



Christ the Sower Ecumenical (VA) Primary School



School Prospectus 2017-18

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Mrs K. Mushtaq

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Dear Parents,

We would like to welcome you and your family to Christ the Sower Ecumenical Primary School! Although we are a church school with a strong Christian foundation, meaning we take the spiritual development of children as seriously as we do their intellectual, artistic and physical development, we welcome absolutely everyone who comes to live and work in Grange Farm and the surrounding area. There is absolutely no expectation that children and families will have a Christian faith, or any other faith (or none), and no preference is given in any way in our admissions policy which is entirely based on where people live and whether they already have brothers or sisters here. We love being your local school and want to keep it that way.



Over the past few years, we have established a growing partnership between parents, governors, staff, children, churches and everyone else involved in the life of the school. We have worked very hard to become an open and friendly school where all children are made welcome and made to feel they can succeed. We hope that you will feel welcome to get involved and to contribute whatever you feel able to offer to Christ the Sower. For our part, we want you to feel secure and comfortable that we offer a happy and safe learning environment, where your child will make progress academically, creatively, socially, spiritually and physically. Many of you will come to Milton Keynes or Grange Farm for short periods, and we believe it is especially important for you to feel that your child will be settled and begin to make progress from the word go.

Any primary school is a special place for all those who work there, encouraging high standards and genuine commitment from all who are involved. We work hard to provide an atmosphere of care, commitment and fun – maybe “relaxed excellence” is what we would like to achieve! We feel confident that our teaching of the curriculum at Christ the Sower, and our whole-school approach to children, meets the needs of all the individuals in the school. And of course, we are ALWAYS looking to improve what we do for the benefit of your children. We are confident in our being a good school (OFSTED’s affirmation of this in February 2014 really helped!) but are always seeking to become exceptional in any way we can.

We hope that our prospectus will help you to form a broad picture of our school. It has been designed to answer the many questions that you as parents, must have. If there are other questions, please ask! They will almost certainly become features in future editions!

We look forward to meeting and working with you.

Huw Humphreys
Headteacher

Jane Wass
Chair of Governors

January 2017

Our Vision

The Parable of the Sower – Our Story

A farmer planted seed. As he scattered the seed, some of it fell on the road and birds ate it. Some fell in the gravel; it sprouted quickly but didn't put down roots, so when the sun came up it withered just as quickly. Some fell in the weeds; as it came up, it was strangled among the weeds and nothing came of it. Some fell on good earth and came up with a flourish, producing a harvest exceeding his wildest dreams.
Mark's Gospel, Chapter 4, Verses 3-8



At **Christ the Sower Ecumenical Primary School** we provide the ‘good earth’ for all in our community to flourish; where every member can fully explore who they are created to be, with the high expectation that we, individually and collectively, will bear fruit beyond our wildest dreams. A place where we are **loving, learning and growing together**.

A loving community: At our heart is an ever-increasing understanding of God as the source of love. Because we know each child as a unique treasure, we value each other, treating each other as we would expect to be treated ourselves. Being motivated by love, we strive to be a community where everyone works for the good of everyone else.

A learning community: Believing that we all can excel, we are a community that deeply desires to learn. We nurture children and adults so that we are all empowered to be fearless, lifelong learners: embracing challenge, releasing creativity, persisting through difficulty, seeing mistakes as opportunity, discovering for ourselves and responding in wonder to what we find.

A growing community: We diligently strive for excellence in all we do by working our hardest and seeking to improve. At Christ the Sower we 'grow' people who are able to embrace the fullness of life, and nourish a growing community where that life can be expressed.

A community together: We rejoice in our diversity and recognise that we are parts of the same body journeying together, walking hand-in-hand with God. We aim to provide a rich and true experience of Christian community, being a beacon of love, light and hope here on the West flank of Milton Keynes.

Welcome to Christ the Sower

Who are we?

Headteacher

Dr HC Humphreys, MSc, PhD, NPQH

Deputy Headteacher

Mrs C Richards, B Mus, NPQH

Assistant Headteacher

Mrs K Mushtaq

Administrative Team

Mrs C Smith, DSBM (School Business Manager)
Mrs S Legg (School Administrator, Admissions)
Mrs D Bursac (Office Management)
Mrs C Watson (Office Management)

Teaching Staff

Miss E Underwood	Y6 (Barley)
Mrs H Clark	Y6 (Wheat)
Mrs C Sohal	Y5 (Sycamore)
Mrs E Whittle	Y5 (Catkin)
Mr D Marshall	Y4 (Teasel)
Mrs K Bray/Mrs J Cull	Y4 (Rosehip)
Mrs L Doyle	Y4 (Rosehip)
Mrs S Mitchell	Y3 (Clover)
Mrs C Richards	Y3 (Clover)
Mrs T Feil	Y3 (Clover)
Miss F Matizanadzo	Y3 (Mustard)
Mrs A Summerfield	Y2 (Pumpkin)
Mrs J Etherton	Y2 (Pumpkin)
Mrs J Silberrad	Y2 (Acorn)
Mrs R Szentpeteri	Y1 (Thistle)
Mrs W Turner	Y1 (Conker)
Mrs K Mushtaq	Foundation 2 (Sunflower)
Mrs S Wagland	Foundation 2 (Sunflower)
Mrs H Morarji	Foundation 2 (Poppy)
Miss C Brown	Foundation 1 (Daisy)
Mrs M Bradley	Reading Recovery
Mrs S Taylor	PE Teacher

Pastoral Support

Mrs H Clark	Chaplaincy Lead
Mrs S Hodgetts	Learning Mentor

Curricular Support

Mrs T Phillips	Library, First Aid
Mrs T Stock	ICT Technical Support

Teaching Support Staff

Mrs R Sandhu HLTA	Mrs B Nicholls HLTA
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Mrs F Head HLTA

Mrs J Foy

Mrs P Robinson

Miss S Berglund

Mrs L Druce

Mrs S Wright

Miss J Stubbs

Miss A Clark

Mrs L Chant

Miss K Jefcut

Mrs R Edwards HLTA

Mrs T Brunt

Mrs K Ager

Mrs M Coates-Mullins

Mrs J Pomfret

Miss A-M Hahn

Mrs A Bond

Miss V Devonport

Mrs A Guadagnini

Mrs M Worster

Kitchen Staff

Mrs L Lowther (chef)

Mrs E Barber

Mr J Guiver

Lunchtime Support Staff

Mrs A Kinch

Mrs D Barrett

Mrs D Rice

Mrs V Ntiamoah

Mrs H Ray

Mrs Z Al-Najjar

Mrs P Shepherd

Site Staff

Mr M Kalisz (Site Manager)

Mrs E Barber

Mrs A-M Antwi

Miss N Dobrosielska

Mrs A Macias

Mrs C Brockett

Allsorts After School Club

Mrs S Kightley

Play Leader

Mrs C Taylor

Deputy Play Leader

Mrs H Ray

Play worker

Mrs T Brunt

Play worker

Mrs V Ntiamoah

Play worker

Mrs J Parry

Play worker

Miss V Hyde

Play worker

Governing Body

Mrs J Wass (chair)

Mr P Morgan

Mrs A Jones

Mr C Row

Mr J Davies

Rev D Saunders

Mrs K Mushtaq

Mrs G Elton

Mrs R Sandhu

Miss C Brown

Dr H Humphreys

Mrs L Lowther

Mr D Marshall

Rev M Morris

Mrs C Richards

Mrs S Boyd

Mr O Annobi

Vacancy

How to Find Us

From central Milton Keynes...Travel west along Portway (H5) until you pass the roundabout with Fulmer Street (V3). Take the first turn on the right after the V3/H5 junction (signposted into Grange Farm) into Singleton Way. The school is on your left. Enter the public car park at the top entrance opposite the shops.

From the North of Milton Keynes....Travel south on Watling Street (V4) until the junction with Portway (H5) where you turn right. Travel west along Portway (H5) until you pass the roundabout with Fulmer Street (V3). Take the first turn on the right after the H5/V3 junction (signposted into Grange Farm) into Singleton Way. The school is on your left. Enter the public car park at the top entrance opposite the shops.

If travelling south on the A5....take the Central Milton Keynes exit then signal right at the top of the junction. At the roundabout, bear right and follow the signpost to Shenley Church End and then the H5 until you reach the junction with the V3. Go across the roundabout, take the first turn on the right (signposted into Grange Farm) into Singleton Way. The school is on your left. Enter the public car park at the top entrance opposite the shops.

What sort of school is Christ the Sower?

Our school is a large modern single-storey building built across two levels set on the edge of Milton Keynes in the Grange Farm development. We have our own playing fields and are surrounded by housing and grid roads.

There are 15 formal teaching areas, several small study and group work or storage rooms, a conference room, an ICT suite, a cookery room, two large halls and an office/staffroom area, as well as many toilets! Our halls are big enough to enable us to put on school productions comfortably. There is plenty of space away from the public road for children to be dropped off and collected in comparative safety. Most recently, in November 2016, we began serving hot dinners from our own kitchen, built in April 2016.



The school was founded in 2004 and the current building was completed in January 2005 as a response to the progressive growth of housing and development on the west flank of Milton Keynes. It was designed in a contemporary style and has a basically circular design around a central courtyard garden. It is fully accessible, with stairs and lifts between the two levels and there is a well-developed outdoor area for the Foundation Stage. Large fields on the south-western side of the school complement the site, and both these and the large playground area are in the process of being developed with activities and shade to make playtimes more interesting and enjoyable for children. We have planted well over 60 trees, put down some new play markings for children and a new covered sandpit for Foundation children (both courtesy of Friends Together, our PTA) erected sail shades, an outdoor classroom, a climbing frame and 2 pergola areas for children to sit in comfort. We are co-located with the Seedlings Sure Start Centre, which opened in Autumn 2010, and we maintain a close working relationship with the Sure Start staff for the benefit of our young

children and their families.

