

Our School Prayer



Dear God,

*At Farcet School, while we learn and play,
We think of you Lord, every day.*

*We thank you for our **friendships** blessed,
And show **compassion**, as you request.*

*We **trust** in you, oh Lord of all,
That **forgiveness** is our greatest call.*

Blesséd be our Farcet family.

Amen



Prospectus

Our values



At Farcet C. of E. Primary School we deeply cherish our core values of trust, friendship, compassion and forgiveness. As staff, we model and enact these values in all that we do and celebrate these values shown by our pupils.

We are Farcet...

We are Forgiving - 'The Lord our God is merciful and forgiving' (**Daniel 9:9**)

We are Ambitious - 'As for these four youths, God gave them learning and skill in all literature and wisdom. (**Colossians 3:23**)

We are Resilient - 'In due season we will reap, if we do not give up. (Galatians 6:9)

We are Compassionate - 'Finally, all of you, live in harmony with one another; be sympathetic, love one another, be compassionate and humble.' (**Peter 3:8**)

We are Equal- 'So God created man in his own image, in the image of God he created him; male and female he created them". This verse establishes the foundational equality of all humans, regardless of gender, as they are all equally made in the image of God. (**Genesis 1:27**)

We are Together - "Behold, how good and how pleasant it is for brethren to dwell together in unity!" (**Psalms 133:1**)

After School Club

The 'A' Club (after school club)

KS1 children will be collected by the After School club leader. KS2 children should make their own way to the club to be registered where the leader will be there to greet them.

Following registration, any child attending a separate after-school club activity will join the other children attending the activity. At the end of the activity, they will be brought back to the after school club and its leader.

The children will be offered a light snack and drink. Snacks may include biscuits, fruit, jelly, cheese and crackers, toast. Parents/carers are responsible for informing the After School Leader of any dietary requirements or allergies. Children will be able to engage in a range of activities. Typical activities will include but are not limited to: -

- ◇ Art and craft activities
- ◇ Computer activities
- ◇ Outdoor play and games
- ◇ Chill out' reading areas
- ◇ Film night
- ◇ Card Games -Lego and construction
- ◇ Board games

Children should not bring anything available from home as the Breakfast and After School Clubs are not responsible for the loss or damage to these items. Fees are payable in advance using the school's online payment system My Child At School. No concessions will be given for late arrivals.

Before School Club

The Rise and Shine Breakfast Club

Children will be given a choice of cereals, toast and fruit. Fresh drinking water is available to the children at all times. Parents/carers are responsible for informing the Breakfast Club Leader of any dietary requirements or allergies.

After the children have eaten, they will have the opportunity to engage in a number of activities. These include but are not limited to:

- ◇ Board games
- ◇ Lego or construction games
- ◇ Comics or books
- ◇ Computer activities
- ◇ Craft, drawing, puzzles
- ◇ Outdoor play C

Children are encouraged to help prepare and serve breakfast and support in the cleaning up of the session. At the end of the session, children will be taken to their classrooms by the Breakfast Club Leader.

Welcome



Welcome to our Farcet C. of E. Primary School . We are an enthusiastic, knowledgeable and experienced team of teachers , teaching assistants and support staff that passionately believe all children are entitled to a broad, balanced and knowledge-rich curriculum. Inclusion is at the heart of our school community and staff carefully consider all pupils’ needs as part of the day-to-day teaching and provision offered.

As a Church of England School, we invest time in developing our Christian Ethos and promote our school values of trust, friendship, compassion and forgiveness within a nurturing and aspirational learning environment. We welcome and value all children, of all faiths and none and believe that our school community is stronger for its diversity. Daily Collective Worship allows us time as a Farcet Family to worship, reflect and learn from Bible stories. We sing hymns each day and celebrate our school Christian identity through prayer and quiet reflection.

With the very highest expectations for behaviour and conduct, our school will thrive in enabling all children to achieve their fullest potential. Teachers and staff use research informed practice and work closely with the DEMAT Trust to deliver a highly ambitious curriculum through consistently successful approaches that ensures knowledge is specified, valued and taught to be remembered. We believe that it is our job to equip the children with knowledge and skills that will allow them to successfully access and thrive in the next stage of their education.

