Burlington Junior School

Prospectus

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Burlington Junior School - Values, Vision and Mission Statement
'Building foundations for life'

Our School Values:

Belong: We all belong to our school community and work together to celebrate, respect and embrace our diversity.
Joy: We know that children thrive both physically, mentally and emotionally when they are happy and safe.
Succeed: All children have opportunities to succeed in every aspect of school life.

Vision - Burlington Junior School inspires each individual child on their educational journey towards a lifelong love of learning and knowledge.

Mission - Staff are committed to:

- Providing a creative, inspiring curriculum that provides memorable learning experiences.
- Providing pupils with transferable knowledge, skills and understanding which they can utilise in later life.
- Creating a safe, caring environment where everyone is happy and can achieve.
- Working in partnership with our community to celebrate, respect and embrace our diversity.

We recognise that children are individuals with rights and obligations and we welcome contributions from them and their families to our school community. We help our children to understand the interdependent, multi-racial and multi-cultural make-up of our society and aim to build respect for different ways of life. We are opposed to discrimination against any person or group on grounds of class, religion, gender, sexuality, race, disability or political beliefs. We challenge stereotypes and help children examine, discuss and understand the underlying issues.

ABOUT THE SCHOOL

Burlington Junior School is a large junior school in New Malden. We have 120 children in each year group.

Our school is organised into 16 classes with four classes in each year group. Each class has an assigned teacher or teachers, and we have a team of higher-level teaching assistants, teaching assistants and learning support assistants who work across the school to ensure access for all.

Admissions

Burlington Junior School follows borough guidelines for the admissions procedures for junior schools:
Royal Borough of Kingston guidance on admissions
Royal Borough of Kingston - Starting School or Moving up to Junior School

Liaison with the Infant School

Burlington Infant and Junior Schools share the same site and work closely on a number of issues to create a smooth transition from one school to the other. We build on the wonderful work accomplished in the Infant School and there is strong liaison between Years 2 and 3, so that children know our school well before they start.

Secondary transfer

During the early part of the Autumn Term, Year 6 children and their parents begin the process of choosing and applying for a place at secondary school.
Support is given to parents in understanding the system. Over the years, children from Burlington have been successful in gaining places at a wide range of local schools including grammar and local secondary schools.

Behaviour

We recognise that good behaviour, grounded in mutual respect, leads to high-quality learning. We have a clear relational behaviour policy which is built on the principles of 'ready, respectful and safe'. Within these principles, pupils are able to learn and practise key behaviours which are transferable to their next stage of schooling and beyond.

Our Behaviour policy

Bullying is not acceptable in any form and every effort is made to deal quickly with incidents in a fair and consistent manner. If parents are aware of any bullying incidents, they should report them at the time so that they can be dealt with immediately. Above all, we believe in positive reinforcement and encourage children through praise. It is important that the school and parents work together so that consistent expectations of behaviour are seen by the children.

Achieving for Children is dedicated to safeguarding and promoting the welfare of children, young people and vulnerable adults, and expects all staff and volunteers to share this commitment.
Burlington Junior School is fully committed to protecting its pupils and staff. We therefore have a rigorous and robust recruitment process that gathers evidence about a candidate's suitability to work with children and have proactive safeguarding procedures in place.

THE CURRICULUM

The subjects we teach are determined by the National Curriculum. Through a progressive and sequential curriculum, knowledge and skills are taught across the full range of subjects. Please follow the link below to our curriculum overviews and curriculum policies

Our Curriculum Overviews

Our Curriculum Policies

TEACHING TIMETABLE

Our school day starts at 8.45am and ends at 3.25pm. At 8.50am, a bell will ring and the school gates are closed. Pupils should be in their classrooms at this time and registers will be taken.

All pupils have their morning break from 11.10am – 11.25am. All children have their lunch break between 12.25pm and 1.25pm. Example timetables and more information about our school day, please click on **this link** and you will be taken to our school website.

Our school timetable reflects the variety of curriculum subjects detailed in the Primary National Curriculum. For more information on the curriculum subjects studied in your child's year group, please see the curriculum overviews on our website. There is usually a daily school assembly that promotes reflection and an ethos of tolerance and appreciation of the school's diverse community. The values shared in assemblies are reflected throughout our curriculum.

