



# P R O S P E C T U S   2 0 2 1



In partnership with parents, the whole school will deliver excellence at all levels with a clear mission to:- Be SAFE, SMILE, SUCCEED.





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# Headteacher Welcome

Dear Parents and Carers,

You want the best for your child so the school you select is most important.

Excellent schooling isn't just about our high professional standards and academic achievement. It's also about developing character, balancing the academic and pastoral, enjoying learning and equipping your child with knowledge, skills and confidence ready for the next phase.

Children come first at Brockwell. Working with parents as our partners, we aim to meet the needs of all children. Our success is built on a climate of positive discipline and respect, whereby the well-being of each child is at the heart of everything the schools achieves.

I extend a warm welcome and invite you to visit us. Come and experience the caring, fantastic atmosphere in our school and see that smiles, warmth and a love of learning are the norm and not the exception.

We look forward to meeting you soon.

Best wishes,



**C A Holmes**  
**Headteacher**

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## Contact Details

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Headteacher: Miss Catherine Holmes  
Deputy Headteacher: Mrs Emma Crutchley



# Our School

Brockwell Junior School was opened to pupils in September 1965. It is a county controlled Junior School for children between the ages of seven and eleven years. There are currently 255 children on roll, all in year group classes (two of each). Our school is administered by the Derbyshire Education Authority (LA). The school is well respected, both by parents of current pupils, the Teaching School Alliance and by the Local Authority.

The school is situated on a very large attractive campus which is shared with our neighbouring Nursery and Infant School. On this site we have two large tarmac playgrounds complete with seating areas, raised flower beds and fixed basketball posts. The grounds have been developed to encourage outdoor education and active play. We have a 'trim trail', working garden, 'tyre play' area and an outdoor theatre.

A fantastic feature of our school is the field. This adjoins the playgrounds, is surrounded by an orchard, mature trees and is used by the children whenever possible (weather permitting).

We have successfully gained several awards including the School Games Gold, Activemark, S.T.O.P. Anti-Bullying Award, Catering Commendations, the Financial Management in School Award, Youth Sport Trust Outstanding Primary 2017 and Derbyshire Active School of the Year 2018/19. We benefit from accredited Forest School Teaching linked with Holmebank Valley Park.

To apply for a place visit [www.derbyshire.gov.uk](http://www.derbyshire.gov.uk) (Applying for a Junior Place).

## Our vision for your children

Childhood experiences shape who we become as adults: children deserve the best. Positive, fun learning experiences develop self-esteem, confidence and independence. Being the best that we can be, we want ALL our children to develop a love of learning that will equip them with the knowledge and skills necessary for an ever changing and exciting future. We work towards one common goal that underpins all we do:

**To Work Together to...be Safe, Smile & Succeed.**



## Mission

In partnership with parents, the whole school will deliver excellence at all levels with a clear mission to be SAFE, SMILE & SUCCEED.

## Aims & Values

### SAFE

To provide a safe, caring and happy environment where everyone wants to come and give their best, knowing that mistakes are part of the learning journey.

To encourage everyone to embrace our values of respect, honesty, kindness, responsibility and determination.

To promote healthy lifestyles, develop resilience and an awareness of personal safety.

### SMILE

To plan and deliver an inclusive and challenging curriculum that inspires, generates curiosity and provides opportunities to secure new skills and knowledge.

To guide children to make positive choices for learning and development.

To provide everyone with the opportunity to become involved in the life of the school and the wider community.

To promote partnership between home and school.

### SUCCEED

To provide effective, innovative staff who are committed to delivering high standards across the school.

To ensure maximum progress and excellent outcomes so that each child realises their potential.

To promote the physical, spiritual, cultural, social and moral development of all pupils.

To provide the opportunity for all children to develop the social and academic skills they need for an ever changing life in modern Britain.

## Teaching Staff

### **Headteacher** - Miss C Holmes

(Assessment, Finance, Personnel, Discipline, Community, Staff Development, Equal Opportunities, Safeguarding, Health & Safety, Appraisal, Premises and Resources, Educational Visits, Languages)

**Deputy Headteacher and Special Educational Needs Co-ordinator (SENCO)** - Mrs E Crutchley  
(English, Curriculum and Tracking Progress, Deputy Designated Person for Child Protection & Pupil Premium)

### **Class Teachers**

#### **Year Six**

Darwin class	Mr Power
Nightingale class	Miss Brown

#### **Year Five**

Shakespeare class	Mrs Davidson
Mandela class	Miss Lenthall

#### **Year Four**

Turing class	Miss Davies
Sharman class	Mrs Everitt (Forest Schools Lead Practitioner)

#### **Year Three**

Anning class	Miss Sharratt
Goodall class	Mrs Summerbridge

**All Classes - Science & Computing Specialist** - Mr Baker

## Support Staff

### **Teaching Assistants**

Mrs Flaherty  
Mrs Speed  
Mrs Brough  
Mr Jones (Inc music teaching)  
Mrs McCabe  
Mrs Everitt  
Mrs Graham  
Mrs Gill  
Mrs Cresswell  
Mrs Dean  
Miss Taylor  
Mrs Dobson  
Mrs Harrison

### **Senior Administrator**

Mrs P Knowles  
Mrs J Murcott

### **Site Supervisor**

Mr M Briddon

### **Cleaners**

Mrs S Dain, Mrs F Barnett

### **Cook Supervisor**

Mrs Walton

### **Mid-day Meals Supervisors/Playworkers**

Mrs I Harrison, Mrs Cresswell, Mrs Hartley,  
Miss Hooper, Miss Taylor (Nurture),  
Mrs Gill (Learning Support), Mrs Flaherty  
Mrs McCabe



## Our Governing Body

### Local Authority Representatives (1)

Mr M Wall (Chair)

### Parent Governors (4)

Mrs Madin (Safeguarding)

Mrs Farmer (Pupil Premium)

Mrs E Collis (Curriculum/SEND)

### Staff Governors (1 + Headteacher)

Mrs E Crutchley

Miss C Holmes (Headteacher)

### Co-opted Governors

Mrs S Holmes

Mr Fielder

### Associate Governors

Mr M Briddon

Mr Barker

### Clerk to Governors

Mrs J McHugh

In addition to sub committees, Governors hold regular meetings, usually twice per term, where they discuss the general management of the school. When the period of office for a Governor expires, nominations / elections are organised as appropriate.

The Governor list is published on our website along with a register of business interests.



## The views of OFSTED

The school was inspected by OFSTED Government inspectors in May 2008. The school was judged to be Outstanding. This was also the judgement in the 2011 interim assessment.

In 2007 the school had a subject inspection. The overall effectiveness of the contribution made by learning outside the classroom to the curriculum was judged to be Outstanding.

The main findings of the report were stated as:

What the school does well:

- Pupils thoroughly enjoy school because of its exciting curriculum. In consequence attendance is above the national average and behaviour and attitudes to work are excellent.
- The content and quality of pupils' work is enriched by the many opportunities staff provide for them to learn from first hand experience.
- The range and opportunity for pupils to be involved in out of school hours learning is outstanding with the majority of pupils participating.
- Staff work together successfully in ensuring that activities improve the rate of pupils' progress and their personal development.

## The views of the parents

What you think about our school really matters to us. We invite you to complete an annual questionnaire in July.

Ofsted also have a parent questionnaire on its website. It's called Parent View and you can complete it at any time during each school year.

If you have a concern PLEASE DO NOT wait to complete a questionnaire, PLEASE come and talk to us!

### **One parent commented in the July parent questionnaire...**

"Your school has a remarkable ethos and dedicated staff. Thank you for their huge contribution to our daughter's development and achievement." Parent July 2019.

### **Others wrote...**

"My child has loved his time at Brockwell and that is because of the way it is run and managed. I couldn't have wished for him to go to a better school." Parent July 2019.

"You have given (our children) an incredibly positive love of learning and the confidence to step outside confidently and happily to try new experiences. You have enlightened their thoughts and ideas and reinforced their capabilities." Parent July 2019.