I am also grateful to join a supportive school community with an active and enthusiastic Parent Council. The very best school offer for our children is achieved where school and families work together to support our children to flourish now and in the future.

‘Let your light shine’ Matthew 5:16

Safeguarding

The Diocese of Ely Multi Academy Trust's vision is for every child to flourish, to be introduced to the richness of human experience, and to understand, question, and contribute to the world around them. Children are at the heart of all we do at DEMAT, and we focus on making the best decisions for all the young people in our care. We have a great responsibility for the quality of their education, and we cannot leave this to chance.

We are guided by our core values of Love, Community, Respect, Trust, and Ambition and these are demonstrated throughout, sitting comfortably alongside the values specific to each individual Academy. Our academies share many common features. As part of the DEMAT family our Headteachers recognise that working together can be far greater than working alone. We have common approaches to the way in which we do things across the Trust but also realise that academies need the flexibility to respond to their own contextual needs.

Farcet C. of E. Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment.

Chair of Governors contact information

Nikki Hargreaves (Acting Chair)

Email address:
chair@farcet.cambs.sch.uk

Late Collection



Late Collection It is the parent/carer's responsibility to ensure that the pupil is collected by a responsible person. The school must be notified immediately if it becomes apparent that the person collecting the child may be late.

Farcet CofE Primary School agrees to care for a pupil who has not been collected from school, until such a time as he/she has been collected by a parent/carer, or until appropriate, alternative care arrangements have been made with Social Care, and/or the Police, in order to maintain the child's safety.

Our procedures:

- ◇ If a child is not collected by a parent/carer after the school day or approved activity, the Headteacher or Designated Person will be notified. Every effort will then be made to contact the parent/carer, or failing that, the emergency contact.
- ◇ If parents/carers have not collected their child/children after the normal end of the school day, by 3.30pm, the child/children will automatically be taken into the after-school club and parents will be charged the full after-noon rate. Staff cannot provide childcare facility outside of the after school provision.
- ◇ If parents/carers have not collected their child by 5pm and are not answering their phones, plus the emergency contacts are unobtainable, CCC Social Care and the police will be informed.

Snacks/ Lunches



Farcet C of E Primary school is a **nut FREE school**. This includes items such as cereal bars with nuts or items with Nutella or similar chocolate spread products.

We aim to provide children with the best possible start to life and this includes a healthy diet. Our lunch provider ensures the children have healthy lunches.

We ask that parents order their child's lunch on MCAS a week before they are due to have it.

KS1 are entitled to a free school lunch as part of the universal offer.

Please ask the school office for the price of KS2 school dinners.

Snack

During nurture break the children are encouraged to have a snack. For KS1 this is provided by school and is a piece of fruit or a vegetable. However the children are welcome to bring their own snack if preferred but this must be piece of fruit, vegetable, a nut free cereal bar or yoghurt.

Ks2 snack is not provided but is encouraged. Again it should be in the form of a healthy snack such as a piece of fruit/vegetable, a nut free cereal bar or yoghurt.



Farcet C of E Primary School

'Let your light shine.' Matthew 5:16

Our Designated Child Protection staff members are:



Miss Caroline Sadler

Lead DSL

Headteacher and Prevent Lead



Mrs Donna Oldfield

Deputy DSL

Family Link Worker



Miss Kimberley Roberts

Deputy DSL

Deputy Headteacher

Contact the Local Authority Designated Officer (LADO)

Email: LADO@cambridgeshire.gov.uk

Professionals:

Telephone: 01223 727 967 (Monday to Friday during office opening hours)

Telephone: 01733 234 724 (Emergency Duty Team - out of hours queries)

Members of the public

Telephone: 0345 045 5203 (Monday to Friday 9am – 5pm)

Telephone 01733 234 724 (Emergency Duty team – out of hours queries)

Safeguarding



Safeguarding is at the heart of all we do at Farcet. We are lucky enough to have 3 Designated Safeguarding Leads in school

Caroline Sadler—Headteacher, Designated Safeguarding Lead, Prevent Lead and Online Safety Lead.

Kim Roberts—Deputy Head Teacher , Deputy Designated Safeguarding Lead and designated teacher for care experienced children.