SCHOOL HOUSES

The school operates a house system as follows:

Earth - Green

Air - Yellow

Fire - Red

Water - Blue

Children are assigned to a house on entry to the school. House points are awarded for a variety of inter-house competitions. Class Dojo points are awarded on a daily basis by all staff for various reasons such as good behaviour, acts of kindness, resilience, recognition of effort or an excellent piece of finished work.

ENGLISH

Throughout the English curriculum, our pupils obtain the necessary knowledge, skills and understanding to become lifelong readers and writers. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, oracy (speaking and listening), which will give them the fundamental tools to achieve throughout their life. We aim to immerse pupils in the wonders of quality texts, to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

Reading

Throughout Key Stage 2, children continue to make use of the phonics skills they have acquired in Key Stage 1 to enable them to decode and blend sounds in unfamiliar or tricky words. Children also develop their abilities to understand, interpret and infer meaning in a variety of different texts and genres. Reading is developed in this way through guided reading in small groups, whole class guided reading, buddy reading across year groups, 1:1 reading and independent reading.

To encourage independent reading in school and at home, children are able to select differentiated books to read according to their reading ability (following the Collins Big Cat reading scheme) and they are also able to borrow both fiction and non-fiction books from our well stocked school library. Teachers in all year groups read aloud to classes as often as possible to enthusiastically share high quality texts, encourage excitement about books and to model reading as an essential and enjoyable skill.

Where pupils do need additional support to develop their knowledge of phonics, we follow the Read, Write, Inc. phonics scheme in 1:1 and small group teaching sessions. For more information about reading at Burlington Junior School, please see the reading section in the **Teaching and Learning Policy.**

Our reading intent:

• For children to enjoy reading and be exposed to a range of high-quality texts;
• To provide a stimulating reading environment to enable all children to become independent and confident writers by the end of Key Stage 2;
• To develop independence in decoding words;
• To develop comprehension, interpretation and the ability to form opinions of a broad range of fiction, non-fiction and poetry.

Writing

Writing is an integral part of our curriculum. All children are provided with many opportunities to develop and apply their writing skills across the curriculum. High-quality texts are used throughout English lessons and writing tasks enable our children to write for

purpose and audience. It also allows opportunities for children to explore a variety of genres and rehearse the writing process (planning, drafting and redrafting). Additionally, we aim to broaden our pupils' exposure to high level vocabulary, allowing pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum.

Our writing intent:

• To enable all children to become independent and confident writers by the end of Key Stage 2.
• To ensure a competent grasp of cursive handwriting.
• To encourage enjoyment of writing for purpose.
• To teach spelling, punctuation and grammar to improve the quality of written work.

Oracy: Speaking and Listening

The ability to structure language, listen carefully to information and express it, is a key skill in developing children's thinking in all subject areas. We know that speaking and listening skills are crucial for both developing knowledge and understanding across the curriculum, as well as literacy development, and we ensure that pupils have opportunities to develop these skills throughout the day. This may include activities such as discussions, debates and drama.

MATHEMATICS

At Burlington Junior School, we consider mathematics as far more than simply a core curriculum topic; it is central to helping children become happy, articulate and confident individuals. Developing numerical fluency prepares children to access a world surrounded by number. It equips young people with key skills such as calculating, estimating, pattern-spotting and problem solving, which will be used extensively throughout their lives.

Our Maths Curriculum

We take a maths mastery style approach to our teaching whereby students are encouraged to develop a deeper understanding of concepts. The 'Five Big Ideas' that underpin teaching for mastery are: coherence, representation and structure, mathematical thinking, variation and fluency. Teachers use White Rose schemes of learning and resources to support their lesson sequence and design.

All children access the Mathematics National Curriculum Programmes of Study and make progress through appropriately planned work. In line with the aims of the National Curriculum, our schemes of work allow pupils to develop their fluency, mathematical reasoning and problem-solving skills. Topics are planned using small steps to help children make links within their learning. All

children have the same starting point within a lesson but as students master concepts to a greater depth they build on their application and reasoning skills.

Please visit the **White Rose Maths** website where you can find the schemes of learning each year group are following.