## The views of the children

We believe the most important people in our school are the children. In addition to School Council meetings and informal pupil discussions, they too are consulted annually to assess their views:

- We're all expected to be the best we can be.
- The space and greenery is amazing.
- We have lots of physical equipment.
- I don't feel pressured to get everything right.
- Our online learning is great.
- No bullies.
- The teachers are friendly. People are kind and helpful and they look after you when you are hurt.
- I like the games at dinner break by the dinner staff.
- My targets help me know what to learn about next.
- We have fun and downtime when we reach our class targets.

Many children have the opportunity to be club leaders, Bronze Ambassadors, Councillors, Change 4 Life leaders, Green Team, Librarians, Well-being Wonders, Digital Leaders, STEM Ambassadors and other group leaders.

## Admissions

The standard number for admissions to Year 3 in 2021/2022 is 64. Our normal admission area is bounded by Ashgate Road, Loundsley Green Road, Newbold Road, Hawksley Avenue and Fairfield Road. Full details of admission arrangements are available from the [www.derbyshire.gov.uk](http://www.derbyshire.gov.uk) website.

## The school day

The doors open at 8.50 am. The normal school hours are 8.55 am until 12.00 noon and 1.00 pm until 3.25 pm. Please note you have responsibility for your child and they should ideally be supervised before 8.50 am. We cannot accept responsibility for them before that time.

Please note that children are dismissed from class at 3.25pm as many meet parents at different parts of our grounds. If you would prefer a teacher/parent/minder/carer, handover, just let us know and this can be arranged.

## Class organisation

Our children are organised into eight classes of single age groups – two classes per year group. Each class is named after an inspirational person whom the children enjoy learning about at the start of term. This gives a sense of belonging and identity where everyone is equally valued.

Going Home from School at the End of the Day: The children are dismissed from three exits at 3.25pm.

Year 5 and 6 children and their brothers and sisters leave from the 'long corridor'. Year 4 leave from the hall and Year 3 from the additional building.

If a child is not collected he/she will make their way to the school office and report to a member of staff who will then try to contact parents.

If there is to be any change in arrangements for collection, parents should inform the school. If you need to collect your child before 3:25, you are required to collect from the main entrance. Children are collected from a place you have agreed with them. We encourage your child to return to the office if this arrangement changes unexpectedly.





# Learning @ Brockwell

To achieve our 'Safe, Smile, Succeed' motto, the curriculum – what we teach, why we teach it and how we teach it – must be top class.

This statement, along with the subject pages on our website, gives some curriculum information. Our year group pages also provide a year group curriculum map, termly curriculum news with learning challenges, example knowledge organisers and much more.



Parents and other members of public can find out more about our curriculum by contacting us with a question or arranging to come and talk to our Subject Leaders or Headteacher.

Our relevant curriculum gives children inspirational learning experiences. Children are hooked at the start of their learning by a memorable stimulus before learning challenges further develop curiosity and core skills. Whole class books inspire the writing process – 'Hook and a Book' – and often have links to other curriculum areas, especially humanities and personal development. Humanities, Art, RE and Science are driven by a Learning Challenge Curriculum. Opportunities to develop personal and social skills through physical exercise and exploration are a routine feature of the curriculum. ELSA (Emotional Literacy) and STEM also provide innovative and supportive aspects of the curriculum.

In addition to year group learning which prioritises cultural capital, we regularly engage in whole school initiatives to develop this and enrich learning. These events, experiences, visits and resources complement the curriculum, promote community and ensure our children develop aspiration and knowledge to succeed. Examples include the annual Public Speaking Challenge, live theatre, residential; visits to the National Park, Eden Camp, Kelham Island, Creswell Crag, Young Voices, Warner Brothers, Young Shakespeare Company, History Van, Environmental Studies Centre, the National Holocaust Centre and local parks; links with University STEM professionals, secondary experts and access to authors or professionals through live skype links.

Our enriched and innovative curriculum is subject planned using the National Curriculum with curricular links whenever meaningful. Whilst effectively preparing children for the next phase with sound mathematical and literacy abilities, it is balanced and broadly based promoting the spiritual, moral,

cultural, mental and physical development of children and preparing them for the opportunities and responsibilities of later life.

Sport, technology, health & relationships, the arts, humanities, religious education, languages and contributing to the wider community are all championed by passionate subject leaders – often experts in their field – and supported by investment in all curriculum areas.

### **Preparing Children for life in Modern Britain – British Values**

At Brockwell Junior School we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, Health & Relationships lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

Children develop character through experiences: – sporting events, a range of visits and use of outdoor education centres. Their strong rooted values-based understanding gives them an excellent platform for embracing diversity.

Our whole curriculum also promotes understanding and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Practical examples include school elections, weekly 'Picture News', 'Music of the Week', theatre visits from Live Theatre, Inspiring People study within class names, acts of remembrance, and our values based assemblies.

### **Art – Being creative for an audience**

"Art has the role in education of helping children become more like themselves instead of more like everyone else." Sydney Gurewitz Clemens

"You can't use up creativity. The more you use, the more you have." Maya Angelou

Art education stimulates creativity and imagination, whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. In this phase the children will learn to improve their mastery of art and design techniques by learning specific drawing, painting and sculpture techniques. They will experience using a wider range of materials. Children also use technology to produce images, patterns and decorative pieces of work. They will record their observations and ideas and use them to review and evaluate improvements. They will also learn about great artists, architects and designers in history. Children are guided to explore their responses to pieces of art.

With content enhancing other curriculum areas, children explore different techniques using a wide variety of materials. In the course of their activities, children are encouraged to become aware of "basic elements" such as "line", "design", "mood" and "style". Emphasis is placed on developing originality, individual powers of observation and description, and a positive self-analysis of their work. This process is cyclical and is developed throughout the four years. We access experts in local secondary schools such as when making Greek clay pots in the art studios.

Over the phase, children learn about a range of artists, designers and architects such as Warhol, Banksy, William Morris, Rousseau, Lowry and Capability Brown.



To further encourage appreciation and personal responses to art and culture, we plan experiences and whole school events over the four years. Recent examples include sculpture workshops with local artist Jason Heppenstall, a study of children's book illustrators and visits to Chatsworth and the Yorkshire Sculpture Park.

Community initiatives such as Monkey Park plans, Badger Park plans, local pharmacy competition and Chesterfield in Bloom are well supported.

What are the end points, goals for this phase?

Children leaving the school having found a form of Art they take pleasure in.

To feel confident to experiment and express themselves. We are all influenced and inspired by other peoples' work. To be able to self-evaluate and have opinions on works of art by others.

To experience a wide range of artists so they can express their personal opinion. To accept and understand everyone has a different reaction and response to the same piece of art.

### **Computing**

"It gave a tremendous level of self-confidence, that through exploration and learning one could understand seemingly very complex things in one's environment." – Steve Jobs

Computing is innovative and inspiring. With teachers hosting Teachmeet and learning from STEM (Science, Technology, Engineering and Mathematics) specialists, subject leads ensure children have high quality experiences.

With green screening, Oxbot, Junior Scratch and our STEM opportunities, children apply IT skills throughout the key stage. We have 'Teach Computing' as a skeleton resource to support Teaching & Learning and we engage with 'Project Evolve' for online safety.

The school has hugely invested in devices and has a computing suite with 20 computers and an interactive whiteboard. Each classroom is also equipped with a computer and interactive whiteboard which is used by the children to support their work in computing. The work covered is of a cross-curricular nature and includes word processing, graphics and design, data handling/interrogation, programming, control and simulations – even designing their own app!

In addition, children learn specific computing skills such as electronic communication techniques and the ability to use the internet to access relevant information to enhance their learning. We encourage the responsible use of the internet and computing. The school subscribes to the EMBC network and all access to the internet is filtered to a high security level.

Online Safety is planned for in all year groups and includes lesson work, assemblies and communication with families. 'Digital Parenting' resources and online safety messages are shared with parents and children regularly.

Computing @ Brockwell End Points include:

Children have developed computational thinking and reasoning skills.

Children are equipped to succeed in the digital world.

Children will develop an acute awareness of the dangers faced in the digital world and have the necessary skills to deal with these appropriately.