What does being an Ecumenical Church school involve?

Christ the Sower is an Aided Church school. Unusually for the UK, but reflecting the quality of inter-church partnerships in Milton Keynes, the school is supported by four denominations – the Church of England, the Methodist Church, the United Reformed Church and the Baptist Church. All four denominations contribute to the work of the Watling Valley Ecumenical Partnership of which the school is a full partner. The word *ecumenical* simply refers to the formal arrangements of

churches sharing and working together. As a church school we try and ensure that no child leaves Christ the Sower without a clear understanding of basic Christian teaching and the implications that has for all. We offer prayer in school and help children to have a well-developed understanding of the Christian faith and of their own faith or belief system. We have a chaplaincy team of 8 teachers and teaching assistants who have developed the role, and they support staff and children in caring for their spiritual health.

However, we make no assumption at all about the faith of families or staff here. The current headteacher has an active Christian faith, as do about 25% of the staff, and they are supported in this by the Chaplaincy Team, the Watling Valley partnership and the Governing Body. Most staff and parents fully support our Christian ethos without feeling that they have to identify as Christians. All are welcome, all the time. We are a good local school for families who live near to us. One implication of our foundation as an Ecumenical School is that the teaching of Jesus Christ is often talked about and that we try and explore what that means for our education, for our conduct and relationships, for the wider community of which we are a part, and in the values we teach. Our school vision grows from the Parable of the Sower, and we commonly use the metaphor that we “grow” children from the soil of the Christian faith that is our foundation. This is very important to us.

Admissions to Christ the Sower

When can children start at Christ the Sower?

Children normally enter the Foundation 2 Classes at school at the beginning of the Autumn term (if they turn 5 between 1 Sep and 31 Aug the following year). Many children come from our own nursery, but there is no automatic right of entry and children attending the nursery apply for a school place along with those from other settings.

What is the school's admissions policy?

The Governing Body of the school is responsible for deciding on admissions to the school, but works closely with the LA (Local Authority) who co-ordinate admissions to all maintained schools in Milton Keynes. We aim to ensure equality of opportunity for all children seeking places at the school, subject to the criteria listed below in the event of over-subscription, and that the school should reflect the diversity of the local community. All children including those from other than Christian backgrounds admitted within the Priority Criteria will be assured of an inclusive education which respects other religious traditions.

In the event of there being greater demand for admission than there are places available, then children with a statement of Special Educational Need naming Christ the Sower Ecumenical Primary School have the highest priority, followed by children currently in Local Authority care (“Looked After Children”).

Once places have been offered to these children the following criteria will be applied in the order set out below:

1. Looked-after children and children who were previously looked after, but ceased to be so because, immediately after being looked after, they became subject to an adoption, child arrangements or special guardianship order.
2. A child with exceptional medical or social needs whose parents can demonstrate that admission to Christ the Sower is necessary for the medical and social well-being of their child and whose application is supported by a letter from a registered health professional such as a doctor or social worker. The letter should explain particular reasons why the school is the most suitable one and any difficulties that would be caused if the child had to attend another school. This evidence will be assessed objectively by members of the Foundation and Admissions Committee.
3. A child with a normal home address in the defined area (see note b); Grange Farm, Medbourne, Oakhill and with a sibling (see note d) in attendance at the school at the time of application and who is expected still to be in attendance at the time of admission.

4. A child with a normal home address in the defined area: Grange Farm, Medbourne, Oakhill, without a sibling in attendance at the school.
5. A child with a normal home address outside the defined area but in the area of the Watling Valley Ecumenical Partnership – bounded by H2 Miller’s Way in the North, H8 Standing Way in the South, the A5 in the East and the borough boundary on the West and with a sibling in attendance at the school at the time of application and who is expected still to be in attendance at the time of admission.
6. A child with a normal home address outside the defined area but in the area of the Watling Valley Ecumenical Partnership – bounded by H2 Miller’s Way in the North, H8 Standing Way in the South, the A5 in the East and the borough boundary on the West but with no sibling in attendance at the school at the time of application.
7. Children whose normal home address is outside that of the Watling Valley Ecumenical Partnership (defined in 6. And 7.) with a sibling in attendance at the school at the time of application and who is expected still to be in attendance at the time of admission.
8. All other children.

In the case of over-subscription in any category, the deciding factor will be the proximity of the child’s home to the school. This is measured by the nearest available route from the front door of the child’s home to the school’s nearest entrance gate, with those living nearer being accorded the highest priority. The system used for measuring distance and proximity to the school will be the LEA’s GIS system. There is no automatic right of entry to the school for pupils attending the nursery at Christ the Sower School. Separate admissions policies apply for the nursery and the school.

Is there an admission limit?

The school has an agreed admission number of 60 children per year group, distributed across two classes in each year. In practice, our high mobility means that class sizes do vary a lot. If our infant classes are near to 30, you will be told on application, as we cannot legally plan for infant classes with more than 30 children in them. You are entitled to appeal the decision at an Appeals tribunal if we are unable to admit your child. You will be told how to do this if the situation should arise. Our basic position is that we believe passionately in what we offer here and prefer to take children unless doing so jeopardized our ability to teach (very large class sizes, for instance).

What happens if a child joins in the middle of a year?

Children arrive at Christ the Sower at all sorts of times, and we welcome them whenever they come to us. We recognise the difficulties of moving in the middle of a school year and we have adopted a policy to help children settle in as quickly and easily as possible. Your child will undergo some straightforward assessments when he or she arrives, and we will help provide friends, a “buddy” to work with them for a few days, and an older child who will look out for their interests while at playtime. You are more than welcome to come in after a couple of weeks to talk about how well your child is settling and to discuss any concerns either you or we may have. All “in-year admissions” are coordinated by the Local Authority Admissions Team, though the school has the final say as to whether a child is admitted or not.

Can we reserve a place at the school if we are coming from overseas or elsewhere in the UK?

No. Although all admissions are handled by the Governors, working alongside the Local Authority, we have to be careful to follow the agreed admissions criteria, which cannot apply until you have either exchanged contracts on a property in the defined area or have a rental agreement from a landlord if you are renting.

Do you have a nursery?

Yes. We have a nursery (Daisy Class) within the building of the school, which has a maximum number of 60 places (30 in the morning and 30 in the afternoon). Nursery times are 8.30 - 11.30 a.m. (morning session) and 12.15 – 3.15 p.m. (afternoon session). If you wish to apply for a place at the Nursery, please speak to Mrs Sharon Legg, our admissions manager. A place in the Nursery does not guarantee a place at the school. Contact slegg@ctsmk.org.uk. Currently we also have a limited

number of full time places (including lunchtimes), for which parents pay for that provision that goes beyond the 15 hours provided free by the Local Authority.

The School Day

What happens at the start of the school day? When must my child arrive for school?

When your child arrives at school on his or her first day, you are welcome to bring him or her to the front door of reception, where you will be met by the headteacher or one of the administrative staff. They will introduce you to your child's teacher who in turn will introduce your son or daughter to others in his/her class.

On subsequent days, children arrive at school through the playground, accessed through gates at the northern or eastern sides of the school site. These gates open at 8.35 a.m. and the doors to the classrooms will open at 8.40 a.m. Teachers take responsibility for your children from 8.40 a.m. We expect parents to be responsible for them until that time. Parents must usually leave the site no later than 8.45 a.m. The doors from the playground into school lead directly onto the classrooms or the class shared area, and this makes sure that your children are safe as soon as they enter school. Doors are shut at 8.50 a.m. in Years 1 to 6. Children arriving after that time must sign in the late book at the office before entering.

Whilst we want to maintain open communication with parents whilst children are young, we ask that except for children in the Early Learning Phase (Foundation Classes and Year 1), we do not encourage parents to stay with the children as they go to their classrooms. For the sake of safety, the pedestrian entrance gates of the school will be locked by 9.00 a.m.

Children will hang their bag and coat up on a peg in the cloakroom area, and report straight to their classrooms for registration, which takes place no later than 8.50 a.m. Once registered, children are asked to form a circle in their classes and the day begins with a "check-in" where each child shares a thought in response to a question or thought from the teacher. Classes then go to the main hall for Collective Worship at 9 a.m.

Children who arrive later than this time must first report to the school office. If they arrive after registration but before 9.10 a.m., they are recorded as a late arrival. If they arrive after 9.10 a.m., they are recorded as absent for that session.

Nursery hours are a little different: sessions run from 8.30 - 11.30 a.m. (morning) and from 12.15 - 3.15 p.m. (afternoon). You may apply for extra nursery sessions – including lunch. Ask at the office for information about "all day" provision.

How many hours will my child be working?

Children at Christ the Sower are taught during a school day that lasts from 8.50 a.m. to 3.15 p.m. Break time is between 10.20 and 10.35 a.m. for Years 5-6 and from 10.40 to 10.55 a.m. for Year 1-4. Lunch for the whole school takes place between 11.45 a.m. and 1.15 p.m. *Daily Collective Worship is not counted as curriculum time, and takes place between 9.00 and 9.20 a.m. each day. Parents are welcome at any time of collective worship.*

What if I want to talk to my child's teacher?