Personal, Social, Health Education (including Relationships and Sex Education)

During PSHE lessons, children are taught and involved in discussions about being a good citizen and their contribution to society. Through the Jigsaw programme, pupils encounter a range of themes, including 'changing me', 'being me in my world' and 'celebrating difference'. British values are discussed and explored throughout the PSHE and wider curriculum. The Jigsaw themes of 'healthy me' and 'changing me' teach children about personal hygiene and safety, as well as the changes that occur to their bodies. All lessons have been developed following the DfE's statutory guidance 'Relationships and Sex Education (RSE) and Health Education'.

Relationships and Sex Education teaches pupils about positive relationships, including friendships, family relationships and relationships with other children and adults. Children are taught about having respect for others and understanding that families are made up in many ways. Children also explore their own emotional and mental wellbeing, whilst also learning about different ways of staying safe, including online. **Relationships and Sex Education Policy**

Sex Education is taught through the use of published film material and follow-up discussion led by class teachers and NHS staff. Children learn about the physical and emotional changes of puberty, human reproduction and birth. Parents are informed about this in advance and can view the material themselves if they wish at a meeting arranged prior to teaching the units. The Relationship and Sex Education Policy is available online for parents to see (see link above). Parents have the right to withdraw their children from sex education lessons unless the content forms part of the Science National Curriculum.

Religious Education

The school has no affiliation with any religion but follows the Kingston Agreed Syllabus for Religious Education. This syllabus aims to help children develop knowledge and understanding of Christianity, Islam, Hinduism and the other principal religions in our society. Please see our R.E. curriculum page for more information: Religious Education (R.E.).

Online-Safety

Online safety is taught through computing sessions, PSHE sessions, assemblies and also extra discussions based on recent events. There are videos and links on the school website for parents to view which are used in classes.

Our Safeguarding Curriculum

Please visit our **school website** page for more information about how safeguarding is taught throughout the curriculum and wider opportunities such as assemblies.

The Wider Curriculum

Please visit our curriculum pages on our website for detailed information about the wider curriculum subjects and how these are taught at Burlington Junior School. To access these pages, please click on the link below.

- **Art and Design**
- **Computing**
- **Design and Technology**
- **French**
- **Geography**
- **History**
- **Music**
- **Physical Education (P.E.)**
- **PSHE**
- **Religious Education (R.E.)**
- **Science**

HOMEWORK

Homework is set regularly and parents are encouraged to help their children. We mostly use Google Classroom to set homework and children can post their completed work on there too. For further information, please see our **home learning policy** and year group information which can be found on our year group website pages.

- **Year 3**
- **Year 4**
- **Year 5**
- **Year 6**

VISITS AND RESIDENTIAL JOURNEYS

Children frequently go on day visits to places of interest such as galleries, museums, historic sites and exhibitions to support work in various curriculum areas. Dance, theatre and music performances are organised both in school and out of school.

During your child's time at Burlington Junior School, there will be the opportunity to go on the following residential school trip:

- Year 6 children spend a week away at a PGL camp enjoying 5 days of outdoor pursuits and adventurous activities.

Families who are eligible for additional financial support are entitled to reductions for the Year 6 residential. Please ask at the School Office.

CHARGING POLICY

Under the Education Reform Act of 1988, the Governors decided to make charges to parents for any trips or activities outside of school hours.
For all other expenses, such as day trips, contributions are requested. No individual child would be prevented from going on trips and outings because of difficulties over money. However, if there are not enough contributions to make a trip viable, it may be cancelled.
Parents who have difficulties or queries should contact the school.

Non - curriculum policies

Please note if you require paper copies of any of our policies or documents, we are happy to photocopy them for you free of charge. You can find all of **our curriculum policies** and **non-curriculum policies** on our **school website.**

SPECIAL EDUCATIONAL NEEDS

We deliver a broad and balanced curriculum that is accessible to all and creates an environment in which all children are able to work independently and can achieve success.

Children with identified needs have a 'personal passport' written for them with strategies to support their needs and specific targets that will develop their learning. These are written and reviewed termly by the SENCO, class teacher, child and parents. If concerns about a child's needs and progress persist after several terms of monitoring the plan, do, review process and seeking further professional advice the school may apply for an Education, Health and Care Plan (EHCP) for the child.

Please see our **school website** for our full SEND Policy and Local Offer and SEND Information Report. The school's SEND policy is reviewed by the Governors annually.

There is good wheelchair access, disabled toilet facilities and induction loops for those with a hearing impairment. The needs of children with disabilities are considered before undertaking any new projects in the school. We make every effort to ensure that no child is excluded from school on the grounds of disability.

