explore this mantra during assemblies and class discussions, ensuring that our entire school community understands the expectations we set and the reasons behind them. For further information, please see our Behaviour Policy on our school website.

## Our Comprehensive Curriculum

At Bottesford Junior School, our aim is to create a learning environment that truly engages and inspires our pupils. We believe that education should extend beyond the classroom walls, which is why we actively enrich our curriculum through: External educational visits that bring learning to life and provide real-world context  
Expert practitioners who visit our school to share their knowledge and expertise directly with our pupils

These experiences help to deepen understanding and create memorable learning moments that pupils carry with them throughout their educational journey. We follow the National Curriculum, ensuring your children receive a well-rounded education across all essential subject areas:

- English - developing communication, reading, and writing skills
- Mathematics - building numerical confidence and problem-solving abilities
- Science - fostering curiosity about the world around us
- Computing (including E-safety) preparing pupils for our digital world
- History - understanding our past and its influence on today
- Geography - exploring our world and environment

- Music - developing creativity and cultural appreciation
- Physical Education (PE) - promoting health, fitness, and teamwork
- Art - encouraging creative expression and visual literacy
- Design & Technology (DT) - developing practical skills and innovation
- Modern Foreign Languages (MFL) - opening doors to other cultures
- Personal, Social, Health, and Economic education (PSHE) - building life skills and wellbeing
- Religious Education (RE) - exploring beliefs and values

We firmly believe that these subjects provide a broad and balanced foundation for your children's education. Each subject plays an integral part in equipping our pupils with the essential life skills they will need as they progress through their educational journey and beyond into their future careers and personal lives.

Our teaching team works diligently to ensure that our schemes of learning are not only aligned with national standards but are also carefully modified and adapted to meet the individual needs of our pupils. This personalised approach helps ensure that every child can access learning at an appropriate level and make meaningful progress.

For more detailed information about our curriculum and the specific schemes of learning we use, please visit our school website where you will find comprehensive details about each subject area and how we deliver learning across the school.

## **Phonics at Bottesford Junior School**

At Bottesford Junior School, we are committed to ensuring every child receives the phonics support they need to become confident readers and writers. We deliver Read Write Inc. (RWI) Phonics, which aligns with our main infant feeder school's approach, ensuring continuity in your child's learning journey.

Read Write Inc. is a government-endorsed phonics programme that has been specifically designed to support children in developing strong foundational reading and writing skills. We implement this programme for pupils who require additional phonics support when they transition to our junior school, ensuring no child falls behind in these crucial early literacy skills.

Our phonics interventions are delivered separately from, and in addition to, the daily literacy lesson. This means your child will continue to receive their full English curriculum whilst also benefiting from targeted phonics support. These sessions will continue for as long as we feel they are needed - we believe in providing sustained support until each child has developed the confidence and skills they require.

Our phonics sessions are led by specially trained support staff who have received comprehensive training in the Read Write Inc. programme. This ensures that your

child receives high-quality, consistent instruction that follows proven teaching methods.

To ensure we are meeting each child's individual needs effectively, pupils receiving phonics support are assessed regularly. This ongoing assessment allows us to ensure they remain appropriately challenged and continue to make meaningful progress in their phonics development.

## **Reading at Bottesford Junior School**

Reading is truly the gateway to all learning, and we are passionate about nurturing not just reading skills, but a genuine love of books in every child. Our approach recognises that reading is far more than a single lesson - it's an ongoing activity that weaves through every aspect of classroom life.

### **The Reading Experience We Provide**

Your child will encounter reading in many different contexts throughout their school day:

- Reading for pleasure - personal quiet reading time to develop individual interests
- Reading for information - using reference skills to research and discover
- Reading to an audience - sharing stories and texts for entertainment
- Reading for practical purposes - following instructions and understanding tasks
- Cross-curricular reading - using texts to deepen understanding in all subjects
- Listening to others read - experiencing the rhythm and flow of skilled reading
- Individual and Home Reading