## **Design & Technology**

D&T – Design, Make, Evaluate Through real, relevant problems, within a variety of contexts and STEM projects, all children have the opportunity to explore systems and gain an understanding of how they can use technology to change the world.

"Design and Technology should be the subject where mathematical brainboxes and science whizzkids turn their bright ideas into useful products." James Dyson

At Brockwell Junior School we aim to give pupils:

A knowledge and understanding of materials, components, controls and structures.

Practical tasks to develop skills using tools and handling materials.

The opportunity to investigate, disassemble and evaluate a range of simple products.

The opportunity to design and make real world objects.

The skills to evaluate and modify existing systems to improve their functionality.

To understand how food is prepared safely.

To enjoy food and begin to work creatively with different ingredients.

A safe working environment (in accordance with the guidance given in "Make it Safe").

We aim to develop children's ability and confidence in formulating ideas in the designing, making and evaluating process.

Whole days such as the KNEX Challenge Day, Towers, Build It! and Enterprise enrich the teaching and learning of this subject.

Food technology develops into 'Restaurant'. Year Six children develop a menu from concept to authentic hospitality which develops aspiration alongside developing practical and economic skills required (post pandemic only).

What are the end points, goals for this phase?

Children have developed creative skills through planning, designing and making things.

Team working skills through joint project work with other pupils is developed further.

Technical / craft skills further developed by carefully working with a range of tools and materials.

Links with computing skills are routine.



**ENGLISH:** we aim to develop language, communication skills and individual character.

"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales." Albert Einstein

"If you don't like to read, you haven't found the right book." J. K. Rowling

English is at the heart of the curriculum at Brockwell Junior School and books play a central role. We recognise that a high-quality education in English will teach pupils to speak and write fluently, so that not only are they able to communicate effectively with others, but through their reading and listening, others can communicate with them. Language skills enable success and full participation as a member of society. Therefore, our English curriculum encompasses the following:

Reading – (including the appreciation of literature, and the skills of decoding and comprehension).

Speaking and Listening -including drama opportunities.

Writing – including composition, grammar, spelling, punctuation and handwriting.

Our aim is to ensure that every child leaves Brockwell as a confident orator, reader and writer, fully equipped for the demands of the secondary curriculum and life beyond that. Our aspiration is that pupils will also take with them a lifelong love of books and the written word.

Our school library is a vibrant space and run by members of the school staff, experienced volunteers and a group of librarians/reading ambassadors. We have a large selection of fiction which is categorised by genre. The non-fiction section is catalogued using the Dewey system, and all children attend sessions on accessing non-fiction which is run by one of our volunteer librarians. New books are purchased regularly. The space is open every day to change reading books, sit and become absorbed in a book, or to research and work sensibly.

Read, Write, Inc and Fresh Start support phonics and Spelling Shed is our online spelling programme, tailored to each year group. This involves a weekly spelling lesson, time to practise at school and at home and a test to measure progress.

At Brockwell we believe in championing English, and reading and writing are regularly celebrated in our Friday assembly. Newly published books are discussed and examples of pupils' work are shared.

By reading with and to your child, and by listening to your son or daughter read to you, you will be immersing them in language. This will help them learn to communicate, empathise with others and encourage their natural curiosity.

Picture books, chapter books, novels, fiction/non-fiction, comics, recipes ,poems, instruction manuals, presentations, news articles – there are so many sources of reading material.

As well as reading with your child, please support them with their weekly Spelling Shed spellings which they bring home to practise. Below you will also find a list of our 'non-negotiables'. These are words that we all focus on correcting when the children are writing in school and include commonly misspelt words. There are also two lists published by the Department of Education, one for children in Years 3 and 4 and one for Years 5 and 6.

## Geography

"Education is the most powerful weapon which you can use to change the world." Nelson Mandela

"Geography is a subject which holds the key to our future." Michael Palin

'Learn, love, look after' ~ we will only love something if we learn about it, and if we love it, we will look after it.  
School Subject Leader

Brockwell children leave school excited about making their own way in a world they are excited to know so much about. With local area a key feature, the curriculum maps show the specific learning challenges and case studies that build on each other to develop the knowledge and skills needed to achieve ambitious end points.

Concepts transcend the phase including:

Place – Compare the position of two places in relation to one another using maps, diagrams, globes, aerial photographs and GIS ie countries, regions and time zones across the world.

Space – Explain how the features of an environment/space affect its use i.e. people settle near natural resources.

Sustainability – Analyse the impact of human use of natural resources and determine if this can be maintained i.e. impact of plastic use on the world's oceans.

Change – Explain how human use of natural resources have impacted the Earth i.e. impact of burning fossil fuels or fair trade farming and the implication of that.

Why are jungles so wet and deserts so dry? What is the Magic Kingdom really like? Why is fair trade 'fair'? How can we live more sustainably? These are a few of the many learning challenges the children become involved with.

Displays around school include those that show what's in the news, world affairs and local news issues. Assemblies are regularly used to learn about local, national and international geography – our teacher's climb to the top of Kilimanjaro as one example.

Our approach ensures skills are developed, fieldwork opportunities deepen understanding and knowledge is adapted to changing circumstances. Learning is celebrated through opportunities such as 'Mediterranean Day' in Year 3 when food tasting, dance and traditional dress transform their school day, visit to Kelham Island and river study in Holmebrook Valley Park.

Our aims include the teaching of observation, recording, questioning and researching. Much of the work starts from what the children know and moves out from that point. Hence there is emphasis on the children's environment in Holmebrook Valley Park, Loundsley Green, Sheffield and Eyam / Peak District National Park. Other work is on a regional, national and international scale.

Supporting change is being developed so each class supports a charity connected with the inspirational person after whom their class is named.

Our vision is to provide a coherent, progressive and rigorous learning experience for our pupils in order to

reach the following end points:

- to equip our pupils with the geographical skills and knowledge that will enable them to ready for the curriculum at Key Stage 3.
- to develop their cultural capital in order to inspire them and prepare them for life as an adult in the wider world.
- to ensure that our pupils have been engaged and motivated by their learning in geography, therefore encouraging them to see the world through the eyes of young geographers ~ exploring and understanding the relationship and interactions between people and the environments in which they live and upon which they and all life on earth depends, and using this awareness to contribute to building a more informed and sustainable world in the future.

### **History**

How do you know who you are unless you know where you have come from? How can you tell what is going to happen, unless you know what's happened before? History isn't just about the past. It's about why we are who we are – and about what's next."

Tony Robinson

The study of history involves firing pupils' curiosity, and engaging them in investigating questions about people and events in the past in order to enable them to better understand their lives today and for a future as more informed and enlightened citizens.

History helps them to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Through the study of history, pupils become detectives, finding and evaluating evidence, and they develop a wide range of critical thinking skills, which enable them to understand the contested nature of knowledge and to distinguish between 'fact' and subjectivity when it comes to reaching conclusions and making judgements about the past. What they learn can influence their decisions about personal choices, attitudes and values.

What will children say by the end of Juniors?

"History is a vital part of the planned curriculum."

"History fascinates us, and makes us eager to learn more."

"I can research independently; history supports me in becoming a responsible citizen with a set of core values."

By the end of the key stage we evaluate whether children have reached end points within the progression map (below) and:

Been exposed to a range of research tools, multimodal texts and high quality resources.

Developed specific historical knowledge through the four modes of learning and core learning skills.

Acquired subject specific concepts and skills; such as chronology, continuity and change, and cause and effect.



Learned from the mistakes and successes of significant figures and monarchs from the past.  
Benefited from first hand experiences – visits, role play, guest speakers ( e.g.  
Holocaust victim) and enrichment days.

'Learn, love, look after' ~ we will only love something if we learn about it, and if we love it, we will look after it.

"Everyone has a history. What you do with it is up to you. Some repeat it. Some learn from it. The really special ones use it to help others. "

### **Mathematics**

Pure mathematics is, in its way, the poetry of logical ideas.— Albert Einstein, German theoretical physicist

The study of mathematics, like the Nile, begins in minuteness but ends in magnificence.

— Charles Caleb Colton, English cleric, writer and collector

Mathematics: acquiring fluency in mathematical concepts, thinking critically, reasoning and problem solving.