We welcome all opportunities to talk with parents. You are more than welcome to talk to your child's teacher at the end of the school day. If you want to talk about a specific subject or issue, it is advisable to make an appointment through the school office, as staff often have clubs, meetings or other appointments at the end of the day. You can then be assured of somewhere quiet or private to talk. The start of the day is a useful time if you just need to pass on a message, but is not usually a good time for a longer talk.

What happens at break times?

Children in Years 1-6 have one break time per day, plus 25-30 minutes' free time to play at lunchtime. Children in Foundation, Years 1 and 2 are given a piece of fruit for a break time snack, free under the National Fruit Scheme. We do not allow sweets, crisps, biscuits or chocolate to be eaten at break time, and prefer fruit or health bars (e.g. muesli bars) to be consumed.

If children want to go to the toilet at break time, they are encouraged to go on their way out or on their way back to class. Children are supervised by members of the teaching and support staff at break time, and first aid cover is provided.

We have a range of play equipment for all children. This is kept in boxes within the school and distributed by older children at break and lunchtimes.

How is lunchtime organised at Christ the Sower?

Children coming to Christ the Sower are encouraged strongly to have school lunches, cooked by our own chef in our new kitchen. Lunches have to be paid for online, a calendar week before the lunch requested. Please ask the office staff how this is done if you are unsure. Cash is no longer accepted at school for school lunches. **Since September 2014, all children in Foundation, Year 1 and Year 2 are entitled to free school meals daily.** The menu is published regularly and is distributed to all children early in the term. It is also displayed in the hall and copies are available in the entrance area, as well as being downloadable from the school website. If you think that your child may be entitled to free school meals and is in Y3-6, please do not hesitate to contact us.

Packed lunches may also be brought to school. Because we think children learn best if they are eating healthily with a balanced diet, we urge parents to provide lunches that are nutritious and healthy. If children are bringing their own drinks as part of their packed lunch, this should not be a fizzy drink, and, because of leakage/spillage problems, is in a carton or leak proof container. Children are not allowed to bring glass bottles onto the school site at all. During 2017 we will be looking to improve the quality of the lunches provided by parents, now that we know we can provide a good healthy alternative through our own kitchen.

Classes have lunches on a rota system over three sittings. Foundation children start lunch at 12 p.m., Year 1 and Year 5-6 at 12.15, and Year 2-4 at 12.45. During the time they are not eating lunch, children are playing on the playground under the supervision of the dinner supervisors, or in their classes if it is too wet. Children eating packed lunches in Years 1-6 eat these in their classrooms. We keep this arrangement under review so children enjoy their lunchtimes to the fullest.

What about my child's personal belongings?

We encourage children to bring as few as possible of their own belongings with them to school. Children are expected to keep their personal possessions safe in their tray in class (from where they must be taken home each day) or in their school bags. Please ensure that all clothing is clearly labelled. **We do not allow children to use mobile phones in school.** However, we recognize that sometimes it is necessary to bring phones in for safety or contact reasons at the end of the day. If a mobile phone needs to be in school, then it should be lodged safely with the class teacher during the day. Please be aware that the school is not in any way responsible for items brought in from home, including mobile phones.

What happens at the end of the school day?

School finishes at 3.15 p.m., and children are released from class as soon after that as possible, but no later than 3.25 p.m. All children are collected from their classes, though many older children walk or cycle home alone, provided that the school has been previously told of this arrangement. We ask that parents collecting children do not congregate at the doors of the

classes as this can be a distraction to those being taught inside. The school gates will be unlocked at 3.05 p.m. to allow parents onto the school playground. Those children who attend after-school activities at the Allsorts Club are collected from their classrooms by Allsorts staff. We do not expect or encourage children to be collected from the reception area, as there is nobody to supervise them there.

School Dress

What will my child wear for school?

All children attending Christ the Sower must wear the school uniform which consists of the following:

Winter Uniform:

- *Cranberry red sweatshirt/cardigan with CtS logo
- *Gold polo shirts with/without CtS logo
- Dark grey trousers/skirt/pinafore dress
- *Dark grey CtS fleece (optional)
- White/grey socks or tights
- Black shoes or trainers (no more than a 2 cm heel). No boots at all.

Summer Term (up until the October half term): As above, with the options of:

- Gold checked summer dresses (optional)
- Dark grey shorts (optional)

Uniform marked with an asterisk (*) can be bought from the school office. It would really help *you*, your *children* and *us* if children's names could be written in EACH ITEM OF CLOTHING! Prices are kept to a minimum and a list of prices can be obtained from the school office.

On top of this, we ask that children are dressed appropriately for the weather. This means coats, hats and gloves when it is cold; sun hats when hot and sunny. Please do not assume that children will be kept in if the weather is drizzly or cold. Children need exercise every day and whenever possible we will take them outside for playtimes, whether sunny, drizzly or cold. As they say in Norway – there is no such thing as bad weather, only bad clothing! If children are not dressed properly in school uniform, we will contact parents by text message or a note home. We strongly discourage the use of jewellery and other accessories that are not appropriate for school use (e.g. glitter in hair, hair shaved in patterns, hair dyed in colours outside the range of natural shades, bandanas, makeup, etc). Occasionally we may have fundraising days when these are permitted, but in general they are not allowed. Children's parents will be contacted if these are noticed. School uniform guidelines are issued annually to parents. If you are unable to afford school uniform, please contact the Bursar, as you may be eligible to apply for a grant from the Governors' Fund.

Does my child need a change of clothes for PE?

Yes. All children must change for PE. PE takes place at least twice a week and all children are expected to bring the correct change of clothing. We do not permit children to participate in games, athletics or gymnastics without changing into their PE kit, for reasons of hygiene and ease of movement. There are often extra PE sessions for one or another reason, and you will be told in good time of the need to provide your child with his/her PE kit.

PE kit consists of a white T-shirt (no logo other than the school badge), a pair of black shorts/joggers and appropriate footwear. This should be trainers for outdoor work (games, athletics), as all indoor work (gymnastics, dance, indoor

- Plain white, brown or black sandals may be worn in the summer months of June and July only

Hijab (if worn) (White or Black only)

P.E Kit

- Plain white T shirt *with or without logo
- Black shorts/joggers
- Black plimsoll/white-soled trainers

Jewellery should not be worn to school. Ear studs, if worn for medical reasons, must be covered with tape or removed during PE.

games) is taught in bare feet. The PE kit should be kept in a drawstring bag, and hung on a peg in the cloakroom area during the week. **We would ask that all PE kit is brought in on a Monday, and taken home at the weekend so it can be washed if necessary.** In the summer it is particularly important to have PE kit available through the week as teachers may often decide to play an unscheduled game of rounders, do extra athletics practice, etc., for which children will need PE kit. *Children may be asked to miss PE if their kit does not conform to the requirements above.*

PLEASE ENSURE THAT ALL CLOTHING IS CLEARLY MARKED WITH YOUR CHILD'S FULL NAME

It is truly amazing how few people realise that without a name, all school uniform looks identical!

Transport and Parking

Where should I park when dropping children off for school?

We encourage as many children to walk or to bike to school as possible. This is vital for your health and your children's, as well as providing a form of friendship and fellowship between families and children not possible in a car! We strongly encourage you to make an arrangement with another parent to walk your child to school if you have to go to work by car. However, *if you need to use your car*, we ask that you park in the public car park outside the school. You are not permitted to park on the area marked by yellow lines on Singleton Drive, nor in the school staff car park. If you are intending to "drop and go", then this should be done where the road narrows and the kerb drops half way down the car park opposite the school Reception. You cannot park there (it is both inconvenient and illegal, as well as being highly anti-social), but it is by far the safest place for children to leave a car and enter the school. We are a large school and despite having an easy-to-use public car park, demand is always high. You can always help by deciding to walk to school with your child, or by dropping them off outside school rather than parking.

Is there a school bus or taxi service?

No. There is no bespoke school transport to Christ the Sower. Public buses drop off and pick up on Singleton Drive opposite the school. If you live beyond the immediate area and are in receipt of certain benefits, you may apply for free school transport. Mrs Legg in the office will help you with this.

Is there a place to keep bikes safe at school?

We strongly encourage children to cycle to school – it is both safe and healthy to do so, and we have a bike shelter that is both within school grounds but also out of bounds for children during the working day. It is very important for all users of the bike shed that children secure bikes in an upright position and chain or lock them. We do not allow children to leave their bikes lying on the ground near the bike shelter. When children on bikes approach the school grounds, they should dismount and walk their bikes to the shelter, rather than riding them. The pedestrian gates should be used for those with bikes, and cycling within the school grounds is not permitted. Children should wear cycle helmets when riding to and from school. Cycle training is offered annually to children who are 10 and over. Please note that the school is not responsible for bikes and scooters left in the bike shelter. These are left at parent's own risk and we do strongly encourage you to use a chain to lock your bikes at all times. **Children wishing to cycle to school must have a Cycle Permit, obtainable from the school office.**

Does the school encourage children to walk or cycle to school?

Definitely! We would very much like to reduce reliance on cars. Children who have to be driven to school because of distance are encouraged to car-share where possible, but we strongly believe that children living in Grange Farm, western Crownhill and northern Medbourne should be walking or cycling wherever possible!