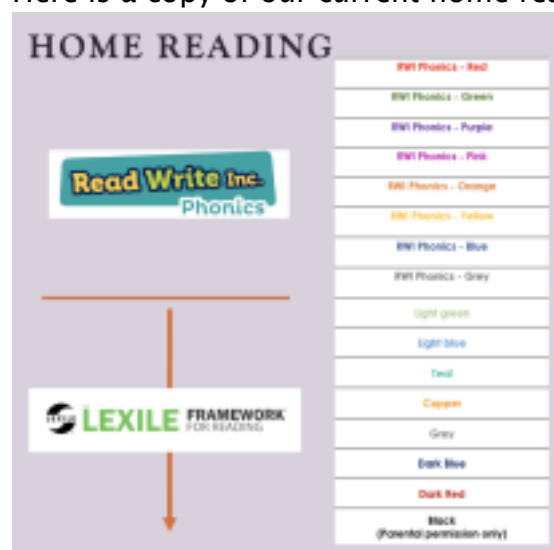
We maintain a well-stocked library with carefully selected reading scheme books that match your child's developing abilities. Pupils have the opportunity to change their books most days, ensuring they always have fresh material that excites and challenges them appropriately.

We ask that parents and carers read with their child at least three times each week, though daily reading would be even more beneficial, particularly for children who find reading challenging. Each child has been given a reading record book - this is our communication bridge between home and school, and we encourage you to use it to share observations about your child's reading progress.

As part of our curriculum, all pupils participate in dedicated reading lessons where they engage deeply with texts, asking and answering questions that develop their comprehension and critical thinking skills. These sessions complement the individual reading practice and help pupils develop the analytical skills they need across all subjects.

Reading truly is the foundation that allows access to all other learning, and when we work together - school and home - we create the strongest possible foundation for your child's educational journey.

Here is a copy of our current home reading progression



## Mathematics at Bottesford Junior School

At Bottesford, we aim to help our children think critically and solve problems confidently by developing their mathematical skills, understanding, and knowledge. We achieve this by providing rich, enjoyable learning experiences across all areas of maths. Our approach fosters positive attitudes and builds the self-confidence children need to tackle a wide range of mathematical challenges.

Through carefully structured tasks, children deepen their understanding and learn to work systematically, logically, independently, cooperatively, and with perseverance. We place a strong emphasis on mental calculations and support pupils in developing efficient problem-solving strategies. Children are also encouraged to communicate their ideas, reasoning, and questions using clear and appropriate mathematical language.

*"In mathematics, it is clear what pupils must know each year. The school provides pupils with a range of opportunities to develop their problem-solving skills. Pupils build on what they know as they move through the school."* Bottesford Junior School, Ofsted report, 2024

At Bottesford Junior School, we follow the White Rose Long Term Plan (LTP), which helps ensure our curriculum meets the needs of all learners. Each lesson is underpinned by effective Assessment for Learning (AfL) strategies, allowing teachers to identify each pupil's needs and provide both support and appropriate challenge

## **SRE Curriculum - Sex and Relationships Education**

Relationships and Sex Education forms part of the statutory curriculum for all of our pupils, and we approach this sensitive area with the utmost care and professionalism. Our programme is designed to be age-appropriate and delivered in a supportive environment that respects the values and beliefs of all our families. The content is thoughtfully integrated across several subject areas:

- Some elements are taught within our PSHE lessons, focusing on relationships, emotions, and personal development
- Science lessons cover the biological aspects appropriate to the age group
- Specific sessions address topics around growing up and the physical changes that occur as children enter puberty

For these specialised sessions, we work with 'Big Talk', an experienced external provider who delivers age-appropriate content with sensitivity and expertise. Their approach ensures that pupils receive accurate, well-structured information in a comfortable learning environment.

Parents have the right to withdraw their child from these elements of the curriculum should they wish to do so. We completely respect and support any decision you make regarding your child's participation. Additionally, all resources can be viewed on request. We encourage parents who would like to see the materials used in these sessions to contact the school office, and we will be happy to arrange this for you.

As part of our commitment to keeping children safe, we have also delivered training endorsed by the NSPCC called 'PANTS'. This brief but important lesson helps children understand appropriate and inappropriate behaviour regarding their own bodies and those of their peers. This education is a vital part of our safeguarding provision and helps children develop the confidence to speak up if they ever feel uncomfortable or unsafe.

We believe that by working together with families, we can ensure that all our pupils receive the support and education they need to grow into confident, well-informed young people.

