

**"Learning together, we grow healthy minds  
and kind hearts"**

# **SCHOOL PROSPECTUS**

## **2020/2021**



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

## A Letter from the Head Teacher

Dear Parent, Guardian or Prospective Parent

Welcome to Norton Infant School, a school within the XP Schools Trust. Thank you for taking the time to find out a little more about our school. We hope it will give you an insight into the warm and caring learning environment we provide for your child.

Our aim is to establish and maintain high standards of behaviour, attitudes and work within an atmosphere of mutual trust and respect. We do this by following the EL Education project based approach to the curriculum. We teach knowledge and skills based content through cross subject learning expeditions.

We believe that partnership between home and school is very important in ensuring that your child is happy and makes good progress. The home / school agreement is a contract in which parents agree to support the school and the school agrees to provide a good standard of education.

We offer a range of extracurricular activities including French, Art, cricket skills, newspaper club and choir at various times throughout the year.

In our most recent Ofsted Inspection, February 2018, the school was described as providing a 'good quality of education' where 'Leaders and Governors have maintained high standards; pupils and children achieve well' and 'all leaders work as a team to drive improvement'. The report identified there is a 'strong culture around keeping pupils safe'. 'Parents and Carers said that they are confident that their children are safe and well cared for'.

We want our children to be caring individuals and we have a set of Golden Rules and REACH Values which are very special to us. We revisit these values daily through our Crew sessions. Crew is a key driver within our curriculum. It links very closely to our REACH values. Crew is a planned practice that brings our school community together and promotes shared understandings. It's structure allows for relationship building, monitoring of academic progress and character development. These expectations and values mean that our school is a place where being respectful, kind, honest, hardworking, enthusiastic and happy is valued and encouraged.

Although this prospectus contains a lot of relevant information, we know it cannot say everything you may wish to know. Please get in touch with us for any other information you may require and do feel free to arrange a visit if you would like to see more of the school.

I look forward to meeting you.

Yours sincerely

**Andrea Tunney**



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 1 Contents

1	Contents
2	Mission Statement
3	Equal Opportunities
4	Admission Policy
5	Partnership with Parents
6	School Dress
7	Health, Safety and Well Being
8	Food and Drinks
9	Attendance
10	The Curriculum
11	Inclusion
12	Community Links
13	Staffing
14	Governors
15	Holiday Pattern
Appendix A	Doncaster MBC Admission Policy
Appendix B	Data Protection Act
Appendix C	Plan of School Building

The information contained in this prospectus applies to pupils to be admitted to the school during 2020/2021 school year and was correct at the time of printing on 1<sup>st</sup> MAY 2020. It should not be assumed that there will be no change affecting either the relevant arrangements, or some particular matter, contained therein before the start, or during that school year, or in relation to subsequent school years.

Details of the complaints procedure relating to the curriculum and related matters are available either from the school or XP Trust, Middle Bank, Doncaster, DN4 5NG, (Telephone Number: Doncaster 01302 898792) on request.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 2 Mission Statement



“Learning together, we grow healthy minds and kind hearts”

## Our Vision and Aims

At Norton Infant School, we believe that all our children have the right to become the best that they can be.

We want all our children to:

- be respectful and tolerant towards others and use good manners
- be independent problem solvers who aren't afraid of challenges
- have a love for learning that will continue throughout their lives
- feel safe, supported and cared for
- be excited and inspired to do their best
- understand about rules and become good citizens of the future
- work together to achieve their dreams
- learn in an outstanding environment that values everyone and celebrates uniqueness and individuality
- be happy

## Our Values

At Norton Infant School we believe that all staff, governors and parents have a part to play in achieving our vision. Your child's time at Norton Infant School should be a partnership between home and school.

We will always:

- provide a welcoming, safe and secure environment for children and parents
- celebrate diversity and ensure equality
- be tolerant and well mannered
- strive for excellence in all we do
- be honest, respectful and fair
- have high expectations for all
- provide a rich and varied curriculum that enables each child to grow personally, socially and academically, so that they can approach the challenges of the future with confidence
- listen



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# REACH at Norton Infant School



- **Respect** (attitude, manners, listening to others, honesty, looking after property)
- **Enthusiasm** (determination, encouragement, not giving up, perseverance, peer support, self-challenge, self-discovery, engagement, personal best, being ready)
- **Acceptance** (kindness, being sensitive to others, supporting, patience, selfless)
- **Community** (understanding everyone's role, teamwork, sharing same goals, communication, collaboration, equality)
- **Happiness** (laughter, smiles, togetherness, songs, love)



# 3 Equal Opportunities

## Aims and objectives

We do not discriminate against anyone, be they staff or pupil, on the grounds of their gender, race, colour, religion, nationality, ethnic or national origins. This is in line with the 2010 Equality Act and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 4 Admissions

## Foundation Stage



### Reception

Children are transferred to Reception (Foundation 2) in September following their fourth birthday. The relevant admission forms will be sent to parents in the Autumn term prior to them being admitted.

In the Autumn term when they are admitted, Reception children will attend school on a part time basis only (either mornings or afternoons) for a very short time. All children will then attend full time from 8.50am to 3.20pm. You will be notified of the details in the Summer term.

The induction programme for all Reception children and their parents takes place in the Summer term prior to starting school. Children who attend our Nursery will have had many opportunities to visit the 'big school' but all children (including those coming from other Early Years settings) will be invited into school on a pre-arranged date to spend time with their new teacher in their new classroom, meeting and playing with the other children who will be in their class.

Parents will have the opportunity to find out more about Norton Infant School and how we provide for the children at a meeting held in the Summer term. There will be plenty of opportunities to ask questions and meet the teaching and support staff.



# 5 Partnership with Parents

Children's learning is enhanced when parents and teachers work in partnership. The home / school agreement is signed by all of us to show our willingness and intention to provide the best possible education for all children.

We rely on the support of parents / carers to encourage children in their approach to school and to learning. Parents and friends support the school in the community in different ways, these can include:

- 1 Talking to and listening to children read; working with groups in the classroom; working alongside children when visitors are in school.
- 2 Offering expertise in school activities eg gardening, computing.
- 3 Fundraising to assist the school to increase its resources and raise the level of equipment within the school through our FONIS (Friends of Norton Infant School) group.
- 4 Being a linking agency with the community that the school serves and working together for the benefit of the community.

Parents who may help out in school on a regular basis will not normally work in the classes of their own children. Parent volunteer opportunities are at the discretion of the headteacher. If you do volunteer in school, you will be given a copy of our Volunteer Pack – full of information and advice when volunteering.

Any parent or other members of the community who would like to be more involved in the life of the school, are invited to talk to our office staff about the kind of contribution they would like to make. This can be on a regular basis or otherwise.

Although parents are welcome to come into school at any time to discuss their child, there are more formal meetings held during the academic year. The first, is early in the Autumn term when parents and teachers get to know each other and exchange information about the children. The second, is late in the Spring term and gives opportunities to review progress and set individual targets. The last follows completion of the children's annual report, giving parents and teachers time to discuss achievements and set further targets. (The last meeting is on a needs only basis if a parent or teacher feels they would like to discuss a child further before the end of the academic year.) We call these Open evenings and ask that you do your best to attend them. However, should you have any concerns or worries during the year, please do not hesitate to come and talk to us.

**Separation of parents:** In the event that parents of a child attending the school become permanently separated, then provided that we are notified of this fact and supplied with a



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743

website: <https://www.norton-inf.uk>



correspondence address and telephone number, both parents will be provided with a copy of the child's annual report. If requested, we will also keep the absent parent informed of emergencies, school photographs and any educational concerns.