Please see our website page for more information.

MULTILINGUAL LEARNERS

We work in partnership with our community to celebrate, respect and embrace our diversity. Children who are multilingual learners may receive language support, which assists them to access all areas of the curriculum and school life.
Some multilingual learners have diverse needs. Teachers plan learning opportunities to help pupils develop their English and provide the support pupils need to take part in all subject areas.

Teachers take specific action to help pupils who are multilingual learners in the following ways:

- providing learning opportunities to enable the development of spoken and written English.
- ensuring all pupils have access to a full range of curriculum activities both in and out of school.

We encourage parents to share in all aspects of school life, to strengthen links between home, school and the community.

CONTACTING THE CLASS TEACHER

Parent consultations are held twice a year and parents are encouraged to come to discuss their child's progress with the class teacher. Class teachers are always keen to see parents and are usually available for a few minutes just before the start of school, or for a longer period of time after school. It is always advisable to telephone or drop in to make an appointment to see the Head Teacher, because of other commitments.

We are happy to arrange an interpreter if this is required.

ASSESSMENT AND RECORD KEEPING

Children are assessed by class teachers in a number of different ways:

- Daily monitoring of work produced to assess the individual needs of the children, differentiating for the varying abilities within the class.
- Children are assessed against National Curriculum standards throughout the year in order to monitor progress and to aid planning.
- Year 4 pupils will complete a multiplication tables check in the summer term.
- Year 6 children are more formally assessed each May through the National Key Stage 2 SATs.

Progress and achievement are discussed with parents throughout the year and parents receive a written annual report at Easter time and a shorter interim report in July.

PASTORAL CARE

Class teachers are responsible for the day-to-day welfare of their pupils. The Head and senior staff are available as the need arises and monitor pastoral arrangements carefully. In the event of any problems, every effort will be made to contact parents sooner rather than later. We ask that if parents have any concerns, they contact us as soon as possible, in confidence, and we will do our best to sort them out.

The school has access to many professionals who can offer help to children and families, including Educational Social Workers, Welfare Officers, Educational Psychologists, Housing, Police and Youth Services and expertise from the Health Service such as Speech Therapists and Occupational Therapists. Our Pastoral Officer can advise and help parents where necessary and may be contacted via the School Office.

GOVERNORS

The school reports to a governing body consisting of parents, staff, community and council members. All parents are invited to observe full governing body meetings which take place each half term (and only once in the summer term).
Click on this link for more information on our school website.

PARENT REPRESENTATIVES

We ask for a parent representative from each class. These parents help to feedback any concerns or ideas to the School Forum and also help to liaise with class teachers regarding useful issues such as homework, PTA fundraisers and help for class trips. Parent representatives meet each term in a Parent Forum. All parents are invited to attend.

We welcome parent helpers in school and our open mornings are also very popular if you would like to see learning in action. We ask our parent helpers to follow our **Child Protection and Safeguarding Policy** but also to familiarise themselves with the publication **'Keeping Children Safe in Education'** and the **Parent and Visitors' Code of Conduct.**

SCHOOL COUNCIL

The School Council is made up of children from each class and is led by the Assistant Headteacher. They meet regularly to discuss issues such as use of the playground, break times, behaviour, clubs, etc. This is a good opportunity for children to affect the running of the school as well as being a positive sounding board for new ideas. It also gives staff direct feedback on how well the school is operating from the point of view of our pupils.

BURLINGTON SCHOOLS' ASSOCIATION (BSA)

The BSA **(Burlington Schools' Association)** is the parent/teacher association covering both the Infant and Junior Schools. All parents are automatically members. The BSA funds many projects in both schools – such as playground and computer equipment. The BSA also organises social events. The main fundraisers are the Summer and Christmas Fairs. The BSA is run by a committee of parents and staff representatives of both schools. The committee welcomes new members warmly.

ABSENCE

Children should not be absent from school unless ill or infectious, or in exceptional circumstances about which the school has been notified. Taking children out of school for holidays is not allowed. When a child is absent, it is essential that parents contact the school either by telephone, in person or by email. If no notification from a parent is received, the absence will be deemed unauthorised and it is reported to the Education Welfare Service, which monitors lateness and absence regularly.

Any children uncollected at the end of the day come to the School Office where they can wait safely for a short period of time. If we are unable to contact you, the children will be transferred to our breakfast and afterschool club (Acorns) and a cost will be incurred.