Donna Oldfield—Family Link Worker, Deputy Designated Safeguarding Lead, and Mental Health First Aider.

Behaviour

Behaviour is key to a successful school environment. The Farcet way is our schools behaviour policy which we use in all we do. This policy provides staff with a consistent approach to monitoring, supporting and teaching behaviour in and around our school.

We have a positive behaviour system in which children's choices are praised or corrected as needed. When needed the children are provided with a reminder of the schools behaviour policy, a last chance and then they will be uninvited for that learning session to reset their behaviour before re-joining their class.

We use SHINE and fantastic walking to support our behaviour system and give children 'dojo' points for doing so. On a Friday each class teacher will choose one child who has gone above and beyond to show our school values that week.

Equipment and Stationary



To ensure they get the best out of their day the children need the following in school:

- ◇ a water bottle
- ◇ A coat/jacket
- ◇ A cap in the hot weather
- ◇ Any medication already organised with the school office
- ◇ A change of clothes and wellies for Reception class.

At Farcet, we provide the children with all of the stationary they need for their learning. This means that they do not need to bring their own pencil cases into school.

Mobile Phones

We understand the need for some children to have their mobile phones at school, often to let parents know they have arrived when they are walking to/from school alone.

If a child needs to bring their mobile phone to school the parent should email to inform the class teacher.

The child will then put their phone in the class basket at the beginning of the day and it will be taken to the school office and returned to them at the end of the day. They will not be permitted to access it during the school day unless specifically agreed by a parent and member of the leadership team.

Uniform



General School Uniform:

- ◇ Royal blue sweatshirt or cardigan – non branded or with Farcet C of E Primary School logo
- ◇ Polo shirt or tailored shirt in light blue or white with or without school logo
- ◇ Grey or black tailored trousers / shorts (not leggings or tracksuit bottoms).
- ◇ Grey or black skirt or pinafore dress (of a respectable length).
- ◇ Blue checked summer dress
- ◇ Grey, white or black socks or tights.
- ◇ Black shoes.

Year 6 : In recognition of their final year at Farcet school and to be easily identifiable as role models within our school community, Year 6 are offered the opportunity to wear a black jumper or cardigan instead of the Royal Blue. This can either be a plain jumper or cardigan or one embroidered with the school logo.

Hoodies are not permitted.

PE Kit Indoor:

- ◇ Blue, White or House-Coloured t-shirt with or without school logo.
- ◇ Black or Navy PE shorts (plain)
- ◇ Black, white or grey socks
- ◇ Black or white trainers or plimsolls (in plain colours, no studded shoes or football boots for PE lessons)

Outdoor (In addition to the Indoor kit)

- ◇ black, grey or navy jogging bottoms
- ◇ Plain, dark, single coloured sweatshirt or fleece (black/grey/ navy).
- ◇ When weather is particularly cold, additional items such as coats, hats and gloves can be worn.

Please note, hoodies are not acceptable for school uniform or PE uniform and if a child comes to school in a hoodie they will be asked to remove it and put it on their peg



Curriculum



At Farcet C of E Primary school our aim is for all children to achieve the very best they can. As part of DEMAT we have developed a systematic curriculum that combines quality first teaching with a knowledge rich curriculum. We ensure every session focuses on the key skills of reading , writing and maths in a vocabulary rich environment. We teach in mixed year group classes meaning that we employ a Cycle A and Cycle B system.

English: As part of the DEMAT trust we follow the DEMAT reading cannon; the teaching pedagogy behind this comes from Reading Reconsidered. The writing curriculum is also Trust based, linked to the cannon texts and based on the teaching approaches outlined in Writing Revolution.

Phonics: Our systematic phonics sessions are supported by the SoundsWrite scheme.

Maths: Maths at Farcet is planned primarily from the White Rose Scheme of learning and is supported by Arithmetic medium term plans to ensure fluency is at the forefront of our teaching.

Primary Knowledge Curriculum: All schools with DEMAT use the PKC to support their planning for Science, History, Geography, Art, EYFs and Music Design Technology.

PSHE: Our PSHE sessions are planned based on the Cambridgeshire PSHE Scheme.