# 6 School Dress

Sweatshirts, cardigans, polo shirts, waterproof jackets, fleeces and PE kit in a draw string bag, with the school logo embroidered on them are now available for on line ordering at the following web site: [www.ahyde.co.uk](http://www.ahyde.co.uk). There is also a link to this web site on our own web site at <http://www.norton-inf.uk>. They are attractive and of good quality. Children may wear navy, grey or black trousers and or skirts/pinafores.

## P.E. (excluding Nursery children)

Pupils, from the earliest ages, should change into suitable physical-education clothing in order that they may participate safely and securely.

**Dance, Gymnastics & Keep Fit Club:** Leotards or plain black PE shorts, plain red or white t-shirt and indoor pumps

**Indoor and Outdoor Games and P.E.:** PE Shorts, T-Shirt and training shoes (not school shoes).

These will need to be kept in a bag on your child's peg in school from Monday to Friday. Please LABEL each item of clothing with your CHILD'S NAME. This is very important, as it means that items can more easily be traced when they inevitably go missing.

## JEWELLERY:

As our children have PE lessons, hall and playground activities most days it is **requested that they do not wear jewellery at all for school**. If a child has pierced ears, **small plain** studs may be worn but must be removed for PE. Plasters to cover them up are not acceptable. Members of staff are not permitted to remove earrings or cover ears with plasters.

Doncaster uses, as it's guidelines for Health & Safety "Safe Practice in Physical Education and School Sport" (2008) published by the Association for Physical Education.

The following extract is from that document.

"All personal effects should be removed prior to **ALL** Physical Education so that pupils are able to actively participate without unnecessarily endangering themselves or those working around them, ie jewellery, religious artefacts, watches, hair slides, sensory aids etc.

Jewellery is defined as the following:- Rings, watches, bracelets, bangles, necklaces, earrings and studs, including safety studs.

The wearing of sensory aids such as spectacles or hearing aids will usually be determined by:

- the nature of the activity (ie activities involving physical contact would not be appropriate)
- a balanced judgement as to whether wearing the item constitutes greater or lesser risk to the wearer and the group in those activities where physical contact is absent.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

Long hair should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent it obscuring vision. Elaborate hair accessories should be removed before PE.

## 7.1 Health, Safety and Well Being

The health, safety and well being of all children in our care is of the utmost importance. To this end we have in place a range of policies, systems and procedures which all members of staff follow. They cover such things as good behaviour, medical care, educational visits, evacuation in the event of emergency, the use of equipment and so on.

### **Child Protection**

The designated person for issues of Child Protection is the Head Teacher, Miss Andrea Tunney. To protect children at risk, we are required by law to report any obvious or suspected cases of child abuse. This includes physical neglect, emotional and sexual abuse and non-accidental injury.

Parents and carers are assured that all reported incidents are kept confidential. The school follows the principles established by the Children Act 1989 & 2004, The Education Act 2002 and Working Together to Safeguard Children 2018 as well as Keeping Children Safe in Education 2019. We do hope that parents and carers will accept that these systems and procedures are undertaken in the best interests of the child.

### **Crew, Habits of Working and Learning (HOWLs) and Good Behaviour**

Good attitudes, behaviour and positive character building are necessary for effective teaching and learning to take place. We encourage high standards of behaviour in our school and the achievement of such standards will involve praise and rewards, sound relationships between teachers and pupils and effective partnerships with parents.

The Golden Rules, Habits of Working and Learning (HOWLs) and our REACH values are an important part of our Behaviour Policy and you will see them displayed around school and in classrooms. They are important to us because they explain to the children and staff the way we as a school want them to behave and the kind of people we want them to be. All adults and children, in school, are expected to follow all these aspects of good character. Our HOWLs are our REACH values shared under the following expectations: **Work Hard, Be Kind, Get Smart**

There are other rules which are important in school and on the playground for the safety of the children and these will also be applied.

### **What is Crew?**

Crew is a key driver within our curriculum. It links very closely to our REACH values. Crew is a planned practice that brings our school community together and promotes shared understandings. It's structure allows for relationship building, monitoring of academic progress and character development. Crew allows our children to build positive relationships with each other and their crew leader. Crew ensures our children and staff look out for one another and no one is left behind. We believe it is everybody's job to look out for one



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

another especially those who need support academically or socially. Crew enables children and staff to have courageous conversations and challenge each other in a supportive way.

# 7.1 Health, Safety and Well Being

## Managing inappropriate behaviour

Occasionally, young children may forget our aims of good behaviour and be inconsiderate towards each other. Everyone here has agreed to try to prevent this from happening by:

- Reminding pupils individually of behaviour expectations related to our HOWLs
- Noticing good behaviour as it occurs.
- Using Crew to support good behaviour and challenge unacceptable behaviour

In very serious cases it may be necessary to exclude a pupil. This will only be considered after all other possible avenues have been explored. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately.

Each child will be encouraged to develop their full potential in a safe, happy, caring and stimulating environment.

## Complaints Procedure

Parents should discuss any problems with the class teacher in the first instance and then the Headteacher. Most problems can be sorted in this way. If parents are still dissatisfied an approach to any member of the Local Governing Body can be made. The Local Governing Body have agreed a Complaints procedure in the event of any complaint being made against a member of staff. A copy of this policy is available on the school website or from school on request.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 7.2 Health, Safety and Well Being

## Medical Information

The pupils in Reception have a health screening check, when your child will be weighed, measured and have their sight and hearing checked. You will receive an opt out form from the School Nurse if you do not want your child to take part in this screening. If at any other time you are concerned about your child's sight, hearing or any other aspect of their health, you can contact the School Nurse through the school office.

## Medicines in School

Information regarding the management of medicines in school can be obtained from the school's website or by asking for a copy of the 'Supporting Pupils with Medical Conditions' policy at the school office.

## Contact Information

Should your address, telephone numbers, e-mail or emergency contact details change, or pick up procedures differ from usual, please inform the school office so that our records can be updated. A copy of your child's contact information will also be sent to you in early September so that you can check that all information is up to date. We also have a text messaging/ email service to communicate with parents, eg. If an after school club is cancelled at short notice. It is vital therefore that we have your most up to date mobile phone number on our system.

**Parental permission** will also be sought on entry to school for internet access and use of images and videos across our school and XP Trust websites and social media sites.

We have a **No Smoking Policy** in operation throughout the school premises, which includes the school playground. This must be adhered to by all staff and parents. This policy also includes the use of e-cigarettes.

## Ofsted February 2018

**"You have created a strong culture around keeping children safe and ensured that all safeguarding arrangements are fit for purpose."**



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 7.3 Health, Safety and Well Being

## Infectious Illness

The Principal School Medical Officer has provided the following list as a guide to the time pupils should be excluded from school if they have an infectious illness.