The Curriculum at Christ the Sower

Being an Aided school, Christ the Sower is statutorily bound to teach the full requirements of the National Curriculum for Years 1-6, and the Foundation Stage (Early Years) Learning Goals as laid out in legislation deriving from the 1988 Education Act (and subsequent amendments). Our Curriculum was rewritten in 2013 and adopted in September 2014 to mirror changes in the National Curriculum, and can be downloaded from the school website.

However, we also believe that unless children are exposed to a wide range of educational experiences within and beyond the National Curriculum, we are failing the children in our care. The Curriculum is supplemented by an ever-widening range of extra-curricular activities, Modern Foreign Language teaching for older children (an entitlement since January 2010 and now fully part of the Primary National Curriculum for Y3-6), educational visits – some relating to the National Curriculum, but some not, and by integrating projects carried out with other schools into the taught curriculum where possible.

We also place a high value on the “hidden curriculum” – the gaining of Christian values and virtues through the way we teach and encourage children to behave toward each other. This means that we help children to become aware of the school vision and curriculum aims and how we can all assist each other towards their fulfillment. As parents interested in the well-being of your child at Christ the Sower, we hope that you too will want to encourage these values and virtues within your children, so that they may grow up with a secure understanding of their life path.

We debate the nature of the curriculum constantly, and are always open to suggestions, offers of skills, new experiences that will inform and enlighten children. The knowledge and understanding of our team of highly-committed teachers are the chief source of what we really want children to learn, and individuals are encouraged to share their interests and skills with children, whether this is in the National Curriculum or not! We have rewritten our planning to enable us to teach a thematic curriculum across all classes in a particular year group.

What is the role of Collective Worship at Christ the Sower?

ALL maintained schools in England are statutorily bound to offer daily acts of Collective Worship, that must be of wholly or mainly Christian character. As an ecumenical aided school, we hold Collective Worship as of first importance in teaching children to think spiritually and give them space to develop character collectively. Collective worship happens in the morning and gives children a chance to reflect, pray, think, or simply be silent and think about issues raised through biblical stories, topical themes, music, drama, etc., around a particular focus. We believe it is vital that all children experience and contribute to these times of Collective Worship. We fully respect the right of parents to withdraw their children from these on religious grounds. The Collective Worship planning and curriculum is led and managed by the Chaplaincy Team Leader. Please feel free to talk to the headteacher or Mrs Helena Clark (chaplaincy lead) for further information.

What curriculum areas will my child have access to?

From age 5 onwards your child will have access to all 5 **core** areas of our school curriculum: ENGLISH, MATHEMATICS, SCIENCE, PHYSICAL EDUCATION and RELIGIOUS EDUCATION and the foundation subjects: GEOGRAPHY, DESIGN TECHNOLOGY (DT), HISTORY, COMPUTING, ART & DESIGN, MUSIC and MODERN FOREIGN LANGUAGES (Y3-6).

The areas that children are taught in the Foundation Stage (age 3-5) are divided into:

- Three *prime areas*:
 - Communication and language,
 - Physical development
 - Personal, social & emotional development
- Four *specific areas*:

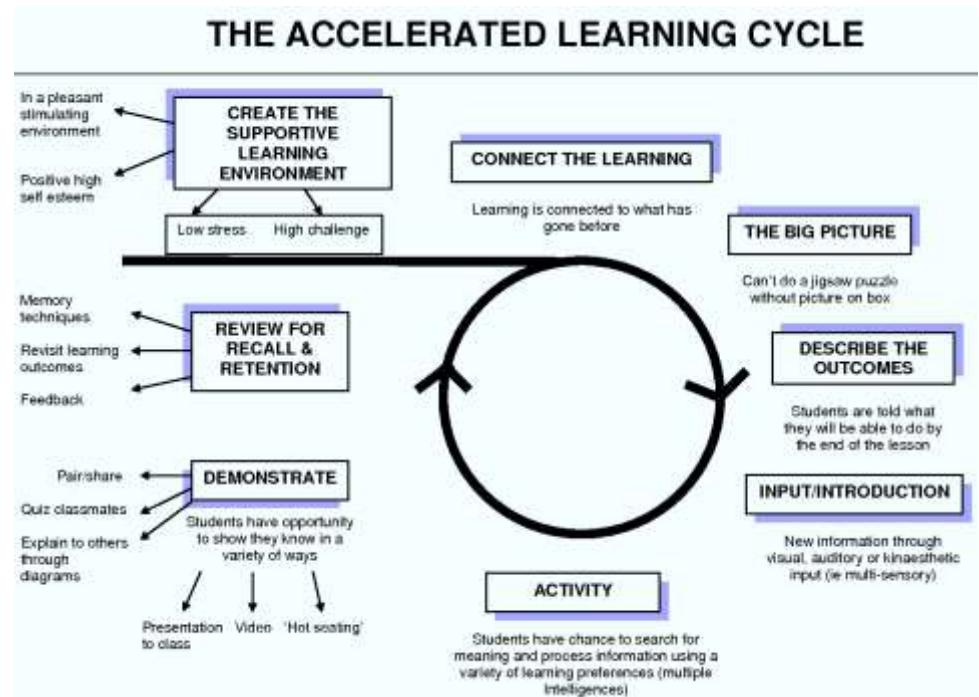
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

English, Mathematics, PE and Science, though often taught as separate subjects, make strong curriculum links with all other subjects. Art, Music, DT, Computing, Geography and History are often interlinked, and in all classes are often grouped into themes. English and Mathematics are taught mainly through the programme of study outlined in the new Primary National Curriculum, set out for each year group. They nearly always take place in the morning, either side of break time. PE is taught in the hall or outside, whilst music is taught in the music room opposite Beech Hall. Please be aware that we are fast moving away from a subject-based curriculum, and looking to stronger cross-curricular teaching. Our Modern Foreign Language is currently French, taught to all children in Years 3-6 in weekly lessons.

What teaching approach will be used at Christ the Sower?

We hold to the belief that many teaching styles help children to learn, but that variety is essential if pupils are to get the best from a lesson. All staff are aware of research on attention spans in children and keep lessons going along at a good pace. We use interactive class teaching, where pupils are expected to answer and pose questions, paired work, where pupils work on short tasks together in order to maximise everyone's learning, cooperative learning techniques, to help children take responsibility within a task, and individual work, where pupils can progress at their own pace

in order to meet the objectives set for the lesson. Group and individual work is usually differentiated in order to allow children of differing abilities to make progress, using different approaches or materials. Just like adults, children get bored at times. We believe that this can be an opportunity for reflection or pushing their learning in another direction. We try and help children respond creatively when they find boredom approaching!



Since September 2011, we have been using the **accelerated learning cycle** as the foundation of how new knowledge is imparted and retained. We can see the impact on learning across the school, and it can be summarized in the above diagram. We use it because it is built on neurological research about learning processes in the brain. If you are interested further, the headteacher is the lead for this way of working and will explain its principles to you. Alternatively, a visit to the Learning page of the school website will give more detailed explanation.

What provision is made for the teaching of Religious Education?

Religious Education is provided at Christ the Sower using the Milton Keynes Agreed Syllabus for Religious Education (2011). Children are taught to learn *from* religions as well as simply *about* them. All RE teaching takes both perspectives into account. Parents who wish to withdraw their children from RE should let the school know of their intention in writing. Alternative provision will be made for any pupils who have been withdrawn, after consultation with their parents. It is a policy of our school RE provision that although children learn about major world religions, we feel that they cannot

effectively explore them except from a basic grounding in Christianity. Our RE policy is available for parents to see if they wish. RE is one of the best subjects for encouraging thinking, reflection and an early understanding of philosophy and dealing with the abstract, so we believe it is vital for children's development.

From Foundation Stage to the end of Year 3, RE is approximately based 2/3 on Christianity and 1/3 on Judaism. From Y4 onwards, that changes to 2/3 Christianity, 1/6 Islam and 1/6 Hinduism, whilst continuing to include study of Judaism as the foundation of Christianity.

What will happen if my child experiences difficulties learning?

Many parents face concerns if their child is not making the progress expected of them, or encounter learning difficulties that the child can't seem to get beyond. We take these concerns very seriously, and face them head-on with our provision for special educational needs and disabilities (SEND). Our policy at school is based on the revised Code of Practice for Children with Special Educational Needs (DfE 2014), a summary of which is available on demand from the school office. We also publish our "local offer" on our school website, which explains how we assess and provide for those with Special Educational Needs and Disabilities. We employ a graduated response for each child, asking the help of outside agencies if this becomes necessary. These include:

- learning support advice (SENDIST)
- behaviour support teachers
- an educational psychologist
- speech and language therapists
- occupational therapists
- teachers of the deaf/visually impaired

Within school we employ 16 Teaching Assistants (over 250 h/week of support) who work with the class teachers across all classes to enable those children who struggle with one or other area of learning to make progress. Support may be offered for a variety of reasons, ranging from specific learning difficulties and behavioural issues through to physical disabilities that may affect their learning.

Children who require support are usually catered for within the class itself, although for specific learning schemes, groups may be withdrawn if it makes it easier for the children being supported. **Mrs Richards** is the school's SEN Coordinator (SENCO), with responsibilities for ensuring that every child with special educational needs has an individual education plan that is followed by the class teacher and updated each term. If your child is assessed as having a special educational need or requiring some extra support in class, we will inform you immediately. We aim to involve you fully in any work with your child, so you will be consulted for permission before we ask any outside educational professional to assess your child.

How has the governing body implemented its SEN policy?