Languages: As part of DEMAT, Farcet's KS2 children are learning Latin as part of the Maximum mouse scheme.

PE: Premier sports provide PE to our KS2 children. KS1 follow their curriculum to ensure consistence. Premier also provide afterschool and holiday clubs at our site.

Computing: Our computing scheme , Teach Computing, is based on the STEM learning and focusing on key computing skills as well and E-safety.



Home Learning

We believe that learning at home is an integral part of pupils' success at school. Pupils will enjoy their learning more if they develop good numeracy and literacy fluency, which requires additional practice at home. Achieving fluency ensures that that pupils will learn more as their working memory can be fully focussed towards encoding knowledge (learning) and applying their knowledge more purposefully. Therefore, setting fluency-based tasks as homework for pupils to complete routinely and purposefully will promote good progress in literacy and numeracy recall; thus ensuring that pupils are not 'held-back' from their fullest potential during lessons at school.

TEACHER RESPONSIBILITIES:

- ◇ Teachers will issue a reading record book to each child and are responsible for checking it at least three times per week to give feedback, motivate, monitor and recommend additional books for pupils to read.
- ◇ Teachers will set a maths task that will focus on developing fluency (e.g. times tables practice, number bonds, arithmetic) or a task designed to consolidate the current maths learning in class .
- ◇ Teachers will set weekly spelling practice (to be completed on paper or via a free online website) based on the National Curriculum spelling lists for the appropriate Key Stage or adapted for the needs of the pupil
- ◇ Verbal feedback is the most effective way for teachers to feed back to pupils and teachers will ensure that feedback given to pupils is done so with the purpose to move pupils' learning forward.
- ◇ Teachers must ensure that reasonable time is given to complete homework (no less than 5 days as a norm) and that the date for completion is clearly communicated
- ◇ Teachers may use the outcomes of homework tasks to support them to plan lessons that address misconceptions and/or gaps in learning
- ◇ If there are concerns around completion of homework, teachers will speak with parents or carers to discuss their concerns .

The School Day



At Farcet we believe children learn best in a safe and structured environment. Our school day is sequenced to provide the children with as much time to learn as possible.

8:00—8:30 am	Breakfast club opens—this can be booked through MCAS up to 2 days before the session required.
8:40 am	School gates and classroom doors open—please drop your child at their classroom door.
8:50 am	School gates locked and classroom door close.
8.55—9:15 am	Collective worship
9:20—10:30 am	Learning session 1
10:30—10:45 am	Nurture Break—A time to reflect on collective worship and have snack.
10:45—11:30 am	Learning session 2
11:30—11:45am	Outdoor break
11:45—12:30pm	Learning session 3
12:30—1:20 pm	Lunch
1:30—2:00pm	Learning session 4
2:00—3:00pm	Learning session 5
3:20 pm	Home Time—please collect your child from their classroom door.
3:20—5pm	After school Club—this can be booked through MCAS up to 2 days before the session required.

Our team and their roles



Ms. Caroline Sadler Headteacher / Lead DSL / Prevent	Mrs. Deborah Merry Senior Office Administrator
Miss Kimberley Roberts Deputy Headteacher / Deputy DSL	Mrs. Donna Oldfield Family Worker / Deputy DSL
Mrs. Emma Bramley Senior Leader	Mrs. Helen Baig SENDCO
Mrs. Jaime Masi Class Teacher	Mrs. Ruth Willson Class Teacher
Mrs. Emma Brown Class Teacher	Andy Brumby Site Manager
Miss C. Abasalom Teaching assistant	Mrs M Garwell Teaching assistant
Mrs. J Buchan Teaching assistant	Mrs. Maria Galietti Lunch time supervisor

PARENT AND CARER RESPONSIBILITIES:

- ◇ Parents and carers are encouraged to work in partnership with school by promoting reading at home. Pupils are expected to read for a minimum 15 minutes every day (a minimum of five days per week) and this must be logged in the reading record. Key Stage 2 pupils may log the reading themselves if they choose.
- ◇ To ensure that pupils are given time to complete homework and a space in which they complete their home learning. If families find this difficult, parents and carers should speak with the class teacher
- ◇ Pupils should be able to complete most of the homework independently but younger pupils will usually require an adult to help them to stay focussed. Please speak with the teacher if the homework is too difficult for them to access.
- ◇ We encourage parents and carers to help pupils access books either through public libraries/ library buses or by encouraging them to change books regularly in school. Teachers will assist in this also and try to recommend interesting and challenging texts for pupils.
- ◇ We ask that parents and carers support pupils in their responsibilities.