If parents are aware of any changes to collection routines or of difficulties related to custody and access issues, they should inform the school so that appropriate arrangements can be made.

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Please see linked policies

ACCIDENT AND ILLNESS

We have many staff trained in first aid. When a child is taken ill during school time, the staff will assess the situation and may call parents for advice or collection. In the case of a head injury, parents will be contacted by the School Office. In the event of a serious injury, parents will be called and/or an ambulance sent for, depending on the circumstances.

Medicine

The school must be informed if your child needs prescribed medication or is prone to severe allergic reactions, for example, asthma, hay fever, bee stings, fruit, etc.

Please see our school website for our **medical conditions policy**.

Lesson time – water and snacks

We encourage children to bring in water bottles and a healthy mid-morning snack (fruit, vegetable or a piece of hard cheese).

Break times

During morning break, children go outside in the playground in all but the worst weather. Therefore, children do need suitable outdoor clothing, particularly in winter. During the summer, parents are encouraged to provide children with sun hats and sun block.

Lunches

We work closely with Nourish (our school meal provider) to ensure the children receive a healthy, well-balanced lunch. Parents who think their children may be entitled to additional financial support should contact the School Office, whether or not they wish to take up the provision. This will be treated in strict confidence. If your child brings a packed lunch, please ensure it is healthy and balanced – sweets and fizzy drinks are not allowed. All food should be brought in an enclosed lunch box, clearly marked with the child's name and class. Please click on the following link to view the **lunch menu**.

Parents are welcome to come and try our lunches. Why not book lunch when it is your child's birthday and come into school?

SECURITY

Children should arrive no more than two or three minutes before the school gates open. Children are asked to walk straight to their classrooms once the whistle is blown. During the school day all visitors should come to the front entrance for identification and to sign in.

Visitors are asked to wear an identification badge/sticker which will be given to them on arrival at the School Office. Please ask at the office about a DBS (clearance check to work with children). Any children uncollected at the end of the day should come to the School Office where they can wait safely for a short period of time. If we are unable to contact you, the children will be transferred to our breakfast and afterschool club (Acorns) and a cost will be incurred.

If parents are aware of any changes to collection routines or of difficulties related to custody and access issues, they should inform the school so that appropriate arrangements can be made.

SCHOOL UNIFORM

Please visit our **school website** for more information about our winter and summer uniform.

Our School Uniform Policy can also be found on our **non-curriculum policies website page**.

PERSONAL PROPERTY

For health and safety reasons, jewellery may not be worn, unless for religious significance. Stud earrings are allowed, but not hoops. Children are encouraged to wear watches, but must remove them for P.E. All clothes must be clearly marked with your child's name. Lost property can be found outside the Year 6 classrooms in the playground. Whilst every effort is made to keep children's clothes and possessions safe, the school cannot take responsibility for any loss or damage. Toys, phones, digital equipment (including smart watches), computer games etc. are not allowed.

Smart watches/devices – including wearable devices – which take photos or connect to the internet or send messages are not allowed in school. Mobile phones are not allowed to be brought into school by children in Years 3 and 4.

Mobile telephones are not encouraged. However, if a Year 5 or 6 child has to bring one to school, it must be clearly marked and handed in to their class teacher upon arrival and must not be a smart phone. The school cannot accept responsibility for any loss. If any child is found accessing social media or photo sharing sites on the school premises the choice to bring in a phone will be revoked.

MONEY IN SCHOOL

We are a cashless school and all payments must be made online. All payments can be made through your child's School Gateway account. If you have any queries regarding this please email the school office: **parent@burlingtonjunior.org**

ACORNS

Acorns is our breakfast and after-school club which is available daily during term time. Breakfast club is open from 7.30am and our after-school club is open from 3.25pm until 6.30pm Monday to Friday. On days where this is an early school closure, Acorns will close at 5.00pm.

If you would like to find out more, please visit the **Acorns** page on our school website or contact **acorns@burlingtonjunior.org** for more information.

BURLINGTON NEWSLETTER

The newsletter is our school newsletter published monthly and is shared with parents on our school website and via email. Please make sure the office have up-to-date contact details so you can receive all the latest information and diary dates.

Please visit our **school website** for further information about **newsletters**, **diary dates** and photographs.