Chickenpox	5 days from onset of rash or when the spots have scabbed over
German Measles	6 days from onset of rash
Mumps	Minimum of 7 days (until swelling goes)
Measles	4 days from onset of rash
Whooping Cough	21 days from onset of paroxysmal cough if no treatment given, 5 days from commencing antibiotic treatment
Infective Jaundice	Not less than 7 days following the appearance of jaundice or until clinical recovery
Tonsillitis	None

## Contagious Diseases

Recommended periods of exclusion for children with contagious diseases

Conjunctivitis	Until treatment received
Impetigo	Until skin lesions have healed or 48 Hours after commencing antibiotic treatment
Lice	Until treatment received
Verrucae	Exclusion unnecessary
Scabies	Until adequate treatment is instituted
Threadworm	Exclusion unnecessary but treatment advisable
Diarrhoea and Vomiting	48 hours from last episode
Ringworm of feet	Exclusion from barefoot activities unnecessary but treatment advisable
Athlete's foot	None



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 7.4 Health, Safety and Well Being

## School Crossing Patrol

Our School Crossing Warden is on duty each day from –

### Churchfield Road, Campsall

8.20am to 9.00am  
3.30pm to 4.00pm

### High Street Norton

8.20am to 9.05am  
3.20pm to 4.00pm

Please encourage your child to cross the road under the supervision of the school Crossing Warden.

No responsibility can be taken for accidents or mishaps occurring to children **before 8.40am**, when staff duties begin. Any children arriving in school prior to this time **must** be supervised by an adult.

Please use the **footpath** when coming into the school grounds. Do not allow children to enter or leave school via the car park entrance. (This is a standard safety precaution for all schools).

Please do not allow children to access the climbing equipment before or after school hours.

Use of the **Car Park** is limited to staff, official visitors and those with disabilities only. Parents are requested not to block the driveways of our

neighbours on Campsall Balk, Fir Tree Drive, Manor Close or Hall Lane, as this inconveniences the residents.

There should be **no parking** or dropping off on any of the yellow lines outside the school or within the limits of the zigzag markings. Police checks are made on a regular basis.

In the interests of hygiene and safety of pupils, **dogs are not allowed** on the school premises at any time. This includes buildings, playgrounds, grassed areas and playing fields.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 8 Food and Drinks

## School Meals

All pupils in Reception, Year 1 and Year 2 in state funded schools are eligible for Universal Infant Free School Meals. A lunchtime meal that meets School Food Standards will be provided by the school. We strongly encourage parents to take up this **free** entitlement and do not permit packed lunches unless by prior agreement with the Head Teacher.

Please inform us if your child suffers from any known allergies and we will support you with this.

## Milk

Milk is now provided through an external company, Cool Milk, with whom you have to register your child to be able to receive milk. This is usually done when your child is in Nursery but you can register a child any time to receive milk. Under the age of 5, milk is provided free. Details of how to register can be found on Cool Milk's web site at [www.coolmilk.com](http://www.coolmilk.com), our web site <http://www.norton-inf.uk> or from the school office.

## Fruit in School

Fruit is currently offered to all children of infant school age nationally. The type of fruit differs from day to day and is prepared where necessary by our Teaching Assistants.

## Water

Pupils are encouraged to drink water as and when required and are asked to bring their own named water bottles to school daily. We do not permit fruit juices or flavoured water. We have cold water dispensers in school to allow children access to fresh drinking water.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>



# 9.1 Attendance



## Leave of Absence in Term Time

Schools are required to provide education for 190 days per year and it is expected that children who are registered at a school will attend for this time. Parents **do not** have the automatic right for their children to have authorised absence, this is entirely up to the Head teacher's discretion.

The Head teacher has the discretion, in exceptional circumstances only, to grant authorised leave of absence in a school year. However, each application will be considered individually taking into account any exceptional circumstances identified by the accompanying parent/carer.

An application for leave of absence must be made in advance and forms are available from the school office. They should be returned to the school office along with any supporting documentation.

**ALL** Leave of Absence requests will be unauthorised unless an exceptional circumstance applies, which will be considered by the Head teacher.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>



Guidance on authorised absence in school is available in the Leave of Absence Policy which is on the school website.

### **Fixed Penalty Notices**

A referral for a Fixed Penalty Notice may be made if your child's attendance is below 96.1%, if leave has already been taken in the current school year or a Leave of Absence form is not submitted before your leave request. The Fixed Penalty Notice, issued by the Local Authority, is £60 per child/per adult and payable to the Local Authority, within 28 days of receipt of the notice, rising to £120 per child per adult if paid after 28 days but within 42 days of receipt of the notice. If payment is still not made then the case is prepared for court. If the parent pays the fine, the case is closed and the period of time that the parent received the penalty notice for will not be used in any further proceedings.

### **Delayed Return From the Leave of Absence**

If a child does not return to school on the agreed date following their leave of absence the school will investigate the absence referring to the school's missing child policy.

### **Authorised Leave Requests In Exceptional Circumstances**

The Head teacher will write to the parent who has made the request, informing them of the decision and the date the school expect the child to return. Within the letter it will be made clear how the absence will be marked on the child's attendance certificate.

### **Unauthorised Leave Requests**

The Head teacher will write to the parent who has made the request informing them of the decision and the reason why this decision was made. The letter will state clearly if a fixed penalty referral has been made.

### **We celebrate good attendance with:**

- an award for the class with the best weekly attendance;
- certificate for 100% attendance every term.
- at the end of the academic year those children with 100% attendance are rewarded with book/gift vouchers.

All children must be in school on time. The doors open at 8.40am. School starts at 8.50am and ends at 3.20pm, with a lunch break from 12noon to 1.15pm – including Reception children.

Nursery times are 8.40am to 11.40am and 12.20pm to 3.20pm.

It is very important to let the school know the reason for any absence before 8.50am on the first day of absence.



School should be notified in advance about medical appointments and the office informed whether your child will be at school in time for a school lunch. Children arriving after 11am without notification will be unable to have a school lunch.

### **School Security**

The school is fitted with an electronic locked gate. This is unlocked for ease of access at drop off and pick up times. If you require access outside of these times, please follow the instructions on the gate and make yourself known to the office staff who can allow you entry. The school is also fitted with security locks to all external doors. The classroom doors are locked at 8.50am and all late arrivals and visitors to the school must enter via the main reception, where a security lock is also in place. Access at this point is by ringing the bell and a member of staff opening the door. A remote door release has been installed to enable office staff to open the front door from the office to known visitors. Parents are requested not to disturb the teaching staff by knocking on locked classroom doors between 8.50am and 3.20pm.

### **Late Arrivals**

Any child arriving after 8.50am **must** report to the school office, where parents must sign them in. Please note that children arriving late will be marked as late and parents will be contacted if the frequency of “late arrivals” is too high.

The Head Teacher and Deputy Head Teacher monitor attendance half termly and contact is made with parents when there are concerns regarding attendance and late arrivals.



# 10.1 Curriculum

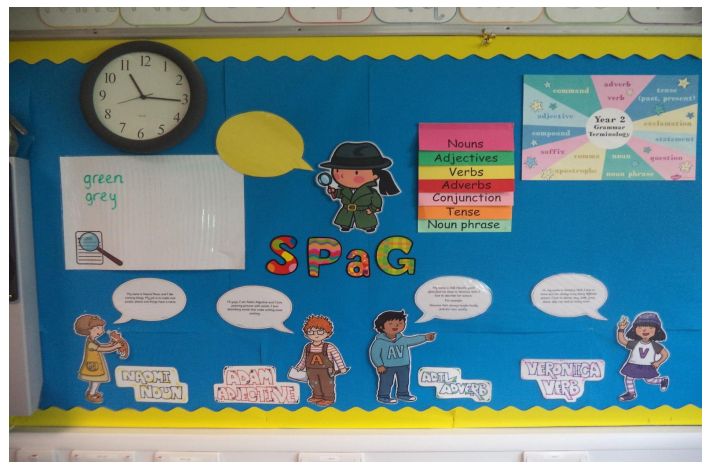
## The Curriculum

Our curriculum approach is to teach knowledge and skills based content through cross subject learning expeditions. Each expedition is rigorously mapped against the National Curriculum Standards and Early Years Foundation Stage framework to ensure coverage and depth. Expeditions are carefully planned and sequenced to build on prior learning and experiences thus giving the children the knowledge and self belief they need to succeed in life and become well educated citizens.