PUPILS' RESPONSIBILITIES:

- ◇ Year 1 – Year 6 pupils are responsible for keeping their Reading Record safe and for bringing it into school daily to place open on their desk for teachers to monitor
- ◇ Pupils must read for a minimum of 15 minutes every day and ensure that it is recorded in their log (Key Stage One pupils will require support with this).
- ◇ If there is a problem with the home learning, pupils should ask their teacher about it prior to the deadline (wherever possible).
- ◇ To listen to teacher feedback and act on it where possible e.g. change books, improve presentation, record in their reading record, practising times tables etc .

Collective worship and our Christian Ethos

Statutory Duty of School All maintained schools provide daily collective Worship for registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly.

The governing body is responsible for arranging the daily collective Worship after consulting with the Headteacher. Daily Collective Worship must be of a Christian character. Collective Worship should be both Christian and reflect in some degree the distinctive Anglican heritage of the school's foundation.

Aims and Intent:

The aim of Collective Worship in our school is to provide the opportunity for pupils to:

- ◇ Worship
- ◇ reflect on values that are of a Christian nature and on their own beliefs
- ◇ develop a community spirit, a common ethos and shared values
- ◇ consider spiritual and moral issues
- ◇ respond to the worship offered
- ◇ to provide an opportunity to celebrate major, and some minor, Christian festivals
- ◇ to celebrate the gifts, talents and achievements of the school community
- ◇ to encourage respect and care for God's creation by a positive attitude to both local and global
- ◇ reflect on environmental issues
- ◇ to foster feelings such as awe, wonder, thankfulness, mystery and joy.

To be meaningful for pupils, Collective Worship enables them to reflect on:

- ◇ what it means to be a human being
- ◇ questions of meaning, purpose and value
- ◇ the best that human beings can be - inspirational, exemplars (people of faith or not) who have
- ◇ demonstrated through their actions, lives and qualities. Examples will come from religious and non/religious sources.
- ◇ personal beliefs and values

The Collective Worship that we deliver will recognise and value the cultural, linguistic and religious diversity of our school population and will be conducted within our Equal Opportunities policy.

We expect everyone to take an active part in the assembly. In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', we normally base our assemblies on the teachings of Christ and traditions of the Christian Church. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school and may make reference to the beliefs of others.

While the majority of acts of worship in our school are Christian, we also hold assemblies that reflect other religious traditions that are represented in the school and the wider community.

How Collective Worship will enrich the experiences of pupils:

It will :

- enable pupils to reflect on and question issues such as belonging to the school community, the wider community and to humanity as a whole;
- reinforce a sense of community and cohesion through appreciating those things we have in common;
- develop a reflective approach to life;
- support pupils in the development of spiritual, cultural and moral perspectives;
- develop a sense of the individual's place in the world beyond the physical, material and the here and now;
- provide time to consider values and beliefs - both their own and those of others;
- raise awareness of difficulties experienced living a life based on values, beliefs and principles which may not be shared by everyone in the wider community;
- provide opportunity to celebrate achievement and to share times of celebration;
- support students in responding to crisis at a personal and collective level and provide them with a vocabulary to explore feelings and responses;
- support those who have particular needs or who are engaged in times of crisis.

Collective Worship reinforces the school community, by giving pupils the opportunity to share things of worth with each other, within a reflective space. Those pupils who have a faith will be able to use the reflection time to consider issues in the light of their religious beliefs and to pray or worship internally as they feel appropriate whilst those pupils who don't have a religious belief will have the opportunity to reflect and make a personal, internal response to the same stimulus. They will also be able to enter into dialogue with those of faith, enabling both believers and non-believers to appreciate each other's stances.

We will strive to ensure that collective worship is inclusive, invitational and inspiring.