The Governing Body, acting through the senior staff, have adopted a robust and highly effective SEN policy and practice. The level of funding we have allocated means that we choose to employ teaching assistants as the most effective and flexible means of support. A wide range of individual, group, and specifically tailored programs follows the provision of clearly written and well-evaluated Individual Education Plans from the teaching staff. We work closely with the SEN Support Teacher provided by the Local Authority and other specialists. There is a formal review of SEN policy and progress by the Governing Body each year which has the legal obligation to report this annually to parents.

What provision is made for those children who make faster progress than others?

Children who show greater than expected progress in any subject are given every encouragement at Christ the Sower. From the basis of the a considered policy for More Able and Talented Pupils, we provide for them through extension to the work their peers are doing in class, by fostering independence in learning so that they can research and explore beyond the confines of what is being taught in class, through specific homework, by teaching them higher-order reading

and thinking skills so that they can make the most of the information they encounter, and by giving them time and space to develop and practise the talents and abilities that they already have. Our aim is to teach in such a way that we remove hindrances to children's progress at every level. Presently we are exploring the concept of depth in the curriculum at each stage, to enable children to apply more richly and widely those skills they have learnt.

We have seen that every child has the capacity and right to astonish us and we need to be careful to watch out for those moments when it happens! Parents of children who have specific abilities in one or more areas are welcome to come and talk to staff about their children's interests and specific abilities. Experience shows us that children with particular skills manifest at home are sometimes reluctant to let this shine at school, so we always seek parents' advice on this issue. We believe that *innate intelligence* is not the issue – it is whether children have a mindset to improve what they have that truly makes them more able.

How are classes organized at Christ the Sower?

In Years 1-6, children are taught in mixed ability classes, two per year group. In Y4, 5 and 6, classes are set for mathematics and guided reading, whilst in Y5/6 extra support is given to the most able and weakest mathematicians or writers in separate classes. This depends on the needs of each cohort. Most years, the classes stay together when they transfer from say, Y2, to Y3. But from time to time we re-examine these to see if the relationships are working as well and as are as productive of learning as they should be. From September 2014 we have decided that we will always try and create two balanced classes at the start of Year 1, once children have been in Foundation for us long enough to get to know them.

From time to time, children may be taught in year groups rather than classes for specific purposes, and groups of children may be withdrawn for support or extension teaching at various times during the day.

Will Christ the Sower be teaching Relationships and Sex Education?

As a staff, we feel that relationships and sex education should be taught as a natural part of the curriculum. It is part of the National Curriculum for Science and the pre-2014 non-statutory orders for PSHE. Children study reproductive processes in animals within the science curriculum, whilst our PSHE teaching provides understanding for children from Years 3 to 6 of the changes in their bodies as they approach adolescence. Our Relationships and Sex Education Policy has been approved by parents, the local churches, staff and governors, and is taught principally through the Channel 4 DVD series "Living and Growing", and through ethical teaching in collective worship. The policy is available from the office, and there is a statutory right for parents to withdraw their children from parts of the Relationships and Sex Education (RSE) curriculum. Every summer, before the children are taught the RSE curriculum, parents are given the opportunity to view the DVD materials that children see. The critical issue here is that the responsibility for sex education should really lie with parents but we understand how tricky these things can be to explain; thus we support you in teaching it in school. It is important and in your long-term interest to view the materials before we show them to children!

How will the students at Christ the Sower be expected to behave?

Children at Christ the Sower consistently meet the high standards of behaviour that we set them as a staff. This has taken a lot of teaching, discussion and agreement between all the members of the school community, and we now have a Christian identity of which we are very proud, but which we also guard jealously! We don't have a great number of "school rules", but encourage each class at the beginning of each year to re-negotiate the conduct that will work best for their own class, and which is expressed in a way that all children in that class can easily learn and understand.

Underpinning this is a series of agreed, whole-school "Golden Rules" which serve as a code of conduct. This is a commitment to respect for each other, both adults and children, respect for property, both my own and other peoples, and to treat all other people as we would ourselves want to be treated, honouring one another more than ourselves.



**take responsibility
respect the truth in love
take pride be thankful
hard work & excellence
don't give up!
We treat each other the way we would love to be treated ourselves**

These are rooted in Jesus' teaching in the Sermon on the Mount (Matthew 5-7) and whilst difficult, they also present to us a range of challenges to character development that will serve children through life. Also flowing from this same approach is the Restorative Practice that we use for dealing with situations where conflict has broken the sense of community we have.

Restorative Practice, rooted in fixing broken relationships rather than blame and punishment, is the basis of our conduct policy. In this, "sanctions" are not seen as punishments, but as consequences that flow directly from damaging the relationships and community we value. The main activity all classes undertake to

build community is the daily *circle*, where all meet to share the answer to a question, an opinion, an expectation or information. We feel that if children and adults do not subscribe to the community we want to build we have little chance of inspiring loyalty to it and thus using the language of *how the community has been affected* when restoring relationships.

This can be hard to achieve, and we use rewards to encourage the good and consequences which follow inappropriate or less-than-good conduct. All staff understand the consequences and rewards and use them to encourage the behaviour we want. The underlying principle is that we reinforce good behaviour with praise and expect children to notice this and conform. Class teachers try and meet with parents if we have some incipient behavioural concerns.

If we need to contact you formally over concerns we have with your child's behaviour, you need to know that this is then a serious matter. This will usually follow the recording of misbehaviour in the school incident log, or the loss of over 20 minutes Golden Time during a week. We involve parents formally at the later stages of children's misbehaviour, and you will be contacted by letter. All of this is summarized best in the schools Restorative Relationships Policy (2016).

Will my child have set homework?

All children are expected to carry on their learning from school into the rest of their lives, including the home. We encourage and expect parents to help their children by giving time to the **basic home learning activities** of listening to their children read regularly, helping them practise weekly spelling or vocabulary lists, and by helping them learn their number facts. These are important disciplines for children, and are tested weekly.

In addition, each child will be given a piece of **specific home learning** that they will have 5-6 days to complete, often linked to our emphasis on basic skills within the curriculum. This is always set on a Thursday and has to be completed for the following Tuesday. The homework is deliberately open, using the form "Show me what you have learnt/know/understood...". This means that children can complete the work to the level of their interest and skills, allowing all children to flourish and to make as much of it as they can. It also means that the work is directly linked to work already completed or soon to be completed – it must be done if the child is to get the most out of his/her schooling. We encourage parents to be involved with children in the research that is sometimes required in homework. It is really important to realize that the vast majority of home learning is designed to teach children to think, consider and explore, not only to repeat and remember.

What extra-curricular activities will my child be able to take part in?

At present in Christ the Sower we run between 10 and 15 after-school clubs per week. Staff members and parents take clubs after school, and we are always looking for more parents and organisations to help us with others. Clubs run on

Monday, Tuesday, Wednesday, Thursday and Friday evenings, and vary throughout the year. They normally operate for a 6 to 8-week span in any term. Changes to the club schedule are announced in the newsletter or by text message.

Recent clubs have included: cookery, art, football, summer sports, chess (run by the school council), Frisbee, ICT, street dance, writing, badminton, drumming, gymnastics and orchestra. In addition to these, we regularly ask professionals in various subjects to come in and work with children - these include artists, musicians, sports experts and dramatists.

Will the children at Christ the Sower have opportunity to take part in educational visits?

Visits beyond the school are often the most fundamental impetus to children's learning. Most children will have the opportunity to take part in at least two and often three or four educational visits per year. We regard them as an essential feature of children's education, a chance to provide a context for the learning that they undertake each term. Visits are made by year groups to support work across the curriculum.

Due to the rising costs of transport, these can often be expensive – and show every sign of becoming more so. Under the terms of the Education (Reform) Act 1988, no charge may be made for educational visits occurring during school hours. With Governors' approval, we ask for parental contributions to cover the cost of school visits. Visits are in general unlikely to take place unless we receive as voluntary contributions a sum close to the cost of the visit. We aim to subsidize where we can, especially on the more expensive trips. If you are unable to afford the trip costs, please contact the School Business Manager, Mrs Christine Smith, as you may be eligible for a grant from the Governors' Fund.

In the autumn, children in Year 6 are offered the opportunity to spend a week at the Quinta Centre near Oswestry, an outdoor pursuits centre. We use the visit to provide many of the requirements of the PE curriculum that we are otherwise unable to offer. For this reason, we strongly encourage all children to go. Parents of children in Y5 are contacted about the visit towards the end of the Autumn Term each year.

At the start of each academic year, all parents will be asked to sign a form allowing school staff to take their child on local trips. Local trips are defined as those within Milton Keynes. This enables us to save paper and to plan local visits during the day (such as walks to woods, participation in music and arts activities, sports events, etc) without a further letter. This becomes very useful if there is a sudden change in the weather or availability of certain sites. Obviously, if we need to charge for a trip, then we will contact you in good time.

What is the procedure for transferring to secondary school?

Children from Christ the Sower transfer to one of a variety of secondary schools at age eleven, though most transfer to the Hazeley Academy. We liaise with secondary school staff before and after transfer. This liaison includes:

- ◆ An open day at the Hazeley in the Autumn Term prior to transfer (or equivalent for other schools)
- ◆ A visit from the Year group tutor at the Hazeley in the summer.
- ◆ Booklets handed out to all Y6 children to teach them about their new experience and to provide the school with information from the children themselves.
- ◆ A "move-up" day in early July when the Y6 children spend a day at their new school, and receive a full day of lessons.

In addition, we share many activities (drama days, shows, professional development opportunities) with the Hazeley Academy, so those who choose to transfer there have usually made 2-3 visits there prior to starting school. If your child has special educational needs, it is important that you contact us as we can usually arrange for a separate visit.