Areas of Learning include:

- Art
- Design and Technology
- English
- Geography
- History
- Computing
- Mathematics
- Music
- Physical education
- Personal, Social, Health and Citizenship Education (PSHCE)
- Religious Education
- Science

Curriculum planning involves all members of the teaching staff, to ensure there is progression and continuity in learning as your child passes through the school and all our planning processes give due regard to the requirements of the Early Years Foundation Stage and the National Curriculum.



# 10.2 Curriculum

## Expeditions

We deliver three phase specific Expeditions per academic year. One high energy expedition - culminating in a tangible product e.g. A video, book, signage, comic etc to celebrate learning and 2 low energy expeditions culminating in public celebrations of learning such as an assembly or workshop for parents and members of our school, trust and local community.

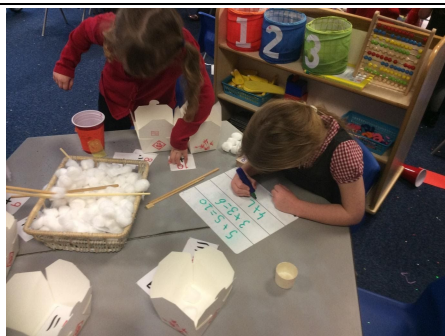
Each expedition follows the same format in terms of planning, execution and evaluation. Curriculum mapping, which is standards based, knowledge rich and teacher led, guides each expedition.

Immersion/hooks provide a visceral experience for all learners, where they are immersed in a learning environment that will pique their thirst for the upcoming expedition. This leads into the guiding question, which will be answered by working through case studies (subjects) and key texts as well as engaging in fieldwork, working with experts, engaging in family learning culminating in a product created by the children that is exhibited during a celebration for all to see.

Staff follow Jeff's Law at the start of the planning process which involves one expedition leader, the communicator for the expedition, a narrative and overview of the expedition as well as the first week planned. Staff have to create the product first before they launch their expedition. Toby's Law concludes the expedition process. There are regular check ins and reviewing of the expedition, assessments are carried out, misconceptions are addressed, products are finished, exhibitions are completed and products curated where necessary.

### Ofsted February 2018

**"During lessons, teachers ensure that pupils know what they are learning and how it builds on previous learning".**



### Ofsted February 2018

**"Evidence from observations show that teachers are mostly asking probing questions that stretch and challenge pupils".**

## Expeditionary Learning

As a school within the XP Schools Trust, we have adapted the EL Education Core Practices to guide our own practice within our UK and school context. We believe that as our children move through their school life and into adulthood, they will be judged for the rest of their life not just by their academic performance in tests or exams, but also by the quality of their work and the quality of their character. Therefore, our vision of achievement for all our children has three dimensions: Academic Success (mastery of skills and knowledge), Beautiful Work (high quality work) and Character Development.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743

website: <https://www.norton-inf.uk>

## **The Foundation Stage**

The Early Years Foundation Stage (EYFS) is the statutory framework published in 2012 by the Department for Education that sets the standards for the development, learning and care of children from birth to five. Many children first attend some form of pre-school nursery soon after their third birthday. Children may go to a number of settings during the Foundation Stage, attending part-time or full-time. A few will stay at home until they begin primary school.

Children will already have learnt a great deal by the time they are three years old. Many children will have been taken to groups such as parent and toddler groups, and some children will have had experience of group settings such as day centres or home settings with a childminder. For others, it will be their first experience of a group setting. It is important that early years practitioners work in partnership with parents and other adults. These may include speech therapists, district nurses, health visitors, Portage workers and teachers of the visually and hearing impaired. Partnerships are promoted by valuing and building on children's previous learning.

The setting chosen will depend on:

- the needs of the child;
- what is available near the child's home or the parents' place of work;
- what is available near to where the child is cared for and local policies on admission to nursery and reception classes;
- parents' childcare needs;
- parents' preferences.

Most children are expected to achieve the early learning goals by the end of the Foundation Stage. Practitioners plan a curriculum that helps children make good progress towards, and where appropriate beyond, these goals.

At whatever age the children begin pre-school or school, they will have had a range of different experiences. They will have learnt a great deal, particularly from their families, and will have varied interests and skills. Children aged three, four and five are constantly encountering new experiences and seeking to understand them in order to extend their skills, develop their confidence and build on what they already know. They learn in many different ways. Practitioners have a crucial role in learning and should draw on a range of teaching and care strategies and knowledge of child development. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other. Practitioners need to plan learning experiences of the highest quality, considering both children's needs and achievements and the range of learning experiences that will help them make progress. Well planned play is a key way in which children learn with enjoyment and challenge during the Foundation Stage.

The last year of the Foundation Stage is described as the Reception year, since most children are admitted to the Reception class of an infant or primary school at some point during that year. The introduction of the Foundation Stage does not change the point at which attendance at school is compulsory, which at Norton is the September preceding their fifth birthday. National Curriculum programmes of study for Key Stage One have been written to be taught in Y1 and Y2. The Foundation Stage prepares children for learning in Key Stage One and is consistent with the National Curriculum.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743

website: <https://www.norton-inf.uk>

## **Relationships Education**

At Norton Infant School, we place particular emphasis on relationships and the personal development of every child. We have high expectations of what children do and how they behave – all within warm and caring relationships. We create a calm working environment to ensure that children learn happily and effectively, becoming confident and self assured.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and off line. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe, healthy and how to manage their academic, personal and social lives in a positive way.

Relationships Education at Norton Infant School explores the following in an age appropriate way:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## **Religious Education and Collective Worship**

School assemblies are of a broadly Christian nature, but we also discuss and celebrate festivals from other religions. If you wish your child to be excluded from these assemblies, because of your religious beliefs, please inform the school in writing and arrangements will be made for your child to be gainfully occupied in his/her classroom.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>



# 11.1 Inclusion

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children who may join our school:

- girls and boys;
- minority ethnic and faith groups;
- looked after children
- children who are entitled to free school meals
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.

The Early Years Foundation Stage and National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- differentiating work to meet the needs of individuals or groups in lessons
- providing other curricular opportunities outside the Early Years Foundation Stage and National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743

website: <https://www.norton-inf.uk>

# 11.2 Inclusion

## Special Educational Needs (SEND) & Disabilities

Help is provided for children with special educational needs at each stage. Details can be found in our SEND and Inclusion Policy.

The importance of partnership and communication between school, parents and children is vital. Remember you know your child better than anyone! We need knowledge of your child's early years. Some parents like to help their child with his/her difficulties in a practical way e.g. paired reading, handwriting etc.

This school provides a broad and balanced curriculum for all children. The National and Foundation Stage Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some children get over their difficulties more quickly, for others the effects may last longer. Your child's learning difficulties may be caused by a physical disability; a problem with sight, hearing or speech; emotional or behavioural problems; or difficulties with reading, writing, speaking or mathematics work. Some children have exceptional abilities and they too have special educational needs.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>



# 11.3 Inclusion

The New Code of Practice recommends that schools should identify, support and monitor the progress of children in two main groups. These are the children who are receiving 'School Intervention' and those with more long term or significant needs who require an 'Education Health and Care Plan.' If you would like to read the school's Special Educational Needs Policy please visit the school website.