## **Assemblies**

We bring our school community together three times each week for whole-school assemblies:

- Monday: Whole-school assembly
- Wednesday: Song practice assembly
- Friday: Celebration Assembly

Additionally, on Tuesday and Thursday, we deliver Picture News as part of our class assemblies. This resource is particularly valuable as it helps educate our pupils

about current issues at an age-appropriate level, whilst also maximising our learning time. Picture News is carefully linked to our British Values curriculum offer, ensuring coherence across our educational provision.

Our assemblies serve as a cornerstone for reinforcing the school's ethos and values, which we refer to as CREEK:

- **Community**
- **Respect**
- **Environment**
- **Enthusiasm**
- **Kindness**

Through our assembly programme, we also focus on developing pupils' understanding of British Values and Cultural Capital, helping them to become well-rounded citizens who understand their place in modern Britain and the wider world.

Our assembly programme is designed to support the holistic development of every pupil, fostering a sense of community whilst developing their understanding of the world around them. Parents do have the right to remove their child from participation in school assemblies and lessons in Religious Education. Should you wish to discuss this, please do not hesitate to contact the school office. We handle all such requests on a case-by-case basis and will work with you to ensure your child's needs are met whilst respecting your family's beliefs and values.

## **Homework**

As part of our commitment to ensuring every pupil makes strong progress, we provide regular homework focusing on three key areas: reading, spelling, and times tables. These areas have been carefully selected as they form the foundation for success across the curriculum and require consistent practice to develop fluency and automaticity.

The spellings your child brings home each fortnight are directly linked to the spelling patterns and rules being taught in their classroom lessons during that half term. This careful alignment ensures that home learning reinforces and consolidates what pupils are discovering in school, helping to embed these crucial skills in their long-term memory.

Similarly, our reading and times tables homework is designed to build the fluency that frees up your child's working memory for more complex learning. Regular practice at home makes an enormous difference to your child's confidence and progress in these fundamental areas.

We recognise that family life is busy, but your support with homework is invaluable to your child's educational journey. When pupils complete their homework regularly, we see marked improvements in their classroom performance and overall



confidence. It is a school requirement that pupils attempt to complete the work set, and we hope you will work alongside us to ensure this happens.

We understand that sometimes homework can be challenging, and we want you to know that effort and attempt are what matter most. If your child finds particular tasks difficult, please encourage them to try their best and make a note of any specific difficulties - this information helps us tailor our classroom teaching to meet their needs.

## **Assessment and Testing**

At Bottesford Juniors, we believe in taking a comprehensive view of your child's progress. We assess your children using a triangulated approach that includes:

- In-class teacher assessments, where our experienced staff observe and evaluate your child's understanding during daily lessons
- Day-to-day classroom practice - capturing how your child applies their learning in real-time situations
- Termly assessments through our assessment suite - providing structured checkpoints throughout the academic year
- 

This triangulated approach ensures we have a complete picture of each child's development. Our ongoing formative and summative assessments enable teachers to evaluate learning effectively and plan appropriate next steps, both for the whole class and for individual pupils.

As your child approaches the end of their journey with us, they will undertake the KS2 SATs in Mathematics, Reading, and SPaG (Spelling, Punctuation and Grammar). Writing is assessed and moderated internally by our dedicated staff, ensuring consistency and fairness in our judgements.

In the autumn term of Year 6, we hold a dedicated SATs meeting for parents. This meeting will provide you with further detailed information about the assessment process and give you the opportunity to ask any questions you may have.

We understand that assessments can sometimes feel a little daunting. Before taking these assessments, children are gradually introduced to the testing process. They will encounter similar types of exercises and questions during their regular lessons, helping them become familiar with the format in a supportive environment.

Most importantly, we want to emphasise that these tests represent just one part of their overall learning journey—not the defining moment. Your children are so much more than a test score, and we celebrate all their achievements, growth, and individual talents throughout their time with us.

## **Reporting to Parents and carers**

At our school, we believe it is essential that parents and carers play an active role in your child's learning journey. We are committed to maintaining open and regular communication through our approachable team and dedicated teaching staff. Your involvement and support make a significant difference to your child's educational experience, and we value the partnership we have with you as parents.