Our mathematics curriculum equips pupils with tools that include logical reasoning, problem-solving skills, and the ability to think in abstract ways.

By adopting some of the principles of a mastery approach, we aim to provide children with all the necessary skills and knowledge to become numerate and confident to tackle mathematical problems independently. We believe all children can achieve in maths. We block areas and teach them so much practice is given and learning secured. Whenever possible same day intervention is offered to help some keep up. We use a range of engaging online and other resources to ensure mathematics is exciting. White Rose materials guide teacher planning along with a range of concrete apparatus and other schemes enabling teachers to plan to an objective in the most effective way.

We use a range of teaching methods to rehearse mental calculations and a variety of formal and informal written strategies. Fluency, reasoning and problem solving, alongside opportunity to practise, are routine aspects of maths learning. Children are generally taught in mixed ability groups for their daily maths lesson. They move from counting reliably to calculating fluently with all four number operations. Children will use a wider range of mathematical language, diagrams and statistical charts. They extend and secure their use of mathematical language, using it to talk about their methods, explain their reasoning when solving problems and applying it during investigations. Progress is monitored in termly target setting and Pupil Progress Meetings (PPM).

Guided by the National Centre of Excellence, children benefit from self-assessment and immediate feedback with planned interventions. Each year, children are assessed against age related expectations in order to accurately report to parents. We have a range of resources in school including published schemes and online subscriptions. Homework linked to online resources may be set by teachers.



**Music** – learning how to be creative and perform for an audience

Music is all around us. It is the soundtrack to our lives.  
Music connects us through people and places in our ever-changing world.

At Brockwell Junior School, music is viewed as an opportunity for children to express themselves and their feelings through the use of voice and instruments. Our music curriculum aims to give every child the opportunity to sing, listen, compose and perform. Children explore, play and learn a range of musical instruments as well as developing their use of voice and rhythm.

The policy reflects the schools underpinning motto of 'Safe, Smile, Succeed' providing experiences that children enjoy and succeed in. It provides a framework and a set of skills which all teaching staff can use to seek guidance on planning, teaching and assessing music.

What are the end points, goals of this phase?

- To have experienced the joy of music and the sense of community music can generate.
  - To have developed musicianship through singing, listening, composing and performing during instrumental and vocal performances.
  - In Years 3, 4, 5 and 6 each class has enjoyed the opportunity to engage with a whole-class instrumental programme / ensemble lasting a minimum of ten weeks (15 weeks in Y6).
  - To have had access to both rhythmic and melodic instruments as part of the whole-class instrumental programme or Sing & Perform sessions.
  - To have had equal opportunities to access musical lessons (both in class and privately) regardless of gender, age, race, ability, income or level of prior attainment.
- Class compositions each term are memorable and include contemporary choices and inspirational arrangements performed to the school community. Music of the Week is proudly used to promote music appreciation and general knowledge. Ten Pieces, Young Voices and Sing Up also enhance the music curriculum.

In music lessons children compose and play their own music. They also sing songs and listen to a variety of styles of music from a range of different cultures. If children would like individual lessons, we make these arrangements.

Our autumn / winter choir is well established and popular. Many children access individual lessons in violin, brass, piano and a group club for guitar. Children sing and perform exceptionally well – concerts, choir and Young Voices being a few examples.

### **Physical Education & Sport**

It is really important that we promote competitive support in schools. It is very important that we recognise that has to be underpinned by good quality physical education and by getting people into patterns of exercise. Sebastian Coe

"I really think a champion is defined not by their wins but by how they can recover when they fall." – Serena Williams

Brockwell's achievements in sport are recognised locally in the Active Chesterfield Awards and Derbyshire Awards (Winners 2019, 2018, 2017). We have also been recognised nationally through the Youth Sport Trust as Outstanding Primary School 2017. This is due to the high percentage of children engaging in tournaments,

festivals and clubs and the quality and range of physical activity in lesson time. With new sports for all including Boccia, Cheerleading, Fencing, Yoga, Dance, New Age Kurling and Quidditch, all children can get involved and develop active, healthy habits. We aim to give EVERY child the physical literacy, emotional and thinking skills to achieve in P.E., Sport and Life.

Through our Real PE, a child-centered approach, we seek to encourage children to manage and control their bodies with increasing skill and confidence. Children will be encouraged to use their social and personal skills to solve problems. They will be able to cooperate with, interrelate with and challenge each other to increasingly difficult tasks and satisfy their need for adventure, fun and success. They will refine their skills to become more responsible for their actions, become more independent and to be resourceful. School provides carefully planned activities in gymnastics, games, dance, athletics, outdoor and adventurous activities and swimming for all children.

We have strong links with the School Sports Partnership and local clubs such as the CLTA, Chesterfield Hockey, Athletics and Golf.

Active Playtimes include daily options of track, trim trail, dodgeball, basketball, football, multi-sports and skipping.

P.E. is a vital part of the school's curriculum to which all our children are entitled. In the school's curriculum, games, athletics, gymnastics, dance, outdoor and adventurous activities and swimming take place in a context of teaching and learning. In P.E. general and specific skills are acquired, knowledge and understanding developed and positive attitudes and personal and social attributes encouraged.

What are the end points, goals for the phase?

Children to lead active, healthy lifestyles and be confident in improving their own health through good lifestyle choices.

Children will have developed control, coordination and mastery of the body, through action, sensation and observation.

Children will have developed a range of aspects including:

- a range of motor skills.
- physical mobility and flexibility.
- stamina and strength.
- an understanding and appreciation of the purposes, forms and conventions of a selection of physical activities.
- capacity to express ideas in dance forms.
- appreciation of the concepts of fair play and good sportsmanship.
- capacity to maintain interest and to persevere to achieve success.
- self-confidence through understanding the capabilities and limitations of oneself and others.
- understanding of the importance of exercise in maintaining an active, healthy lifestyle.

Young Leaders

In addition to regular sessions timetabled for both REAL PE and Outdoor PE, there are many opportunities to become Young Leaders and take part in intra school and inter school festivals and competitions.



## Something for Everyone

Our Specialist Leader in PE promotes active play, sport, competition and participation for all. She will help individuals find their talent or activity that they enjoy. Media Ambassadors do a fantastic job of exciting others and celebrating our involvement in sport and PE.

## Primary Languages

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." — Nelson Mandela

We encourage children to be curious about other cultures and understand many people have different languages. Through French, we want them to enjoy and succeed in communicating using another language, both spoken and written.

What are the end points, goals?

Children will have developed an interest in language acquisition and have a curiosity about languages excited to engage further during the secondary phase.

Children will have an understanding of what they hear and read, and have an ability to express themselves in speech and writing.

Children will have some knowledge of how language works and explore differences between French and English

Children will have strengthened their sense of identity through learning about French culture and comparing it with their own culture.

## POURQUOI LA FRANCAIS ?

- 200 million people speak French around the world, and it is an official language in 32 countries.
- French travelled around the world as a colonial language and played a key part in the founding of the United Nations, the Olympic movement and the European Common Market, hence its status, alongside English, as the language of diplomacy.
- The British Council recognises the long-held attachment the British have felt to the language.
- It forms an aspect of our past. For nearly 400 years when the country was ruled by Norman kings, it was the language of the ruling class of the time – the nobility spoke French, like everyone at the royal palaces and in the judiciary. Many aspects of French culture have become world-renowned and famous i.e. impressionist painters and architecture.
- By introducing children to the language and some of the basic aspects during the Junior years the uptake in KS3 and 4 may increase.

## Personal, Social, Health and Economic Education

Educating the Mind without educating the Heart is no education at all." Aristotle

PSHE: Personal, Social, Health, Economic Education – Learning to lead confident, independent lives and to become informed, active and responsible citizens

PSHE (Personal, Social, Health Education) enables children to acquire the knowledge, understanding, skills,



values and attitudes they need to manage their lives successfully. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of the local and global society in which they live.

At Brockwell Junior School, we believe the role of PSHE is significant to individual pupil motivation and achievement; it teaches children to make independent, healthy, confident and respectful choices in order to develop into an active citizen with a strong, positive disposition and self-worth.