## SCHOOL INTERVENTION

The class teacher and the Special Needs Co-ordinator will invite you into school to discuss your child's progress. The class teacher will decide which programme of support or intervention they require and discuss their progress regularly with the Special Needs Coordinator, support staff and of course with you. The interventions can range from a booster group of lessons in maths for a short period, to a longer term speech and language programme. All interventions have specific learning targets and ways of measuring your child's progress. These are reviewed regularly to make sure they are having a positive impact. The interventions can be run by the teaching staff or our amazing support team who regularly review and feedback progress.

Where a child needs more help and support, a request for help from external services is made. They will be able to give advice with new targets and provide more specialist assessments and strategies to be used at home and school. This action will follow from a decision made by the Special Needs Coordinator, the class teacher and yourself.

## EDUCATION HEALTH AND CARE PLAN

A small number of children may need more intensive support in order for their needs to be met effectively.

At this stage, you will be invited into school to discuss the process of asking the Local Education Authority to make a statutory assessment, with the class teacher and the Special Needs Coordinator.

As a result of the statutory assessment, the Local Education Authority may decide to instruct the school to begin an Education, Health and Care Plan. The plan will state the views of parents, schools, and any health professions or social support workers involved about your child's strengths, likes and dislikes, needs, what strategies work well for them and what we can all do next (in the form of targets/next steps) to help meet their needs and fulfil the aspirations you have for your child. Most importantly, the child's view and opinion in all areas is key to the decision making process. These are reviewed on a regular basis by all parties involved.

## PARENT PARTNERSHIP SERVICES

Having a child with additional needs at any level can be challenging, particularly if you have concerns about their provision and the processes of assessments in school. The first point of contact should always be talking through your concerns with the class teacher, Special Needs Coordinator or Head Teacher in school who will endeavour to listen and support you. There may be a time that you feel you would like impartial advice from others to support you, particularly where making an Education, Health and Care Plan is concerned. Doncaster LA provide a parent partnership service called SAIDSEND to guide you through the assessment process along with school staff and can provide impartial advice and support.

**SAIDSEND Service:** Tel No : 736920  
or visit [www.doncaster.gov.uk/services/schools/saidsend](http://www.doncaster.gov.uk/services/schools/saidsend)

Always contact us - sooner rather than later - with concerns about your child, or about the provision we are making for your child. Our Special Needs Coordinator is Mrs Ponsonby. Our Governor for SEND responsibility is Mrs Jane Sanderson..



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 11.4 Pupil Premium

## Pupil Premium Funding

If you get any of the following state benefits, the school will attract additional funding please see below:

- Income Support
- income-based Jobseekers Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit

If you think you are eligible, please access the Doncaster Council website

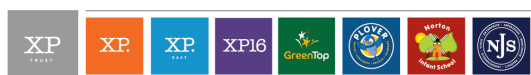
<http://www.doncaster.gov.uk/services/schools/free-school-meals>

## Other Aspects of the Curriculum

### Educational Visits and Visitors to school

School visits and visitors are used to enhance the school curriculum. Visitors to the school may include Theatre Workshops, Science Workshops, Artists, Musicians and Dancers, some of whom are from other faiths and/or cultures. These are always preceded by a risk assessment undertaken by the relevant staff and approval by the Governing Body.

Your children's safety and security is our main concern, visits are always preceded by thorough risk assessments and then vetted and approved by the Educational Visits sub committee of the Governing Body where necessary. The staffing ratio for supervision always meets and usually exceeds DMBC guidance. Children on these visits are well supervised by school staff.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743

website: <https://www.norton-inf.uk>

## **Charging Policy**

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum.

The cost of Educational Visits / Visitors (entrance fees, coaches etc.) needs to be self financing and so will be covered by voluntary contributions and money raised throughout the year by staff and parents; this can only be achieved if parents are willing to make a contribution towards the cost involved. Insufficient funding may result in cancellation.

If a parent wishes their child to take part in a school visit, but is unwilling or unable to make a voluntary contribution, we do allow the child to participate fully in the visit. Sometimes the school pays additional costs in order to support the visit. Parents have a right to know how each visit is funded, the school provides this information on request.

Parents are asked to contribute £3 a year to school fund, payable at the beginning of the school year and this money is used to purchase technology materials for food technology (baking) and design technology (modelling).

The school offers additional activities after school. If a qualified coach, who is not a member of the school staff, runs and organises these sessions, we may have to make a small charge for these sessions.

All payments to school are to be made on a secure on-line system called Parent Pay. You will be sent an activation letter once your child has started Nursery. The Parent Pay account will then follow your child throughout their time at Norton Infant and Junior School.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 13.1 Community Links

## Home / School Links

Parents have a vital part to play in helping their children to enjoy books and to encourage this we operate a Home/School Reading Scheme. Most parents are eager to help and co-operate by giving their children a daily ten minute session. Children's learning is enhanced if parents and teachers work in partnership, therefore by means of a take-home task, which the children share with a parent or sibling the class-work is enriched and the collaboration established.

## Breakfast and After School Clubs

Out of school childcare is provided locally by Buddies Out of School Care, based at Norton Junior School. Buddies is an inclusive club.

Buddies provides quality childcare with our breakfast club available from 7:30am, after school club until 5:45pm and play schemes during the school holidays.

We have a host of toys and free play opportunities for your child plus a fantastic outdoor space and an indoor quiet & rest area.

Our links with arts and crafts and multisport training ensures that the activities are fun, safe and educational.

We always provide a range of healthy snacks and fresh fruit and veg with every meal.

After school sessions start from 3.20pm until 5.45pm. Infant children are collected from their classrooms or meeting point and junior children make their own way to the Buddies room.

A healthy balanced snack is provided in addition to fresh fruit and water which is freely available throughout the session.

A wide range of play activities is available and children in the Early Years Foundation Stage will benefit from planned activities based on their interests and that will compliment their education.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 13.2 Community Links

## Pyramid Schools

Children normally transfer at seven to Norton Junior School and at eleven to Campsmount Academy.

### CAMPSMOUNT PYRAMID SCHOOLS

NORTON INFANT SCHOOL  
(XP Trust)  
Miss A Tunney  
Headteacher  
Campsall Balk  
Norton  
DONCASTER  
DN6 9DG

Phone No: 700743

ASKERN MOSS ROAD INFANT  
ACADEMY (Leger Education  
Trust)  
Mrs CA Turner  
Executive Head Teacher  
Moss Road  
Askern  
DONCASTER  
DN6 ONE

Phone No: 700287

ASKERN LITTLE MOOR  
INFANT ACADEMY (Leger  
Education Trust)  
Mrs C A Turner  
Headteacher  
Alfred Road  
Askern  
DONCASTER  
DN6 OPZ

Phone No: 701353

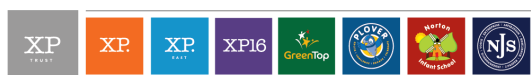
NORTON JUNIOR SCHOOL (XP Trust)  
Mr A Hayes  
Headteacher  
Campsall Balk  
Norton  
DONCASTER  
DN6 9DG

Phone No: 700303

ASKERN SPA JUNIOR SCHOOL  
(Leger Education Trust)  
Headteacher  
Sutton Road  
Askern  
DONCASTER  
DN6 OAQ

Phone No: 700332

CAMPSMOUNT ACADEMY (Leger Education  
Trust)  
Mr A Dale  
Headteacher  
Ryecroft Road  
Norton  
DONCASTER  
DN6 9AS  
Phone No: 700002