Parents wishing their children to enter the Buckinghamshire grammar school system must arrange with their chosen school and Buckinghamshire LA for their children to sit the 11-plus tests.

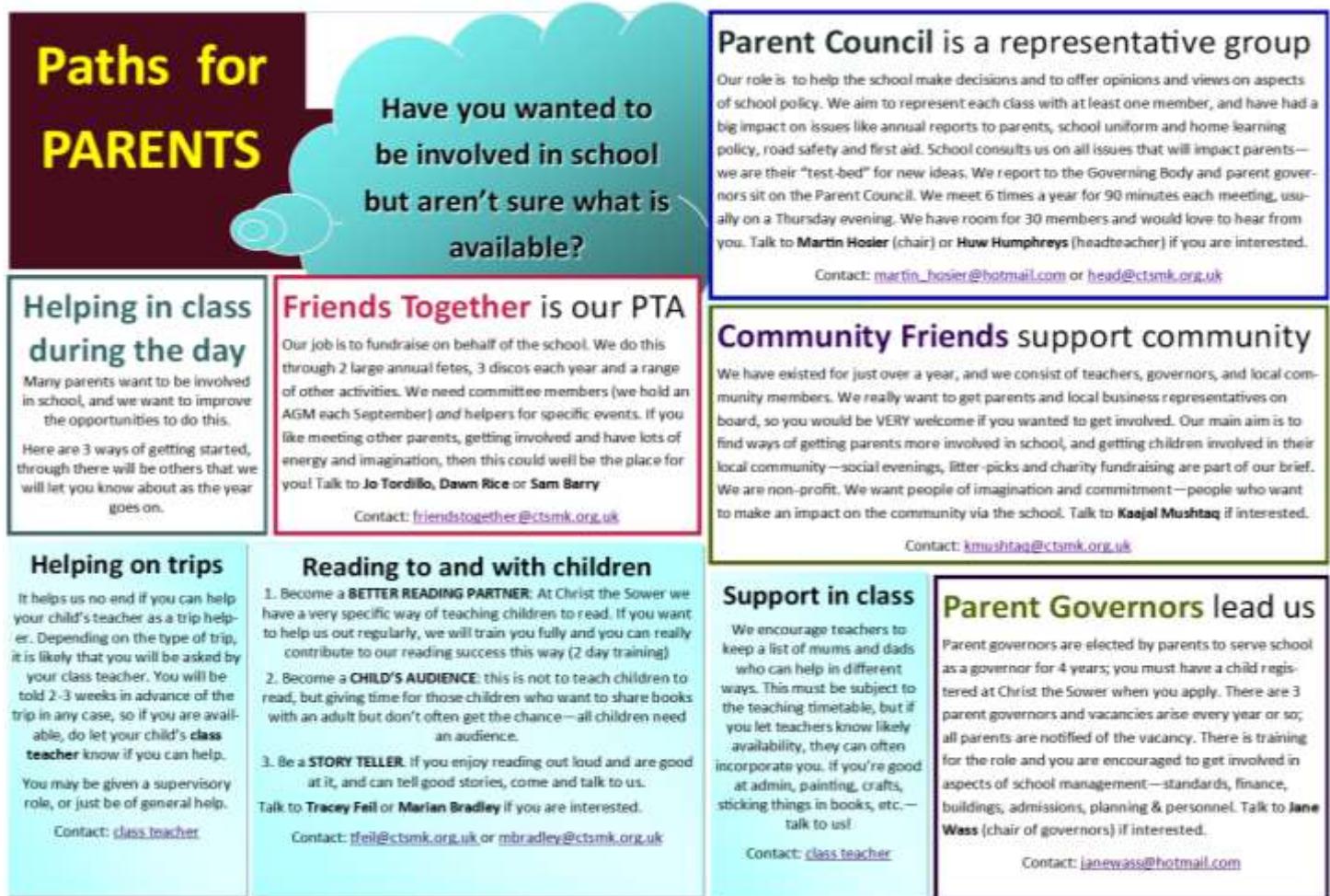
Parents and the School

How does the school communicate with parents?

Our main tool for communicating with parents is the fortnightly "Life and Learning" newsletter, which contains news, reports, children's work, lists of those whose effort has been honoured in the school Golden Book, dates, etc. It is a vital piece of the parents' life at Christ the Sower. It is always downloadable from the "newsletters" link on the front page of the school website.

Other forms of communication include the website itself (www.ctsmk.org.uk), regular consultations, both statutory and non-statutory and opportunities to view children's work and meet the teaching staff. We also send text messages to parents regularly. These are particularly used to inform parents about school closures, any important news or letters that are coming home and which might otherwise languish in your child's bag, when children have been commended in the "Golden Book" (special commendations for two children per class each week) and for other emergency information.

This year (2016-17) every class is busy trying to find new and more effective ways to involve parents in the life of their classroom. The following diagram shows the range of what we are trying to do:



The school website contains a full calendar of all events for parents and children, as well as an archive of recent previous editions of "Life and Learning" plus the current one, available to download. Some of the more important letters that come home to parents are also posted there. In 2014-15 we ran a series of parent seminars and the learning from those is found under the Parents tab of the school website, along with the materials or videos used.

How will I be able to be involved in the life of the school?

At Christ the Sower we strongly welcome parental involvement in any area of school life where you have skills, interests or simply a desire to help. The best way is to contact school either by talking to your child's class teacher or by contacting the people identified in the picture on the previous page. At present we have parents helping to run after-school clubs, listening to children read and working with groups of children in the class. We recognise that this is just a "beginning" and that there is scope for much more (sports, music, art, environmental interests, etc). We also provide training for those who wish to get the most out of (and put the most into!) hearing children read.

If you *do* wish to help in any way at all, you will be asked to fill out a DBS (Disclosure & Barring Service) clearance form. All adults regularly in contact with children are required to do this. The school will help you with the form if you wish. While awaiting the processing of your form, we are happy that you work with children with other adults present in class or in a public part of the building where you can be seen easily. This is for everyone's protection.

We have a Parent Council, a consultative, non-decision making body of about 25 parents who have two meetings per term with the headteacher or senior staff, assisting the school by ensuring that we have a clear and open channel of communication with parents. Please see the headteacher if you are interested in attending.

As currently constituted, the Governing Body has three parent governors, and we strongly encourage parents to put their names forward when vacancies arise. They offer a vital perspective on the governance of the school, as well as being excellent personal development for the parents who offer themselves for this role.

Is there a Parent Teacher Association?

A definite yes! Christ the Sower PTA is a very strong part of school life, and is called Friends Together. Through major school-based fund-raising events, it raises nearly £4000 per annum. They run discos, sell second hand (and good quality) school uniform, and help the school in many other ways. They perform a vital function in the school. Should you be interested in being involved, please contact Mrs. Sarah Hosier, c/o the school, for more details, or e-mail friendstogether@ctsmk.org.uk

How can I know how well my child is doing at school?

We believe it is very important that you are confident of how well your son or daughter is doing at school. Informally, you are of course welcome to check from time to time at the beginning or end of the school day with your child's class teacher. However, we also have more formal ways of helping you get an insight into your child's progress.

- ◆ Target-setting. Twice a year, we hold parents' evenings in classrooms. You will receive notification of an online booking form you can access, a fortnight before the parents' evenings. At these appointments, you review with your child's teacher the targets that your son or daughter has been set for the previous term, and then receive a set of new targets which your child is expected to work towards over the next term. These targets are sent home so that when your child is working on their homework, you can help them towards specific medium-term goals that have been set out for that term. The targets tend to be things that need a term's worth of practice for a child to grasp securely, e.g. practicing certain multiplication tables, correcting punctuation, etc. If your child has special educational needs, these meetings are the time to talk with your child's teacher on the progress of your child's Individual Education Plan.
- ◆ Reports. Once a year, in the Summer Term, the school issues a written report on your child. This is a summary of the previous year, and for each subject offers a way forward for the following year. Shortly after the reports go home, we offer an open evening to show off the work children have been doing. You are welcome to talk informally with

class teachers at this point, or make an appointment to talk to your child's class teacher about issues raised in the report.

- ◆ If we feel that there are grounds for concern in your child's behaviour or attitude to work, or if we feel that by explaining something to you it would enable your child to make faster progress, we may ask you to come in and talk with your child's class teacher or with one of the senior leadership team.
- ◆ Statutory Assessments. When your child is 11, s/he will sit a series of tests called the Key Stage 2 SATs (Standard Attainment Tests) in English and Maths, usually in the second week of May. These are a statutory requirement, and when the results are known (normally in July), we report them to you, both as a summary document of your own child's results, but also a percentage summary of how well the year group did as a whole. During the same week, all children in Y3, 4 and 5 may sit non-statutory tests in English and Maths devised to support teachers in making judgments of pupil progress. Children in Y2 are statutorily assessed by their teacher during the Summer Term and their results reported to parents in July. From 2012-13, children in Foundation 2 Classes have been assessed against statutory Early Learning Goals at the end of June of their Foundation 2 year. From 2013, Year 1 children have undertaken the Phonics Screening Check, and the results reported to parents.

At all times, we would encourage you to speak to us sooner rather than later if there are any concerns about progress that you wish to raise with the school.

How does the school deal with complaints?