Learning for all includes regular topics that link to the 5 ways to Wellbeing and positive mental health. This includes reflections to regulate emotions, mindfulness (& yoga) and support for initiatives such as #timetotalk day. Our pupils can apply to be our 'Wonders' – our Wellbeing Wonders and Ambassadors for wellbeing.

Nurture, learning support and therapeutic provision helps some children build protective and positive relationships and develop positive self-esteem thereby enabling them to learn and play feeling more secure and to be resilient.

PSHE draws together many strands that contribute to the coverage of SMC. These include Citizenship, Health, Sex & Relationships and other examples such as the Get Set values of the Olympics that we continue to celebrate through 'Spirit of the Games' and school core values.

Our curriculum includes planned learning experiences within our Personal & Social Education (PSHE) and Relationships Education. It also includes the day to day guidance, advice and language modelled by staff in the school. For example, we talk about respect and giving consent for things as routine. Assemblies and drama are often used to raise awareness of key issues and give children the opportunity to develop skills they may need in real life. Children learn how to ask for help if they are worried and how to become assertive and able to resist pressure.

The NSPCC deliver the Speak Out Stay Safe programme. The Sports Partnership deliver 560, a programme to promote healthy choices and road safety sessions which include 'Bikeability' from Year 3. Online Safety teaching and messages are routinely part of the curriculum. We promote friendship and anti-bullying strategies through an annual campaign, alongside the Anti-Bullying Alliance.

Children develop responsibility and self-belief through the numerous opportunities to participate. Mini Leaders, Travel Ambassadors, This Girl Can Leaders, Club Leaders, Reporting Crew, Bronze Ambassadors, STEM Ambassadors, School Councilors, Green Team and Friendship Leaders are examples of roles we routinely have in school.

What are the end points, goals for this phase?

Children to leave securing aspects that enable them to continue learning how to lead confident, independent lives and to become informed, active and responsible citizens.

Children to recognise positive relationships and understand active consent.

Children to make healthy and respectful choices having self-confidence and knowing everyone matters.

Children taking our motto 'Safe, Smile, Succeed' on board as a guide to future decision making.

## Religious Education

'Religions are different roads converging at the same point. What does it matter if we take different roads as long as we all meet the same goal?' – Mahatma Gandhi

RE follows the Derbyshire Agreed Syllabus. Through learning about the beliefs and practice of the world religions, children develop understanding of others and learn to ask questions that develop their spiritual and moral understanding. The syllabus is non-denominational and multi faith in character. Collective worship is daily through our whole school assembly that is broadly but not exclusively Christian in nature. Friday assemblies are a celebration of excellent attitudes to learning and social or academic achievement.

RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

Throughout KS2, pupils learn about Christians, Hindus, Jewish people and Muslims as well as Humanists. They make connections between differing aspects of religion and consider the different forms of religious expression. They develop a knowledge and understanding of this range of religions and worldviews.

They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in RE

What are our end points?

- to equip our children with the skills and knowledge that will enable them to access KS3 RE curriculum.
- to develop their cultural capital in order to inspire them and prepare them for life as an adult in the wider world.
- to ensure that children have thoroughly enjoyed learning in RE, therefore encouraging them to undertake new life experiences now and in the future.

## Science

'If I have seen further than others, it is by standing on the shoulders of giants' – Isaac Newton

With learning challenges like – Can you see me? Why is Usain Bolt so fast? We are rock detectives! Which came first: the fruit or the blossom? – Science at Brockwell develops natural curiosity.

We aim to deliver excellence in science learning so children develop a love and respect for a subject that constantly seeks to discover the truth in its findings, and adapts as new evidence is uncovered, adding to or replacing older knowledge and wisdom. We want our children to develop a sense of curiosity and excitement as they take their own steps on this journey. We want our pupils to develop rigorous skills – make predictions based on prior knowledge, using these in a systematic way, and seeking an explanation for their results. We want our children to take these skills on to the next stage of their education so they are able to seek and identify truth, clarity and validity.



Children learn best when they are actively and creatively involved and this is reflected in our approach to the teaching of science. The learning challenges are progressive and include experimental and investigative work alongside knowledge acquisition. Children talk about and record their findings in appropriate ways. Each year, the children engage with national curriculum requirements with opportunity to revisit them in the context of enrichment and STEM links.

Snap Science, Science Directions, Rising Stars and 'Clued Up' are specific resources we use.

Science enrichment takes place in school during routine sessions and in other locations such as Magna. Science Week is promoted through Seesaw as a whole school STEM initiative each year.

The curriculum is further enriched with STEM opportunities using our 3D printer, Oxbot, robotics and digital embroidery machine on site.

We also use the opportunities afforded to us by our local community, for example investigating the science behind building towers at 'The Crooked Spire' and Chesterfield Museum.

A wide range of skills such as teamwork, resilience and accuracy are developed in science. Softer skills such as patience and determination are also fostered.

What are the end points, goals for this phase?

Children to broaden their view of the scientific world around them.

Children to think about their understanding of the world to ask questions and to explore ways in which these questions can be answered through scientific investigations.

Children to be increasingly confident in making predictions, planning investigations, keeping tests fair, using equipment safely, measuring and recording their results, drawing conclusions and presenting their results.

Children to be inspired to be future STEM Ambassadors

### **Pastoral Provision**

The Hive, The Sett and Elsa – Spaces developed to provide the time out and pastoral support children may need.

The Hive – a calm, happy learning support space with a 'bee happy' theme. Children may work on programmes such as 'Confident Me' or access learning support. It may just be the right place for a meet and greet. Our Early Help Family Support Worker is also based in here when in school.

The Sett – With the badger as part of our identity, the home of the badger gives its name to our special room – The Sett. In addition to an extra space for year 3 children to learn routinely, it is also used for lunchtime nurture and small group working.

## **ELSA – Emotional Literacy Support within the 'ELSA' Room**

Our school ELSA is Mrs Peck.

What is ELSA?

There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning. Some will require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

ELSAs have been trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. Sessions are fun – we use a range of activities such as: games, role-play with puppets or arts and craft. ELSA sessions take place in our very own 'ELSA room' which provides a calm, safe space for the child to feel supported and nurtured.

In ELSA we aim to provide support for a wide range of emotional needs:

Recognising emotions

Self-esteem

Social skills

Friendship skills

Anger management

Loss and bereavement

How does ELSA work?

Children are usually referred for ELSA support by their class teacher, Senior Leaders or the SENCo. They identify and prioritise which children require a weekly programme for the next 6-8 weeks. With the programme aims in mind we then plan support sessions to facilitate the pupil in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively.

Supporting – Not fixing

Remember, ELSAs are not there to fix children's problems. What we can do is provide emotional support. We aim to establish a warm, respectful relationship with a pupil and to provide a reflective space where they are able to share honestly their thoughts and feelings.

It needs to be appreciated that change cannot necessarily be achieved rapidly and is dependent upon the context and complexity of the presenting issues. For children with complex or long-term needs it is unrealistic to expect ELSA intervention to resolve all their difficulties, however support will be designed to target specific aspects of a child's need. Training and development of ELSAs is an ongoing process and wisdom is required to recognise when issues are beyond the level of expertise that could reasonably be expected of an ELSA. The Educational Psychologist that works with our school would be able to offer advice on suitability or nature of ELSA involvement in complex cases.

If you have any questions about ELSA please make an appointment to speak with Mrs Peck via our SENCO, Mrs Crutchley.

## Beyond the Classroom

At Brockwell, we understand that your son or daughter doesn't just learn in the classroom. He or she also learns in the playground, on the playing field, in the drama class, in the public speaking sessions, on residential or exploring places we visit.

Enrichment and extra curricular interests deepen knowledge, build skills and expand comfort zones. Whether it is sport related, public speaking, robotics or singing - there are many opportunities to get involved.

In addition to formal lessons we aim to enrich the curriculum at every opportunity. For example, World Book Day, Creativity days, Enterprise Week, Take One Picture and Red Nose Day are enthusiastically celebrated by all members of the school community with children and staff dressing up and having fun.

Children are allowed to organise fundraising stalls throughout the year and raise considerable amounts of money for local, national and international charities.