This year, in response to parent feedback, we have returned to a more traditional format for parents' evenings, now held during the autumn and spring terms. These meetings are deliberately timed to align with our formative assessments in those terms, allowing for meaningful conversations about your child's progress.

During these face-to-face meetings, you will have the opportunity to:

- Discuss your child's academic progress and achievements
- Understand areas where your child is excelling
- Identify any areas that may need additional support
- Share insights about your child's learning at home
- Ask questions and receive guidance from your child's teacher

In the summer term, you will receive a full school report detailing your child's achievements and development over the year. This comprehensive report will provide you with a clear picture of your child's progress across all curriculum areas, celebrating their successes and highlighting their growth throughout the academic year. Following the distribution of these reports, there will be an opportunity to arrange a meeting should you wish to discuss any concerns or have further conversations about your child's progress.

## **Enrichment and Residential Opportunities**

We are fortunate to offer your child a variety of out-of-school activities, made possible by the dedication of staff members who volunteer their time, alongside the support of our Sports and Learning Mentor, Mr. Baxter. These activities change on a half-termly basis and typically include a mix of sporting and non-sporting opportunities. We regularly consult with our School Council to help ensure the clubs and activities meet the interests and needs of all our pupils.

In addition to this, we offer an annual residential trip for our Year 6 pupils at the beginning of the autumn term. We strongly encourage all pupils to take part, as those who do not attend miss out on a valuable experience as well as a significant amount of follow-up work back in school.

If financial hardship makes attendance difficult, we ask parents to contact a senior member of staff. We will always do our best to work together to ensure every child has the opportunity to attend.

As part of a recent development, we now deliver a talk to current Year 5 parents in advance of the trip, providing key information and the opportunity to ask questions.

Additionally, our Inclusion Team offers further meetings and tailored support for any pupils who may require medical, behavioural, or emotional preparation ahead of their time away from home.

## **Roles of responsibility for our pupils:**

At Bottesford Junior School, we offer a wonderful selection of leadership opportunities for our pupils. These play such an important role in developing our children's confidence, empathy, and sense of responsibility.

Our pupils consistently demonstrate our school values through various leadership roles - these opportunities support both individual growth and our whole school community.

### **PALS (Peer Active Listeners and Supporters)**

Our PALS are a group of carefully selected pupils who play a vital role in supporting their peers whilst displaying our school values every day. These remarkable children are a constant presence in and around school and are easily identifiable through the wearing of their distinctive red uniform.

From the moment children enter our school, they are taught that if they need help or are worried about something, they can go to a PAL. Just recently, we have introduced the 'PAL Pit Stop' which ensures all pupils have a designated place where, if needed, they can get support.

Our PALS receive appropriate training but always have the option to refer any matter to an adult when necessary. They are encouraged to play with a wide range of children across year groups and to encourage collaborative play, particularly supporting those children who may be shy or tend to stand back and not become involved. Our PAL representatives are always on hand to support their peers, creating a nurturing environment where every child feels valued and included.

### **Sports Ambassadors**

In Upper Key Stage 2, we have Sports Ambassadors who work alongside our Sport and Learning Mentor, Mr. Baxter, in delivering a range of sporting activities during playtimes. These pupils are selected based on their leadership qualities and their consistent demonstration of our school values in their everyday behaviour. They play an integral role in supporting the wide-ranging and inclusive playtime programme we offer to all our pupils, ensuring that physical activity and teamwork remain at the heart of our school day.

### **Buddies**

Last year, we introduced our buddy system where each child joining our school community is assigned a buddy who is already attending Bottesford Junior School. This support provides our new pupils with both a 'friend' and 'peer-mentor' to help them, not only during their transition into Year 3, but throughout their entire time at our school.

This initiative has proven invaluable in helping new pupils settle quickly and feel welcomed into our school family.

### **School Council**

Our School Council meets at least once each term and is made up of one elected representative from each class, chosen by their peers. These pupils attend meetings to share ideas and raise any issues brought to them by their classmates.

School Council members are often consulted on school events and procedures and are occasionally involved in making important decisions that affect the whole school. We have found this role to be incredibly valuable in empowering our pupils and ensuring their voices are heard—placing their views at the heart of decision-making at Bottesford Juniors.