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

## XP Schools Trust

NORTON INFANT SCHOOL  
Miss A Tunney  
Headteacher  
Campsall Balk  
Norton  
DONCASTER  
DN6 9DG

Phone No: 700743

NORTON JUNIOR  
SCHOOL  
Mr A Hayes  
Headteacher  
Campsall Balk  
Norton  
DONCASTER  
DN6 9DG

Phone No: 700303

GREEN TOP  
SCHOOL  
Ms C Salter  
Headteacher  
Middlebrook Lane  
Thorne  
DONCASTER  
DN8 5LB

Phone No: 01405 813181

PLOVER  
SCHOOL  
Mrs J Ogle  
Head of School  
Coniston Road  
Intake  
Doncaster  
DN2 6JL

Phone No: 361450

XP SCHOOL  
Mr J Portman  
Principal  
Middlebank  
Doncaster  
DN4 5NG

Phone No: 898792



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 13.3 Community Links

## Police

PCSO Toni Bratby  
Tel No: 385717

## School Nurse

Anne Mulligan  
Tel No: 384138

## Health Visitor

Askern Health Centre  
Tel No: 707926

## EWO

Tel No: 01302 736504

## Church Links

Richard Walton  
Campsall Church  
Tel No: 700286



# 14 Staffing

## Teaching Staff

Andrea Tunney (Headteacher)  
Louise Ponsonby (Deputy Headteacher/  
Special Needs Coordinator)  
Emma Powell (Foundation Stage Leader)  
Laura Parsons (Key Stage 1 Leader)  
Anna Wojcik  
Elouise Chadwick  
Claire Goodyer  
Nicola Henderson  
Jane Murray

## Teaching Support Staff

Angie Thurman  
Julie Doidge  
Shelby Kingston  
Vicki Close  
Cara Moloney  
Erin Bradshaw  
Marianne Staves  
Karen Greenwood  
Jill Readman  
Leanne Davis

## Office Staff

Caroline Greening  
(School Business Manager)  
Jane Smith  
(Administrative Assistant)

## Midday Supervisors

Dawn Hayes  
Karen Cooper  
Debbie Leigh  
Amy Wilkinson  
Sekinat Salau  
Jessica Tinker

## Caretaker

Keith Haywood



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>



# 15 Governors

## Local Governing Committee Membership

The Local Governing Committee is made up of:

3 Parent Governors  
2 Staff Governors and  
4 Co-opted Governors

Name	Category
Mrs Jane Sanderson (Chair)	Co-opted
Mr Aidan Rave (Vice Chair)	Co-opted
Miss Andrea Tunney	Headteacher
Mrs Louise Ponsonby	Co-opted
Mrs Elouise Chadwick	Staff
Mrs Caroline Greening (SBM)	Co-opted
Dr Stephanie Teanby-Clark	Parent
Mrs Melissa O'Grady	Parent
Mr Neil Miley	Parent



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# 16 Holiday Pattern

## SCHOOL HOLIDAYS 2020-2021

PERIOD	SCHOOL CLOSES 3.20 P.M.	SCHOOL RE-OPENS 8.50 A.M.
Summer 2020	Fri 17 July 2020	Weds 2 Sept 2020
Autumn Half Term	Thurs 22 Oct 2020	Mon 2 Nov 2020
Christmas	Fri 18 Dec 2020	Mon 4 Jan 2021
Spring Half Term	Thurs 11 Feb 2021	Mon 22 Feb 2021
Easter	Fri 26 March 2021	Mon 12 Apr 2021
May Day	Fri 30 April 2021	Tues 4 May 2021
Summer Half Term	Thurs 27 May 2021	Mon 7 June 2021
Summer 2021	Fri 16 July 2021	



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# Appendix A.1

## DMBC

# Admissions Policy

## 2020/2021



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# Appendix A.2

## DMBC Admission Policy 2020/2021

- 1 The Local Authority (LA) is the Admission Authority for community schools. Only the LA is able to decide who is eligible for a place in these schools. Neither the Headteacher nor their representatives are able to offer a place.

### **General Statement**

- 2 In Doncaster, each school serves a local community, usually referred to as the 'catchment area'. These arrangements reflect the philosophy that 'efficient education' is particularly fostered by closely associating a secondary school and a group of linked primary schools, in a pyramid. In this way, each school becomes part of the provision for a community and the education of the community's children benefits greatly from the association of its schools.

### **Admission Number**

- 3 A school must have an admission number for each 'relevant age group', defined in law as 'an age group in which pupils are or will normally be admitted to the school in question'. The admission number for each year group is set with regard to the capacity assessment for the school taking into account the nature and type of the school buildings and provides for an acceptable amount of space for each pupil. Therefore, the admission number is set to benefit the children who are taught in the school and those who teach and support them. Each school year, the LA consults with the Governing Body of the school before the admission number is set. (See Appendix 1.)
- 4 Before making a final decision, the LA consults schools on the number and size, of classes or registration groups planned. These are determined within resources available. Where this results in places in excess of the admission number being available, places are offered strictly in criteria order.
- 5 A child will normally be eligible to a place unless the number of applications for admission exceeds the admission number or they are offered a school which is ranked higher on an Application Form<sup>1</sup> (AF) or Transfer Form<sup>2</sup> (TF) under a Coordinated Admission Scheme<sup>3</sup> (CAS).

### **Expressing a Preference**

- 6 Applications for admission should be made in accordance with the relevant CAS.

### **Closing Date for Receipt of Parental Preferences**

- 7 The closing date for receipt of preferences for the year of entry is 15 January 2020. Late applications for the year of entry are processed after those received by the closing date.

### **Announcement Date for Parental Preferences**

- 8 For those applications received by the closing date noted in 7 above, emails and letters will be sent to parents on 16 April 2020.

1

2

3



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# Appendix A.3

## DMBC Admission Policy 2020/2021

### Eligibility for a Place at School - Oversubscription Criteria

#### A Primary and Infant Schools

- 9 This section outlines the criteria to be used to decide upon eligibility for a place where the number of preferences exceeds the Published Admission Number.

After the admission of pupils with an Education, Health and Care Plan or Statement of Special Educational Needs plan naming the school, preferences for each school will be sorted in the order of the criterion outlined below. Each of the criteria is applied in order of priority as tie breakers, with criterion d) being the final tie breaker.

#### **Looked after children and all previously Looked After Children**

##### **b) Catchment Area**

Children who are ordinarily resident<sup>4</sup> in the catchment area of the preferred school. (Details of Catchment Areas are available from the LA at [www.doncaster.gov.uk/admissions](http://www.doncaster.gov.uk/admissions))

For applications for the year of entry, a catchment area school will be determined in relation to the address at which the pupil is ordinarily resident on the closing date. Once a waiting list is formed, a child's place on that list will be updated in light of any new address.

##### **c) Siblings**

Children who are living within the same family unit (e.g. stepchildren) who will be attending the requested school, (excluding nursery), at the point of admission. Where the requested school is an infant school, attendance at a linked junior school will be included.

##### **d) Proximity**

Children who live nearest to the requested school measured in a straight line from the centre point of the child's ordinary place of residency, to the entrance nearest to the reception point of the school building. In the case of split site schools, 'entrance nearest to the reception point' will refer to the site the pupil attends for the purpose of morning registration.

If two or more pupils live equidistant from the school, the distance each pupil lives by road from the preferred school will be measured and the place offered to the pupil who lives nearest by this means. In the event of this being equal (e.g. in the case of flats), places will then be decided by Random Allocation.