We have an active School Council who help the staff to make many important decisions about the day to day running of the school. We also have Mini Leaders, Mini Motivators, Mini Officials and Mini Lunchtime Leaders – all specifically trained by the School Sports Partnership.

## Extra curricular activities

At Brockwell, due to the commitment of the staff, we are fortunate to be able to offer a wide range of after school or lunchtime clubs. These include Choir, Gardening, Football, Basketball, Athletics, Cycling, Scratch/iGenius, Film Club and Guitar Club. Invitations are made in assembly when usually the club is open to all in a year group.

### Music

In addition to class lessons, instrument lessons are available to children in school time. These are provided by peripatetic music teachers at a reasonable cost.

## Homework

Homework has an important part to play in a child's education and we ask that parents support their child's learning by helping them with their homework whenever possible. At Brockwell, homework comprises mainly of reading, the learning of tables and spellings and weekly mathematical tasks to support classroom work. Children may be asked to do less formal tasks such as personal research to support topics studied in lessons if felt to be appropriate. We have community licences to some web based materials accessed through our website. Children access Spelling Bug, Interactive Books & Mathematical Activities using their individual user accounts online. All children are expected to complete homework. Children needing IT support or help have access to the IT room each lunchtime. Please see our home learning pages on our website to see our remote learning guide.



## Term dates

School Holiday Dates 2021 – 2022		
Holiday	School Closes at 3.25pm	School Opens at 8.50am
		Thursday 2nd September 2021
Mid-term	Friday 22nd October 2021	Monday 1st November 2021
Christmas	Thursday 23rd December 2021	Monday 10th January 2022
Half-term	Friday 18th February 2022	Monday 28th February 2022
Easter	Friday 8th April 2022	Monday 25th April 2022
Mid-term	Friday 27th May 2022	Monday 6th June 2022
Summer	Friday 22nd July 2022	

See school calendar online for INSET days

School Holiday Dates 2022 – 2023		
Holiday	School Closes at 3.25pm	School Opens at 8.50am
		Thursday 1st September 2022
Mid-term	Friday 21st October 2022	Monday 31st October 2022
Christmas	Thursday 22nd December 2022	Monday 9th January 2023
Half-term	Friday 17th February 2023	Monday 27th February 2023
Easter	Friday 31st March 2023	Monday 17th April 2023
Mid-term	Friday 26th May 2023	Monday 5th June 2023
Summer	Friday 21st July 2023	

## Attendance & holidays in term time

We pride ourselves in high levels of attendance and thank parents for their support. Parents are legally responsible for ensuring that a child attends school regularly. The school is committed to providing the best possible education for each child and that cannot be achieved if attendance is poor.

HOLIDAYS SHOULD NOT BE TAKEN DURING TERM TIME UNLESS THERE ARE EXCEPTIONAL CIRCUMSTANCES AND PERMISSION HAS BEEN SOUGHT FROM THE HEADTEACHER AT LEAST 2 WEEKS IN ADVANCE. Leave of Absence request forms are available from the office or our website.

If your leave of absence request has not been authorised and you decide to go ahead with leave that isn't authorised, this absence will be marked as unauthorised. Please know that unauthorised absences are referred to the Local Authority who may under certain circumstances consider issuing you with a Penalty Notice or other legal action in relation to unauthorised absences.

The following tables give details of authorised and unauthorised absence in respect of the academic year 18/19 as required by the Department for Education.

Pupil Information for the period	
Number of pupils of compulsory school age on the roll at least one	<b>256</b>
Authorised absence in the period	
Percentage of authorised absences	<b>2.67%</b>
Unauthorised absence in the period	
Percentage of unauthorised absences	<b>0.27%</b>

The register is marked twice each day (9am and 1pm). To avoid losing a mark, medical/dental appointments should be arranged for a time after registration and the child can then be brought back to school.

Each term we issue certificates to the vast majority of children to celebrate attendance.

## Parent consultations

Parents will be invited to visit their child's class teacher three times per year. These meetings are relatively short so you are encouraged to call in or phone to speak to your child's class teacher at any time to discuss a particular matter.

If you have any worries at all about any aspect of school life, please feel free to call in and see your child's class teacher at the beginning or end of the day. Nothing is too trivial.

## Complaints procedures

- If possible, please speak to your child's class teacher first by mutually agreed appointment.
- If you remain dissatisfied with the outcome, please contact the headteacher.
- The full complaint procedures are on our website.

## Parent Code of Conduct

We are fortunate to have a hugely supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and community. This policy is issued in July to ensure an atmosphere of mutual understanding continues.

## School meals and snacks

For morning break children are invited to bring in a healthy snack. If they take this from their lunchbox they are asked to take a healthy item.

School meals are prepared to a very high standard in our own kitchen. The children are offered a choice of menu, either the main dish, or a vegetarian dish, followed by pudding or fresh fruit. The menu is displayed on the notice board in the hall and menus for the term are sent home or available at [www.derbyshire.gov.uk](http://www.derbyshire.gov.uk). The children have a choice of juice or water to drink.

Alternatively, children may wish to bring a packed lunch to eat in the dining room and we recommend that parents provide healthy food. Leak-proof flasks or cartons of drink are the most convenient in school. The children are cared for at lunchtime by the Mid-day Supervisors who also arrange games in the yard.

Dinner money is payable on Parentpay. Letters will be issued once your child is registered.

In order to facilitate the ordering of food for the kitchen, parents are requested to give two weeks notice if they wish to change from packed lunches to school dinners or vice versa, during term time. If you pay for dinners and need to collect your child from school or a dinner no longer becomes required, the Cook needs to know by 10.30am. After this time the dinner is chargeable.

### **Free School Meals**

For parents in receipt of Income Support or Income based Job Seekers Allowance, or the guarantee element of State Pension Credit; or Child Tax Credit it is possible to arrange for free school meals. The school clerk may signpost you to derbyshire's website giving advice, in confidence, if you think you are eligible. It is advisable to register for free school meals even if your child prefers to have a packed lunch. You can register easily online at [www.derbyshire.gov.uk](http://www.derbyshire.gov.uk).

## **School uniform**

We believe it to be very important that the children feel part of the school community and therefore our uniform is expected to be worn. Our uniform consists of :

- A navy blue sweatshirt or fleece
- Dark trousers or skirt
- White Polo shirt
- Black school shoes or white sandals with summer uniform - no heels.
- PE Kit - This includes a school tracksuit, navy shorts and white T-shirt available at <https://gogna.me/product-category/schools/schools-brockwell-junior-school/?>

PE kit, Sweatshirts, fleeces and polo shirts are available to order via the website; [uniformshoponline.co.uk](http://uniformshoponline.co.uk)\*

Suggested wear for indoor activities are socks, shorts, T shirt and plimsolls. Bare feet are also seen as acceptable for indoor work. As we go outside for games as often as possible, a thick jumper or tracksuit with trainers is recommended. Brockwell tracksuit is also available.

\*Please note orders placed in July/August may take several weeks to arrive. Early ordering is suggested.



## Jewellery

Only basic jewellery items are allowed to be worn in school. By this we mean watches and one pair of simple studs or sleepers in the ear. Rings and necklaces are unnecessary. All ear rings must be removed before swimming and PE. We ask that children do not wear nail polish in school.

## Valuables in school

Children are responsible for their own belongings and it is therefore strongly recommended that valuable items are not brought into school. The school is not responsible for any items that are damaged or lost. Parents should note that any personal electronic item including smart devices and Mobile Phones should not be brought to school. If it is necessary for a phone to be brought into school, it must be left at the school office until the end of the day. School accepts no responsibility for mobile phones including those handed in to the Headteacher. Any other recording device will be stored in the school office until a parent is able to collect them.

## School visits

All classes go on class visits which are relevant to one of the topics being studied and these are designed to enrich the curriculum and add to the personal and social development of pupils. In addition to these visits, we often have visiting groups in school to support work in literacy, history and science.

We believe that this sort of work is very important and we depend on your support and co-operation in order to carry it out. Voluntary contributions are invited to help to meet the cost of these educational visits. Your child will not be prevented from taking part if you are unable to contribute. If any parent has difficulty in this area, please talk to the class teacher or Head teacher. Confidentiality will be preserved.