The teaching staff involved in the running of the school on a day-to-day basis, should be a parent's first "port of call". Please help us to be well informed about your concerns or complaints by approaching us directly and quickly. Should you wish to discuss a broader issue, you are of course welcome to contact the head teacher for an appointment to discuss the matter. However, if it concerns something within the class, it is always best to go to the class teacher, for the simple reason that he/she will be better informed than anyone else.

Our Complaints Procedure can be summarized in the following way:

Stage 1—Informal: If you have a concern about anything we do, you can tell us by telephone, in person or in writing. We hope that most complaints can be settled quickly and informally, either by putting matters right or by giving you an explanation. If there is something you are not happy about, or you don't understand why we are doing something in a particular way, please come in and discuss it with the teacher or another appropriate member of staff. If the first person you talk to cannot help, then speak to a senior member of staff or the Headteacher. The school will usually reply to you within a day or so, but always within seven days. We should be able to sort out your concerns, but if this is not possible, you can take your complaint to the next stage.

Stage 2—Formal: If you are not satisfied with the outcome of Stage 1, you can complain formally to the Headteacher, by completing the form which is available in the school office. The Headteacher will arrange to investigate your complaint and may invite you to the school to discuss the issue. When your complaint has been fully investigated, the Headteacher will respond to your complaint in writing, normally within fourteen days from receipt of the form. If your complaint relates to the Headteacher and is not resolved at the informal stage, you may write to the Chair of Governors outlining your complaint. The Chair of Governors will arrange to investigate the matter, which will normally involve meeting with you to give you the opportunity to present your evidence verbally. The Chair of Governors will complete his/her investigation within twenty-one days on receipt of the formal complaint and will inform you of the outcome in writing.

Stage 3—Review: If you are not satisfied that the procedure has been followed correctly or that your complaint has been addressed inappropriately, you may request that the Governing Body reviews the Chair of Governor's handling of the complaint. Any such request would need to be made in writing within fourteen days on receipt of the Chair of Governor's letter to you. The Governing Body's complaints panel will meet within twenty-one days on receipt of the

request to review the details of the complaint and the evidence provided. The chair of the panel will send you a letter within five days of the meeting, notifying you of the outcome of the review. It is anticipated that the small number of complaints that may be referred to the panel can be resolved satisfactorily through this process. The panel's decision is final. If we cannot resolve the problem within the timescale given, we will write to you and tell you why there is a delay and when we will be able to respond.

Complaints about the curriculum and Religious Worship. Under section 409 of the Education Act 1996, the Local Authority has established arrangements, approved by the Secretary of State (Education), for dealing with formal complaints about the curriculum or any related matter to the Governing Body, the Local Authority or both. Parents and others who want to find out more on this matter should contact the headteacher in the first instance, who will be able to let them see a copy of the Local Authority's arrangements.

Health and General Issues

What if my child is absent from school?

All children between the ages of 5 and 17 are required by law to attend school. Should your child be absent from school due to illness, you will need to provide a written note on their return to school. This can be given to the class teacher. However, it is in everyone's best interests for you to inform the school by phone or e-mail before the beginning of the school day (8.50 a.m.), if your child is going to be absent. Teachers mark registers at 8.50 a.m., and it is far better that they are informed of absences prior to that time.

At Christ the Sower we value promptness. Children arriving between 8.50 and 9.10 a.m. are recorded as "late", but more importantly they struggle with having missed the communal "circles" that we use to build community and class identity, and come late into collective worship. Children who come into school after 9.10 a.m. are recorded as absent for that session. Please make every effort to get children to school on time.

If a prolonged illness or absence is likely, please telephone or e-mail the administrator. Please note that if a child has suffered with diarrhoea or vomiting, a period of 48 hours must elapse between the end of the symptoms and the return of the child to school. Any unexplained absences from school will be recorded as unauthorised.

What happens if my child has a medical/dental appointment during the day?

If you know in advance that your child has a medical or dental appointment during the school day, inform the school administrator or your child's class teacher, the day before if possible. Obviously, if an accident has occurred, or toothache has developed overnight, a simple phone call to the school in the morning will suffice. If an appointment is in the middle of the day, we recommend you bring the child to school then collect him/her from the foyer at a pre-arranged time. Usually children can be brought directly to school afterwards.

What if my child requires medication during the school day?

Normally, if a child requires medical treatment they should remain at home until the treatment ends. However, there are times when children may be attending school and continuing with medication. Any such medicines needed by a child during the school day must be given to the administrator, **accompanied by a letter from you, the parents, or from the prescribing doctor**, explaining the administration of the medication. You will also need to indicate whether you give permission for the drug to be administered. **This is also the case** if a child requires an inhaler for respiratory conditions, although in these cases the medication is kept by the class teacher for use by the child (Foundation, Years 1 and 2), or by the child themselves in their tray (Years 3-6). A form, part of the school's Health and Safety Policy, can be used for this purpose and can be obtained from the school office. Children requiring emergency treatment for anaphylactic

conditions (usually involving administration of an epipen) or who have conditions such as diabetes, should inform all adults who deal with the child, and also the head, who will ensure that training is given to those who need it.

It is very important that you do not send any form of medication into school with your child, e.g. throat sweets, Calpol, etc. If they need to be administered, they are to be regarded exactly the same as the medications above, i.e. brought in by yourselves, with the appropriate documentation completed. When antibiotics are being administered on a 3-times-a-day basis, these must be kept and administered at home. If the prescription is for 4-times-a-day, we are happy to help with the lunchtime dose, but require a medical letter and will ask you to complete a form to authorise us to do so. Whilst we will be as helpful as we can be, individual members of staff have the right to refuse to administer treatment.

What happens if my child has an accident during the school day?

Cuts and grazes from falls on the yard (by far the most common accident in school) are dealt with by triage-trained First Aid staff. We always inform parents of any injury either in person or with a written note. If the injury is of a serious nature, we will contact you and the emergency services immediately. If we are unable to contact you after repeated attempts, and the injury is serious enough to warrant it, the child will be taken by ambulance to the Accident and Emergency Department of Milton Keynes Hospital. If the injury is to the head, we will ring home immediately to inform and consult with you. In cases of head injury, we recommend that you take the child home and seek medical advice.

What happens if we need to take our annual holidays during term time?

From 1 September 2013, all holidays in term time are strongly discouraged and the government has removed the headteacher's discretion in authorizing holidays. The headteacher's authorization now only runs to a decision on "exceptional circumstances" such as weddings, overseas funerals and other family events not deemed to be holidays. In general terms, holiday applications will NOT be authorized during term time. There is no appeal system should the visit not be authorized. Fines may be incurred if time away from school exceeds 5 days.

What do I do if I think my child is being bullied?

If you suspect or have evidence that your child is unhappy in any way, please speak first to the class teacher, who will be skilled at helping your child to feel happier and more at home in the class. If there is any incidence of bullying by other pupil/s, then please also report this to your child's teacher who will deal with what s/he can, and then inform the head or Phase Leader if further action needs to be taken. We will do our best to keep you informed of all we do in relation to the situation. Do tell us also if there are circumstances of bullying or unhappiness for your child outside the school. We can often help simply by reporting back to you how your child has responded and whether we think the problem is persisting into school time as well.

How does the school ensure equal access and treatment for those with disabilities?

Christ the Sower is a school that has a strong tradition of treating everyone equally. To ensure this, every policy written since 2011 has a section on equal opportunities provision on the grounds of gender, race and disability, and our teaching program ensures that all children learn to treat each other with respect and not just acceptance. All children are admitted without any regard to disability, and in all cases, we accept the judgment of the Local Authority Admissions Team if admitting a child who is disabled exceeds our admissions number. There are accessible entrances front and back and an accessible toilet near to the office area of the school. An Equality Policy, compliant with the 2010 Equality Act, was adopted in summer 2012 and updated in 2017.

Will my child be insured at school?

Milton Keynes Council provides cover against its own legal liability for injury, damage or loss that might arise as a result of negligence. The policy carried is known as a “third party liability” policy, which covers the Council, teachers, adult supervisors and pupils whilst engaged on County Council business – in the case of schools, school organized activities. **There is no individual personal accident insurance for children.** As parents, you can take out such insurance for your children if you wish. **However, the school does take out personal accident insurance cover for school visits.** Any parents using their own vehicle to transport children on school visits, etc., should make certain that they have the correct insurance and an up-to-date MOT certificate, as well as a booster seat for children less than 135cm high.

How will I know if the school is closed due to bad weather?

In the event of extreme weather conditions or the failure of heating it may be necessary to close the school. The fundamental need is to look after children safely, so closure will be dependent on the ability of staff to reach school, not the quality of the weather! On registration, parents are requested to give emergency telephone numbers so that we are sure of being able to inform every parent if school has to be closed during the day. In the event of closure at the beginning of the day, we inform the Local Authority School Closure website, and also text message all parents. If enough staff can make it to school, we will keep school open, and make the best of the weather conditions (especially if it is snow!!). Closures will also be announced on the front page of the school website and you will be informed and kept up to date by the school text-message service.

Will I receive information about the school holidays?

Information on school holidays is posted in the Administrator’s office and found on the school website. This information also appears as an appendix to this prospectus. We send it out separately every year to each parent as well. Milton Keynes Council fix term dates for school and each school will then choose when to hold 5 INSET days during the year. This information is sent out to parents at the beginning of the Summer Term. As an aided school, we are not bound by the council’s dates.

What steps does the school take to protect children?

The most important thing we do is to provide a safe and secure environment and to care for all children on the school site. We have a security system at the front of the school so that nobody can enter the site without speaking to the administrator or another member of staff. All visitors to the site have to sign in and out, and wear badges whilst on the premises.