Measurements will be made using ONE provided by Capita Education Services and/or ArcView GIS provided by Environmental Systems Research Institute Inc or suitable substitute.

Where a place is only available in any of the above criterion for one child from a multiple birth ie twins, each child will be offered a place.

# Appendix A.4

## DMBC Admission Policy 2020/2021

### The Offer of a Place at a School

10 Decisions will be sent to parents in accordance with the Authority's CAS.i.e. for those received by the closing date the national announcement date is 16/04/2020

### Waiting Lists

- 11 For the year of entry, pupils will be added to the waiting list(s) of community schools where they are refused a place and those schools were ranked higher on the AF than the place offered. Places on the waiting list will be strictly prioritised in criteria order given above and will operate until the end of the autumn term i.e. 31 December 2020
- 12 Places will only be allocated from the waiting list when the number of pupils falls below the Admission Limit of the school. Whilst the waiting list is in operation, when a place does become available it will be allocated to the child at the top of the list on the day that the LA receive written confirmation of the vacancy.

### In Year Transfers

- 13 Applications for in year transfers are considered in accordance with the LA's CAS.
- 14 Applications should be made on the LA's TF and submitted to the LA for consideration.
- 15 A pupil will be deemed eligible for a school place if there are sufficient places unless specific circumstances apply<sup>5</sup>. However, a pupil may not be eligible for a place if the circumstances of the year group have changed since it was the year of entry and admission of an additional child would 'prejudice the provision of efficient education or the efficient use of resources' i.e. class size prejudice in an infant class.
- 16 Where multiple applications are received for the same year group and there are insufficient places available, eligibility for admission will be considered in accordance with the admission criteria set out in above.
- 17 Where a place is not available, the application will normally be refused and the applicant will be offered the right of appeal to an independent appeals panel.
- 18 If a place is offered, the Headteacher will, within two weeks of receiving confirmation from the LA of an offer of a place, determine a start date.
- 19 Pupils are normally admitted to a school at the start of the next new term other than with the prior approval of the Headteacher of the school or in circumstances beyond the parent's control, e.g. movement into the Borough.

- 20 Pupils are required to start at the school within two weeks of the start date offered by the Headteacher and places cannot be held open beyond this period. Applicants must be in a position to take up a place within this stated period.
- 21 Repeat applications made for entry to the same year group at the same school will not be considered, unless there has been significant and material change to either the families or the schools circumstances, since a previous application, and this is relevant to the application for admission. Where information was known at the time of the original application or appeal, but parents chose not to use it, this will not be considered as additional information or a change in circumstances.
- 22 In accordance with DfE requirements pupils may be admitted under the Fair Access Protocol outside of the normal admission arrangements noted above.

### **Allocation of Places**

- 23 If, following the consideration of an application from a Doncaster resident, an application is refused and the pupil does not currently have a place in a Doncaster school a place will be offered at an alternative school in accordance with the LA's CAS.

### **Independent Appeals**

- 29 If a place is not offered at the school parents, have the right to appeal to an Independent Appeal Panel. Details of the appeals procedure will be sent to parents with their decision.
- 30 Parents who intend to make an appeal should normally submit a notice of appeal within 20 days of receiving the refusal letter to: Litigation and Education Section, Directorate of Resources, Doncaster Council, Civic Office, Waterdale, Doncaster, DN1 3BU

## **General Information**

### **Delaying Entry to a Reception Class and Part-time Attendance**

Children reach compulsory school age on the prescribed day following their 5<sup>th</sup> birthday (or their 5<sup>th</sup> birthday if it falls on a prescribed day). The prescribed days are 31 August, 31 December and 31 March.

Where parents apply for admission to a reception class for a child who is not of statutory school age, and parents wish to defer entry, a child should be admitted to the class no later than the beginning of the summer term in the reception year.

Parents can also request that their child attends part-time until the child reaches compulsory school age. The request will be considered by the head teacher in circumstances where it appears to be in the best interest of the child.

### **Deferring Entry of summer born children outside their normal age group**

Parents of summer born children (born between 1 April and 31 August) are currently able to request that their child defer entry to a reception class for a full academic year. When such a request is made, the Local Authority will make a decision on the basis of the circumstances of the case and in the best interests of the child concerned, taking into account the views of the head teacher and any supporting evidence provided by the parent.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

If the request is allowed, normal admission rules will apply and there is no guarantee that a place will be offered at the requested school(s).

Parents should set out their reasons for their request using the Deferred Entry Request Form and send it to the Local Authority during the autumn term after their third birthday. This will ensure that they do not miss out on a place at the normal point of entry which should be made by the national closing date – 15 January. Further guidance and the form can be found on the Council Website at [www.doncaster.gov.uk/services/schools/primary-admissions](http://www.doncaster.gov.uk/services/schools/primary-admissions).

### **False Information**

Any place offered on the basis of a fraudulent or intentionally misleading application will be withdrawn, e.g. giving a false address. It is for parents to satisfy the LA of their circumstances as they apply to the admission criteria at the time of application.

### **Multiple Addresses**

Where a child is resident with parents at more than one address, the address used for admission purposes shall be the place at which the child spends the majority of the school week (Monday to Friday) during term time. Where there is a clear 50/50 split, parents should decide.

### **Admission of Service Personnel and Crown Servants**

Applications for service personnel and crown servants moving to Doncaster will be considered one term in advance of a change of address in accordance with the guidance from the DfE.

### **Further Information**

Further, more detailed information about the admission process is available from the LA and can be found in the Admission To Primary School Booklet, available as follows:-

**Telephone:** 01302 735988

**Address:** Admissions and Pupil Services, Doncaster Council, Civic Office, Waterdale, Doncaster DN1 3BU

**Email:** [admissions@doncaster.gov.uk](mailto:admissions@doncaster.gov.uk)

**Web:** [www.doncaster.gov.uk/admissions](http://www.doncaster.gov.uk/admissions)



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>



# Appendix A.6

## DMBC Admission Policy 2020/2021

### Explanatory Notes

#### Application Form (AF)

This is a form used in the admission process on which parents express preferences for a school or schools for the year of entry.

#### Transfer Form (TF)

This is a form used in the admission process on which parents express preferences to transfer a school or schools.

#### Co-ordination/Co-ordinated Schemes(CAS)

All local authorities are required to co-ordinate the admission arrangements for residents within their area whereby parents will submit an AF or TF to their home LA who will then ensure, as far as is possible, that a single offer of a place is sent to parents.

#### Children who are Looked After Children and all Previously Looked After Children

A 'looked after child' is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. This includes children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. See section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

#### Ordinarily Resident/Residence

Reference to where a child is ordinarily resident means that they are habitually and normally resident at their address, other than for occasional absences, for a settled purpose which is not solely to receive education. This will only be considered when they are living at their new address and waiting list place amended as necessary.

#### Specific Circumstances For Refusal

An application will normally be agreed if there are sufficient places unless specific circumstances apply, as outlined in the School Admissions Code or as part of the Local Authority's In Year Fair Access Policy.



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

# Appendix B

# Privacy Notice



XP.  
TRUST

## Privacy notice for parents/carers – use of your child's personal data

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data.

This privacy notice explains how we collect, store and use personal data about **pupils**. We, Norton Infant School, are the 'data controller' for the purposes of data protection law. Our data protection officer is CJ Greening (see 'Contact us' below).