We always point out that each event has to be self-funding and visits and activities may have to be cancelled if there are insufficient contributions. Our Charges and Remissions Policy can be found on our website.

Each year we offer a residential opportunity for our Year 6 pupils to visit the White Hall Outdoor Education Centre near Buxton, which greatly benefits the development of independence, and allows a great sense of personal achievement.

# Attitude and Behaviour Matters

Values we show to be Safe, Smile & Succeed.

- Be Respectful
- Be Honest
- Be Kind
- Be Responsible
- Be Determined

We are proud of our school's reputation, both for its friendly atmosphere and for the good conduct of our pupils.

In the 2019 Parent Questionnaire 97% parents agreed that school makes sure its pupils are well behaved.

High expectations, clear rules and a consistent reward system ensure children can learn in a safe, happy and aspirational environment.

100% of parents said their child felt happy at school. Children are proud of their behaviour and are rewarded with numerous opportunities and positive experiences in return for making a positive contribution.

Class Do Jo, Special mention Awards, Always Club, Courtesy Spy Certificates, Good friend Rewards, Postcards, Stickers and texts home are all part of a positive reward system.

We are proud of the fact that this is a very happy and caring school. We encourage the children to behave in a responsible way, to respect and care for each other and also for the school environment. This is the basis of good behaviour and discipline. Bullying is not tolerated and any worries in that respect should be discussed with a member of staff or the Head Teacher. Privileges may be withdrawn in certain cases.

Parents are contacted if a child's behaviour gives cause for concern so that together we can give positive help.

## The Anti-bullying Policy

The staff at Brockwell work incredibly hard to provide a secure and caring environment for the children in our care.

Occasionally, however, we may be faced with incidents of bullying and harassment. We will of course do our utmost to try and prevent this from happening and to deal with it promptly and effectively if it does.

It is possible that parents may be the first people to know about incidents which have happened in school, in which case we hope they will bring it to our attention so we can help.

Our school has a very good record for preventing and dealing with incidents of bullying and has received the Excellence ABC award in recognition of its anti bullying work. (S.T.O.P. – Derbyshire's Anti Bullying Programme)

# School results 2019

As a result of our high expectations and excellent standards of teaching, the children at Brockwell are able to achieve in all areas of the curriculum.

At the end of Year 6 all pupils are assessed in the Core Subjects of the National Curriculum which are externally marked tests.

Each pupil will receive their test results as a scaled score and teacher assessments based on the standards in the curriculum framework. The scaled score range runs from 80 to 120 with 100 as the expected standard.

School compared to National 2019	Not reached the standard %	Working at or above expected standard %	National Statistics	Working above expected standard %
<b>Reading</b>	16%	84%	73%	28%
<b>Writing</b>	14%	86%	78%	25%
<b>Maths</b>	11%	89%	79%	39%
<b>Grammar, Punctuation &amp; Spelling</b>	17%	83%	78%	39%
<b>Combined Reading, Writing AND Maths</b>	80%		65%	17%

Please see the link to Performance Table on our website.

## Pupils with special educational needs

The school caters for children with a wide range of abilities from the very gifted child to the child experiencing learning difficulties.

Parents are consulted and kept informed of any decisions that are made concerning their child.

On our website you'll find the school offer, Derbyshire offer and SEND information report. Each term, the Educational Psychologist visits the school to give advice and support to the class teachers and to monitor the progress of children who have Special Needs. If parents are concerned about their child, they can seek advice from the Class Teacher, SENCO or the Head teacher.

Where a child is perceived to have severe physical or learning difficulties, it may be necessary to follow the County Council's procedures to obtain extra help in school. In extreme cases which are very rare, it may be necessary to make a temporary disapplication of part of the National Curriculum for a child with special circumstances. This would only be after full consultation with all concerned.

# Accessibility

Our aim is to ensure access for all school users to all aspects of school life.

## **The schools priorities :**

- Short Term - To ensure that access to the curriculum, premises and written information is provided for all current pupils regardless of any disability as far as is possible;
- Medium Term - To identify and implement areas where any further improvement can be made over time within the schools own resources, and to inform the Authority of potential long term improvements to extend accessibility at the school;
- Long Term - To liaise with the Authority on major improvements to accessibility requiring DCC funding and participation.

Each year you are invited to inform school about any access requirements in the medical and information form sent in September.

# Closure of school due to bad weather

In very severe weather conditions, it is sometimes necessary to close the school at very short notice. They may be unable to get here at all or they may arrive late.

## **The following guidance is offered to parents:**

- Look out for a Text Message
- Check the School Website
- Listen to PEAK 107 for announcements
- If you are worried that your child will not get to school, or home again, do not send him/her.
- If in doubt, telephone the school.
- The safety of the children is of paramount importance.
- Make your decision knowing your own circumstances prioritising the safety of your children
- Take your time and wear appropriate clothing / footwear.

# Emergencies and accidents

When a child is admitted to school, we ask parents (including non-resident parents) to provide us with several telephone numbers to enable us to make contact in an emergency or if a child is taken ill at school. This information is essential and it is important that we keep it up to date.

## **Please tell us if:**

- You change your address or telephone number.
- You start a new job or change your place of work.
- You have a neighbour or relative who will help out in an emergency.



- Precautions are taken to avoid serious accidents in school. First Aid for minor injuries is administered by the Staff. Most of the Staff have been trained and hold First Aid Certificates.

If however, an injury appears to require more than basic first aid, we try to contact parents immediately, so that they can take the child to hospital. If parents are not available, the child will be taken to hospital by a member of staff.

When a child is ill, he/she is unable to learn or participate fully in school activities. At these times, children are also at risk from other infections which can prolong the illness. Please keep your child at home until he/she is well enough to return. Infection spreads very quickly amongst children, particularly in an outbreak of sickness and diarrhoea. Please allow at least 48 hours from the last attack before sending your child back to school. We ask parents to notify us by 9.30am on the first day of an absence period. Please send a note on your child's return for our records.

In school, the administration of pills and medicines. We have clear guidelines advising us when we may administer medicines in any form. Please contact the office if it is impossible for you to attend school to administer required medicine. Any medicines given at school must come in original packaging with prescription label. You are of course welcome to come and administer Calpol etc yourself.

If your child is to be out of school at the beginning of the day for a dental or doctor's appointment and you wish to order a dinner for your child, please could you let us know the day before, or by telephone on the morning of the appointment so that the register can be completed. If appointments are for later in the day, please collect your child from the main entrance. Children are not allowed out of the classroom to wait at the gate.

## Safeguarding – Keeping Children SAFE

### **“Working Together to...be Safe, Smile, Succeed”**

Our motto underpins all our practice. Children who feel safe and secure can become successful, happy learners. Throughout the 4 years, children will develop skills and knowledge to enable them to be well prepared for secondary school and life beyond. We have a designated lead of safeguarding on the premises at all times.

Our curriculum includes planned learning experiences within our Personal & Social Education (PSHE) and Relationships Education. It also includes the day to day guidance, advice and language modelled by staff in the school. For example we talk about respect and giving consent for things as routine. Assemblies and drama are often used to raise awareness of key issues and give children the opportunity to develop skills they may need in real life. Children learn how to ask for help if they are worried and how to become assertive to resist pressure. The NSPCC deliver the Speak Out Stay Safe programme so that each cohort take part. The Sports Partnership deliver 560, a programme to promote healthy choices and road safety sessions during the 4 years which include 'Bikeability' from Year 3. Online Safety teaching and messages are routinely part of the week. We promote friendship and anti-bullying strategies through an annual campaign, alongside the anti-bullying alliance, to maintain this area as a priority.

### **Friendship Leaders/Mini Leaders**

One child from each class is asked to be a Friendship Leader. They are a group responsible for preparing our anti-bullying week to promote friendship and strategies to stop bullying when it happens. With guidance from Miss Holmes, they will help us think of ways to bring friends together and promote positive relationships. They may have occasional work to complete at home such as posters to remind

children about our Anti Bullying Charter for children. Bringing Friends Together Group run each lunchtime in The Sett.