These leadership opportunities not only develop our pupils' confidence and communication skills but also foster a strong sense of community and mutual support throughout our school.

## **School Uniform**

Our school uniform consists of the following items:

### **Tops:**

- Navy sweatshirts or cardigans
- White polo shirts or white shirts

### **Bottoms:**

- Plain black, grey, or navy trousers
- Plain black, grey, or navy skirts (approximately knee-length)
- Plain black, grey, or navy tailored shorts (of appropriate length)
- Please be aware that cropped trousers are not part of our school uniform.

These guidelines help create a sense of unity and belonging within our school community while ensuring all pupils can focus on their education without distraction.

For your convenience, further details regarding our uniform policy can be found on our school website, where you will also find information about approved suppliers and additional guidance.

We understand that uniform matters can sometimes present challenges, and we are here to support you. Should any issues arise regarding uniform, a member of our staff will contact you directly to discuss the matter in a respectful and considerate manner. We believe in working together as a partnership to support your child's education and wellbeing.

## Pre-Loved School Uniform

We understand that the cost of school uniform can be a financial burden for many families, and we are committed to doing everything we can to support you. To help with this, we are pleased to offer our Pre-Loved School Uniform Shop, which is easily accessible via our school website.

This service has been designed with your convenience in mind:

- Easy online browsing - parents can view all available stock online
- Simple ordering process - you can place an order without needing to visit the school during busy drop-off or pick-up times
- Hassle-free delivery - once an order is placed, the item will be sent home in your child's bag
- Clear payment system - along with your order, you'll receive a slip indicating the amount owed

We believe this service not only helps to reduce uniform costs but also supports our commitment to sustainability and the environment by giving school uniform items a second life. The quality of items in our Pre-Loved Shop is carefully checked to ensure they meet our standards.

Please do visit our school website to explore what's currently available in our Pre-Loved School Uniform Shop. If you have any questions about this service or need any assistance with placing an order, please don't hesitate to contact the school office.

## PE and Games

PE and Games are statutory elements of the National Curriculum, and it is essential that all children come properly equipped to participate safely and effectively in these lessons.

To participate in PE lessons, children must have a complete change of clothing and appropriate footwear, which they are expected to change into specifically for their PE lesson. Please note that PE kit should not be worn during the rest of the school day.

### Indoor PE Kit:

- Plain light blue t-shirt
- Navy or black shorts
- Bare feet (trainers may be worn in the case of a foot infection)

### Outdoor PE Kit:

- Non-branded navy or black joggers
- Trainers (no studded boots for lessons)
- Light blue hoodie (optional for warmth)
- Long socks and shin pads may be worn for football

- Children are also allowed to wear extra layers under their PE clothing to help keep them warm, such as thermal sports layers

#### Important Safety Requirements:

- For the safety of all our pupils, please ensure that:
- Long hair is tied back securely
- Earrings are either removed or securely covered during PE lessons

Parents are welcome to purchase PE kit from any retailer of their choice. For those seeking more affordable, sustainable options, please do visit our Pre-Loved Uniform Shop which can be accessed through our school website.

### Swimming

As part of our comprehensive PE curriculum, all Year 5 pupils will participate in swimming lessons. These sessions are designed to develop water confidence, swimming techniques, and water safety skills - all essential life skills that we are committed to providing for every child. Prior to the lessons commencing, parents and carers will be sent further details about swimming lesson and what items will be required.

### Jewellery and makeup

Jewellery in school should be kept to a minimum. Pupils may wear a wristwatch, and only small studs in pierced ears. Chains, wristbands, bracelets, rings, or dangling earrings are not allowed, as they can pose a safety risk to the wearer and others. Children with piercings must be able to independently remove their jewellery for PE and games. New piercings may be covered with a plaster (provided by you) for a maximum of six weeks. However, we strongly recommend scheduling piercings for the start of the summer holidays.

Hair accessories such as headbands and clips should be simple and in keeping with the school uniform. Nail varnish and makeup are not permitted in school.

### Toys and Personal Property

The school cannot take responsibility for any personal items brought in by pupils. For this reason, we ask that toys and personal belongings are not brought into school.

### Mobile Phones

Mobile phones must be handed in upon arrival and will be kept safely by an adult in your child's year group. Phones are only permitted if a parent or carer has signed a consent form allowing their child to bring one to school.