Child Protection

The protection and care of all children at Christ the Sower is the first responsibility of everyone employed at the school. We work hard to guarantee the safety and security of all children on our site. All staff have received training in the school’s anti-bullying policy and all children are aware of the consequences of such harmful behaviour. All staff have also received Child Protection Training and are aware of the steps to take in the reporting of any evidence of abuse. The headteacher, deputy headteacher, assistant headteacher and learning mentor are the Designated Safeguarding Leads. We liaise with the Child Protection team in Milton Keynes Social Services and receive regular and appropriate training. If we suspect that there is any evidence of physical, emotional or sexual abuse or neglect affecting any child in our care, we are legally bound to report it to Social Services, and we do. Staff and governors are trained in Child Protection issues annually. Our Policy for Child Protection is updated every year. It is a robust document fully compliant with UK expectations, and is available for viewing at the school. In addition, all staff have read and signed to say they understand

their responsibilities under the September 2016 edition of *Keeping Children Safe in Education (Part 1)*. This is a key document governing all our work to safeguard children.

Health and Safety in School

Health and safety throughout the school is monitored by the Governing Body's Resources and Environment Committee, assisted by the Headteacher. Whilst all persons are responsible for their own safety and the safety of others, the committee monitors all health, safety and security matters on a termly basis. A full audit is carried out annually and a copy sent to the Local Authority, although to keep on top of things we carry out termly checks. The school health and safety policy is lodged in the school for inspection. Particular attention is given to school visits when procedures include risk assessment of the site to be visited, vetting of safety standards of the transport and briefing of staff as to health and safety throughout the visit. Regular Fire Safety audits are also completed.

Is the school available out of hours to other organizations?

Yes. The governors have adopted a lettings policy, which can be inspected at the school. Please contact the School Business Manager, Mrs Smith, for further information, or e-mail csmith@ctsmk.org.uk

Standards, assessment and attendance data

How well has the school performed in KS1 Assessments?

KS1 TA 2015 Level	PSc	1	2			3	2+	2b+
			2c	2b	2a			
Reading TA						33	93	88
Writing TA						18	92	77
Speaking/Listening TA			60			33	93	85
Maths TA						30	93	78
Science TA			73			20	93	81

2016 KS1 Teacher Assessments (TA)

- Met required standard (maths) 42%
- Met required standard (reading) 52%
- Met required standard (writing) 30%
- Met required standard (science) 50%

How well has the school performed in KS2 Assessments?

KS2 TA/SAT 2015 Level	A	Below 3	3	4	5	6	4+
Reading Test		0	10	45	45	0	90
Writing TA		0	37	56	7	0	63
SPAG Test		0	23	32	42	3	77
Maths Test		0	13	52	30	5	87

2016 KS2 Teacher Assessments (TA)

- Met required standard (maths) 86%
- Met required standard (reading) 82%
- Met required standard (writing) 63%
- Met required standard (science) 96%

2016 KS2 Tests

- Met required standard (maths) 59%
- Met required standard (reading) 71%
- Met required standard (spelling, punctuation and grammar) 65%

What are the school's most recent attendance figures?

School year 2015-2016 (the most recent year for which full data is available):

a	The total number of pupils of compulsory school age on roll for at least one session	429
	Overall attendance rate	95.80%
b	The percentage of half days (sessions) missed through authorised absence	3.58%
c	The percentage of half days (sessions) missed through unauthorised absence	0.61%
d	The percentage of children absent for more than 10% of the year	11.16%
e	The percentage of children absent for more than 15% of the year	5.15%

What are the school's current priorities for development?

The school re-assesses, on an annual basis, its priorities for development. In this process it takes into consideration external views (OFSTED, Church of England diocese, Milton Keynes Children's and Young People's Services) as well as internal views (children, parents, teaching and teaching assistant staff). However, the responsibility for the direction the school takes lies with the leadership team and governors, and it is they who have the final say. For 2017 onwards, our priorities are summarized in this table.

Core Priority	Key Objectives for 2017-18
To create the conditions for all learning in school to be outstanding, especially in En, Ma, PE & Sc	<ul style="list-style-type: none"> Based on robust moderation, ensure that the learning and progress of writing and maths is strong in every class for ALL children of ALL abilities. Enable each teacher to have evidence-informed collaboration with others to improve craftsmanship, so that across the school our Theory of Learning impacts on planning, teaching and learning. Ensure that all our adult learning tools, especially film and coaching/mentoring, are used across the school, and that teachers collaborate in their use.
To improve the rate of pupil progress in maths, reading, writing, science and PE.	<ul style="list-style-type: none"> Refine and extend an effective assessment tool for Re, Wr, Ma to Sc1 and PE. To ensure that assessment informs all, so all children know how to progress in all subjects. To broaden creative aspects of writing, whilst insisting on a depth of technical expertise (including spelling and handwriting) in children as writers (continued from last year) To ensure that all aspects of maths are taught in a more cohesive way so that children meet the cognitive demands of their year-group standards and thus improve their mathematical reasoning.
To ensure our curriculum provides for depth, clarity and creative learning progress	<ul style="list-style-type: none"> Now that curricular learning skills and content are effective in meeting our aims and principles, to ensure that other parts of our curricular practice (what-if learning, outdoor learning, dialogic teaching) are planned into overview and weekly planning. Write a case study for ArtsMark against which we will be evaluated in 2018. To teach a greater level of depth in all subjects, defining what we mean by depth of learning and then selecting pedagogical tools to enable it.
To deepen our church school ethos in pupil conduct, spiritual growth & RE teaching	<ul style="list-style-type: none"> To make RE learning outstanding, with children making good, evidenced progress against well-defined objectives and assessment framework. To enrich <i>and resource</i> class collective worship in through the use of liturgies and shared reflections. To embed prayer in the school routines. To establish the practice of older children leading younger ones in worship
To extend and build on leadership capacity for the improvement of learning	<ul style="list-style-type: none"> To evaluate, refine and deepen agreed model for teacher development and learning so all staff work intentionally & collaboratively toward a learning target, <i>based on Professional Development Standards</i>. To give TAs opportunity to use a coaching, mentoring, observation, film-study or PSP relationship. To demonstrate that the monitoring/moderation schedule improves the quality of provision in curriculum, teaching & learning. To enable middle leaders to attain a qualification that will enrich the school and contribute to the future leadership of Milton Keynes schools. To enable Governors to function in their responsibilities under the leadership and management section of OFSTED Framework
To improve the usage of the building and grounds to reflect learning priorities	<ul style="list-style-type: none"> To ensure that Outdoor Learning practice is provided for and used, through a functioning outdoor classroom and class meeting places outside. To commission the kitchen and provide a regular lunchtime meal for all in the school community To write an outdoor area development plan in 2016-17, focusing on forest school and outdoor "wild", play and gardening opportunities
To create real opportunities for pupil learning via engagement with family and community	<ul style="list-style-type: none"> To increase the level of engagement with families by inviting parents into class, using their skills and helping them engage with learning. To continue to grow the CTS Community Friends group to incorporate a wider range of stakeholders. To celebrate in school the learning that our community and families has already acquired. To take over the work of the Children's Centre To make fuller and more regular use of the school website for learning and parental communication.

What are the School's Term Dates for 2016-2017 and 2017-2018?

School Year September 2016 - July 2017 (Current school year)

	Open morning of:	Close end of afternoon session on:
Autumn term 2016	Tuesday 6 September	Friday 21 October
	Tuesday 1 November	Friday 16 December
Spring term 2017	Wednesday 4 January	Friday 10 February
	Monday 20 February	Tuesday 4 April
Summer term 2017	Tuesday 18 April	Thursday 25 May
	Monday 5 June	Friday 21 July

INSET DAY Monday 5 Sept 2016
INSET DAY Monday 31 Oct 2016
INSET DAY Tuesday 3 Jan 2017
INSET DAY Friday 26 May 2017

The school holiday dates are as follows (school closed to children):

Autumn 2016 half term break	Monday 24 October – Monday 31 October
Christmas 2016 break	Monday 19 December – Tuesday 3 January
Spring 2017 half term break	Monday 13 February – Friday 17 February
Spring 2017 Easter holiday break	Wednesday 5 April – Monday 17 April
Summer term 2017 half term break	Friday 26 May – Friday 2 June

Schools are closed on Monday 1 May 2017 (Spring Bank Holiday)

School Year: September 2017 - July 2018 (next school year)

	Open morning of:	Close end of afternoon session on:
Autumn term 2017	Monday 4 September	Friday 20 October
	Tuesday 31 October	Friday 15 December 2017
Spring term 2018	Wednesday 3 January 2018	Friday 9 February
	Monday 19 February	Friday 23 March
Summer term 2018	Monday 9 April	Friday 25 May
	Tuesday 5 June	Friday 20 July

INSET DAY Friday 1 Sept 2017
INSET DAY Monday 30 Oct 2017
INSET DAY Tuesday 2 Jan 2018
INSET DAY Monday 4 Jun 2018

The school holiday dates are as follows (school closed to children):

Autumn 2017 half term break	Monday 23 October – Monday 30 October
Christmas 2017 break	Monday 18 December - Tuesday 2 January 2018
Spring 2018 half term break	Monday 12 February - Friday 16 February
Spring 2018 Easter holiday break	Monday 26 March – Friday 6 April
Summer term 2018 half term break	Monday 28 May – Monday 4 June

Schools are also closed on Monday 7 May 2017 (Spring Bank Holiday)