### **Early Help**

We have been providing support for children and families proudly working in partnership with you over the years. This may be nurture work, accessing other agencies or family liaison. Mrs Graham champions our Pupil Premium Children in school and will support you with attendance matters. All schools now must ensure they are providing Early Help Support for families. Early Help support covers a wide range of areas such as child anxiety, self-esteem, bereavement, relationships, parenting support and attendance – and many more. In addition to our ongoing work, we now have Sarah Wilson working in school on Friday afternoons as a Family Support Worker. The Local Authority still has a statutory responsibility for Safeguarding across the county. If we have concerns about a child, we refer to Starting Point which remains the same. Sarah will work very closely with parents and school staff to ensure she supports children and families in our school community as required. Sarah will be around school on Fridays at pick up, so she can get to know and meet everyone. If you would like to meet or contact Sarah, please call the school office. Sarah has already proved to have had a positive and sensitive manner with children and parents who are benefitting from her work. Do come and speak to us if at any time you think you need signposting or advice.

### **Safeguarding Children from Harm**

We work closely with parents and other agencies when families need extra support or we are worried a child may be at risk of harm. By law, school is required to share information and take any reasonable action to safeguard and promote the welfare of children.

Starting Point is Derbyshire's initial point of referral. In our school the Safeguarding Lead usually makes referrals. 01629 533190. The materials on our website and in our portfolio are easily accessible and include our policy. Any person working with children who is unsupervised at our school will need disclosure and barring service checks.

Our Safeguarding Governor is Andy Barnett.

## **Concerns**

Even in the best run organisations problems can arise. If you have any concerns or complaints, in the first instance, we ask you to speak to your child's teacher. If you are still worried, please contact the Headteacher. Our complaints policy is on our website.

## **Liaison**

We are part of the wider community and get involved with numerous initiatives. Examples include, bulb planting, representing schools in the Women's Tour, church services, Chesterfield in Bloom, St Thomas Centre Study, Foodbank Collection, Coffee Mornings, Medieval Art Competition, Language Festival and Rotary.

We also work closely and strategically with our Teaching School Alliance and Cluster School Partners.

Brockwell Juniors is committed to maintaining good liaison between all schools in the area and particularly with our partners at Brockwell Nursery & Infant School. This is especially important for the smooth transfer of children at the age of seven and for continuity and progression in the curriculum. A programme of activities is arranged between the schools to prepare the children for this change. Secondary liaison is also a priority. A designated teacher liaises closely with a range of schools in the area.

Consultation takes place between schools on curriculum issues and In-Service training offers staff the opportunity to share expertise and experience. Whenever possible, whole school closures are planned for the same days so that parents can make proper arrangements for their children but this cannot always be guaranteed.

The theme of partnership between parents and teachers is central to all our thinking. Learning in school is an extension of the learning that has been taking place at home since your child was born. We value the support that parents give to the school and enjoy the friendships that develop. The school fulfils its legal requirements to non-resident parents.

Parents are encouraged to help in school during the day and to share their many skills with us. We do appreciate however that due to other commitments, not all parents have the time or the opportunity to help during the day.

We are grateful for Parental support in other ways eg the sharing of books which are regularly brought home from school and by membership of the Parents and Friends Association which helps to provide additional resources for the school. All parents are members of the Parents and Friends Association and are welcome to attend the meetings which usually take place each term. Letters are sent home via the children giving dates of meetings and events such as the Summer Fair etc.

Our 'Open Door' policy aims to provide a facility for two-way communication between home and school. Don't keep a problem to yourself, come and discuss it so that a solution can be found. A prior phone-call is not essential but it can help to arrange an uninterrupted appointment and our undivided attention.

During the year, parents have the opportunity to attend more formal meetings, allowing the opportunity to discuss their child's progress and to talk about the curriculum. Autumn and Spring term parent consultations occur after school, during the evening, with the hope that where possible, both parents can be present. We also invite you to come and see your child's work on our open evenings - see the calendar.

From time to time, special curriculum events are arranged where parents can learn about the work of the school. Do come if you can.

## The PFA

The school is fortunate to have a Parents and Friends Association who organise a variety of events such as the Summer Fair, Christmas Craft, hampers, raffles and children's discos. Please join if you can. Please contact [enquiries@brockwell-jun.derbyshire.sch.uk](mailto:enquiries@brockwell-jun.derbyshire.sch.uk) to express your much appreciated interest. We also have a facebook page, Brockwell Junior School PFA to help inform you regarding PFA activity.

## Safety around school

We operate a no smoking policy for staff, visitors and parents. We would therefore be most grateful if you do not smoke in our building or grounds (including E-Cigarettes).

Dogs are not permitted to enter the grounds.

Once all the children are in the gates are locked. There is no access to the Nursery via the Junior field.

# Road safety & cycling

Because of the dangers of mixing cars and pedestrians, the main driveway gates are locked between 8.40-9.00 a.m. and 3.10-3.40 p.m. Once a pupil has passed his / her cycling proficiency he/she may cycle to school and use the lock up facility. Children who have not yet passed may cycle to school if an adult accompanies them. Pupils are asked to dismount at the main gates and must wear a helmet. Please ensure your child uses a scooter safely.

# Freedom of Information

A number of documents are available for parents to view in school concerning statutory information and policies. If you wish to view please contact the Headteacher

Documents and policies relating to the curriculum and other aspects of the work of the school, such as Policy Statements, Schemes of Work and Governors' minutes and reports are available for you to see should you so wish. Please ask the Headteacher. Some of these and additional information can be found on our website: [www.brockwell-jun.derbyshire.sch.uk](http://www.brockwell-jun.derbyshire.sch.uk)

I hope you find the information in the prospectus interesting and useful. The information contained in this booklet was correct at the time of writing: it must not be assumed that there will be no change affecting this information before or during the school year to which it relates.

If you wish to visit our school, please telephone 01246 278542 to make an appointment.  
E mail : [enquiries@brockwell-jun.derbyshire.sch.uk](mailto:enquiries@brockwell-jun.derbyshire.sch.uk)

# GDPR

Brockwell Junior School takes privacy and the protection of all data very seriously.  
Our Data Protection Officer is GDPR for schools, Derbyshire County Council.  
E-Mail: [gdprforschools@derbyshire.gov.uk](mailto:gdprforschools@derbyshire.gov.uk) Phone: 01629 532888  
Address: Room 396, North block, County Hall, Smedley Street, Matlock, DE4 3AG.

# General information

The information in this booklet relates to the School Year 2020/2021 and was prepared in October 2020.

## The address of the school is:

Brockwell Junior School, Purbeck Avenue, Loundsley Green, CHESTERFIELD, Derbyshire, S40 4NP.  
Telephone: (01246) 278542. School Website – [www.brockwell-jun.derbyshire.sch.uk/](http://www.brockwell-jun.derbyshire.sch.uk/)

Headteacher: Miss Catherine Holmes Chair of Governors: Mr M Wall

## Strategic Director of Children and Younger Adults

Derbyshire Local Authority: Saranjit Shetra, County Hall, MATLOCK, Derbyshire, DE4 3AG  
Telephone: (01629) 580000

Senior Education Officer: Ian Meridith, School Support Service, John Hadfield House,  
MATLOCK, Derbyshire, DE3 3RD

The School is a Junior School which caters for children from 7 to 11 years of age. It is administered by the Local Authority which is part of Derbyshire County Council. The school Governors are responsible through the Headteacher for the management of the School. Regular meetings are held when the Headteacher presents the Governors with detailed reports concerning all aspects of the School's work and its activities. The minutes of Governors' meetings are available on request. Governors take an active role and are often in school.

This school is part of Derbyshire County Councils insurance scheme and any claims against the school should be directed to the county council electronically using the Claims Notification form and emailed to [portal.claims@derbyshire.gov.uk](mailto:portal.claims@derbyshire.gov.uk)





Purbeck Avenue, Loundsley Green, Chesterfield, Derbyshire, S40 4NP.  
Telephone: (01246) 278542

[www.brockwell-jun.derbyshire.sch.uk](http://www.brockwell-jun.derbyshire.sch.uk)