Pupils are reminded that mobile phones must be turned off before entering school grounds and must remain off until they leave.

## **Lost Property**

Lost property is placed on a trolley, which is wheeled out onto the playground at the beginning and end of each school day. Please check the trolley for any missing items.

If items are clearly labelled, we will do our best to return them to pupils during the school day.

## **School Meals**

Cooked meals and grab-bags are available daily at a cost of £2.90 per meal (price per meal based on September, 2025 pricing). Our school operates a cashless payment system through ParentPay, which allows parents to register a credit or debit card and pay electronically.

For families without internet access, please contact the school office, and we will do our best to support you.

When a child joins the school, a ParentPay account is created for them. While the account is being set up, your child will still be served hot meals. Once the account is active, we kindly ask that parents maintain a positive balance to ensure meals can continue to be provided. Many families find the automatic top-up feature helpful for keeping accounts up to date.

Our meals are served through a cafeteria-style system, with termly menus provided. Classes take turns to be first into the dining hall, ensuring fairness across the week.

## **Packed Lunches**

We welcome children bringing packed lunches to school, and to ensure the safety and wellbeing of all our pupils, please note the following requirements:

All packed lunches should be stored in a sealed container or lunchbox to maintain freshness and prevent spillage – please note that these should not be made of glass. For safety reasons, please do not send glass bottles, cans, or fizzy drinks with your child's packed lunch.

Children are responsible for taking any packaging or waste home with them after they have finished their lunch.

These guidelines help us maintain a safe environment whilst encouraging our pupils to take responsibility for their belongings and the cleanliness of our school spaces.

### **Free School Meals**

If your child is entitled to free school meals, application forms can be collected from the Ashby Local Link office, located on Ashby High Street in Scunthorpe.

There is no distinction made in school between pupils who receive free school meals and those who pay.

### **Snacks and Drinks**

Children are allowed to bring a healthy snack for morning playtime, as this helps boost concentration and energy levels. Please note that only fruit or vegetable snacks are permitted at break time.

We actively encourage all children to bring a drink to school each day to ensure they remain well-hydrated. Additionally, we have water fountains available in each year group area for pupils to access fresh water whenever needed.

To maintain consistency and safety across the school, we kindly ask for your cooperation in providing water only - other drinks are not permitted during the school day.

If possible, please provide your child with a transparent or translucent water bottle. This simple measure helps our staff monitor the contents easily and ensures we can quickly identify that only water is being consumed. We find this approach works well for everyone and helps maintain our high standards. Water bottles will be kept safely in the classroom, within a designated area.

## **Volunteering in School**

We are always delighted to welcome volunteers into our school, whether that is supporting in school, such as hearing readers, or helping with a school visit. In line with our safeguarding policy, all volunteers are required to complete an application form with referees and undergo a Disclosure and Barring Service (DBS) check before beginning their work in school. This process helps us ensure the safety and wellbeing of all our pupils, and we appreciate your understanding and cooperation with these essential requirements.

It is also important to know that, if you have a pupil who is a relative in school, it is standard practice for volunteers to support classes other than their own child's, and this will generally be the case except in exceptional circumstances. This approach helps maintain appropriate boundaries and ensures that all our pupils benefit from the additional support our volunteers provide.

If you would like to proceed with volunteering, please contact the school office, and we will provide you with the necessary application forms and guidance on the next steps.



## **Our Commitment to Accessibility**

We are committed to ensuring that all pupils and parents can access the facilities we offer. We will make every effort to accommodate any specific needs you may have to enable your full participation in school events, activities, and services.

If you have a disability or any difficulty that requires special provision or arrangements for attending events or activities, please let us know. This allows us to plan accordingly and ensure you can be included in all aspects of school life. Any information you provide will be treated confidentially and with respect for your privacy. We understand that sharing personal information about accessibility needs requires trust, and we take this responsibility seriously.

Our aim is to ensure that every member of our school community feels welcomed, valued, and able to participate fully in school life. Please don't hesitate to speak with us about how we can better support you and your family.

We hope that you have found our handbook helpful in answering any initial questions you may have. For further details, please visit our website: [www.bottesfordjuniors.com](http://www.bottesfordjuniors.com).