### The personal data we hold

Personal data that we may collect, use, store and share (when appropriate) about pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents
- Results of internal assessments and externally set tests
- Pupil and curricular records
- Characteristics, such as ethnic background, eligibility for free school meals, or special educational needs
- Exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs

We may also hold data about pupils that we have received from other organisations, including other schools, local authorities and the Department for Education.

### Why we use this data

We use this data to:

- Support pupil learning
- Monitor and report on pupil progress
- Provide appropriate pastoral care
- Protect pupil welfare
- Assess the quality of our services



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

- Administer admissions waiting lists
- Carry out research
- Comply with the law regarding data sharing

## Our legal basis for using this data

We only collect and use pupils' personal data when the law allows us to. Most commonly, we process it where:

- We need to comply with a legal obligation
- We need it to perform an official task in the public interest

Less commonly, we may also process pupils' personal data in situations where:

- We have obtained consent to use it in a certain way
- We need to protect the individual's vital interests (or someone else's interests)

Where we have obtained consent to use pupils' personal data, this consent can be withdrawn at any time. We will make this clear when we ask for consent, and explain how consent can be withdrawn.

Some of the reasons listed above for collecting and using pupils' personal data overlap, and there may be several grounds which justify our use of this data.

## Collecting this information

While the majority of information we collect about pupils is mandatory, there is some information that can be provided voluntarily.

Whenever we seek to collect information from you or your child, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

## How we store this data

We keep personal information about pupils while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. Our record retention schedule/records management policy sets out how long we keep information about pupils.

## Data sharing

We do not share information about pupils with any third party without consent unless the law and our policies allow us to do so.

Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about pupils with:

- *XP Trust*
- *Our local authority – to meet our legal obligations to share certain information with it, such as safeguarding concerns and exclusions*
- *The Department for Education*
- *The pupil's family and representatives*
- *Educators and examining bodies*



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

- *Our regulator e.g. Ofsted*
- *Suppliers and service providers – to enable them to provide the service we have contracted them for*
- *Financial organisations*
- *Central and local government*
- *Our auditors*
- *Survey and research organisations*
- *Health authorities*
- *Security organisations*
- *Health and social welfare organisations*
- *Professional advisers and consultants*
- *Charities and voluntary organisations*
- *Police forces, courts, tribunals*
- *Professional bodies*

## National Pupil Database

We are required to provide information about pupils to the Department for Education as part of statutory data collections such as the school census .

Some of this information is then stored in the [National Pupil Database](#) (NPD), which is owned and managed by the Department and provides evidence on school performance to inform research.

The database is held electronically so it can easily be turned into statistics. The information is securely collected from a range of sources including schools, local authorities and exam boards.

The Department for Education may share information from the NPD with other organisations which promote children's education or wellbeing in England. Such organisations must agree to strict terms and conditions about how they will use the data.

For more information, see the Department's webpage on [how it collects and shares research data](#).

You can also [contact the Department for Education](#) with any further questions about the NPD.

## Transferring data internationally

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

## Parents and pupils' rights regarding personal data

Individuals have a right to make a **'subject access request'** to gain access to personal information that the school holds about them.

Parents/carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 12).

If you make a subject access request, and if we do hold information about you or your child, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

- Explain where we got it from, if not from you or your child
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances.

If you would like to make a request please contact our data protection officer.

Parents/carers also have a legal right to access to their child's **educational record**. To request access, please contact CJ Greening, School Business Manager.

## Other rights

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our data protection officer.

## Complaints

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer.

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

## Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our **Data Protection Officer**:

- CJ Greening, Norton Infant School, Campsall Balk, Norton, DN6 9DG, Telephone: 01302 700743, email [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

*This notice is based on the [Department for Education's model privacy notice](#) for pupils, amended for parents and to reflect the way we use data in this school*

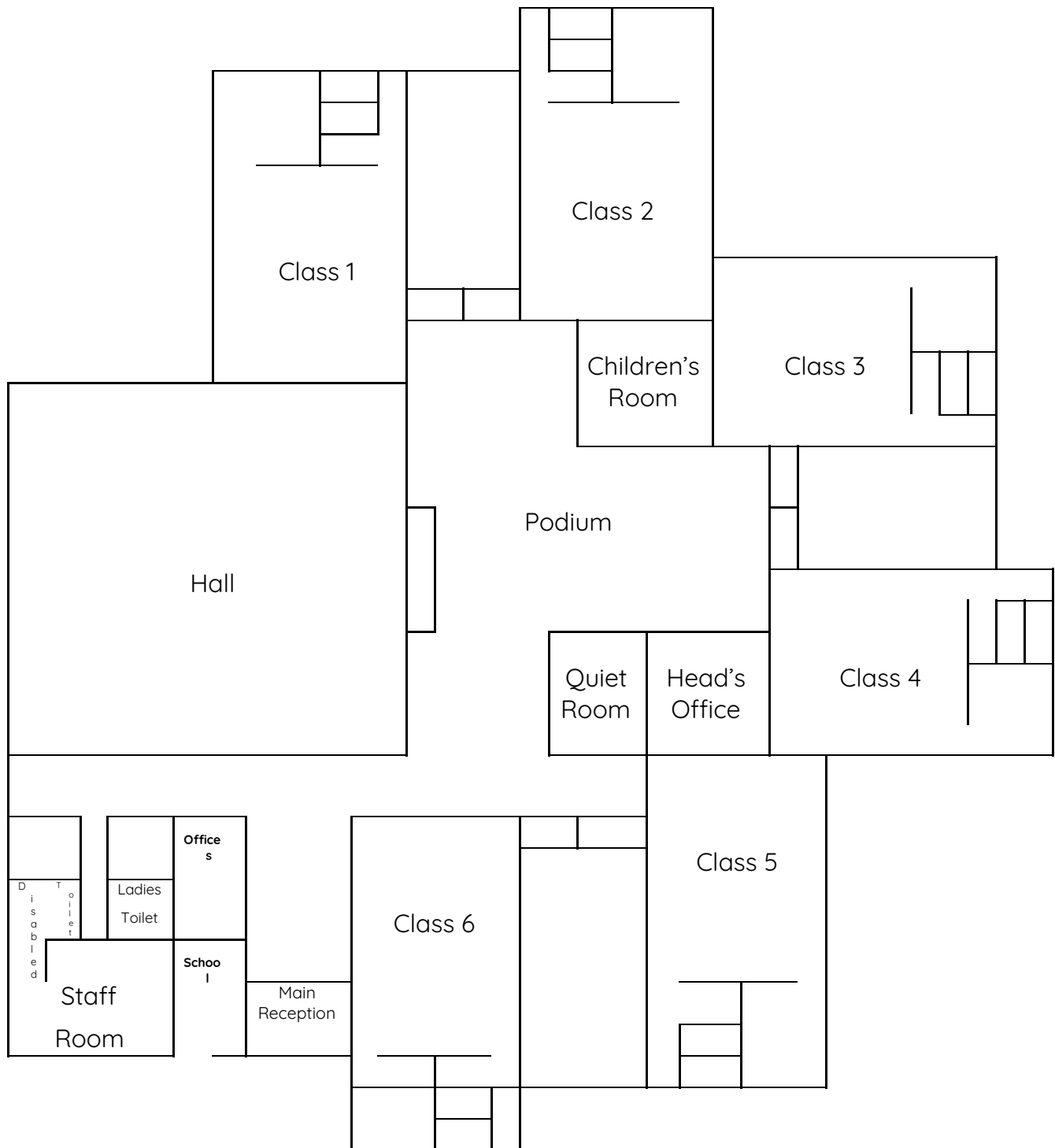


A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>

## Appendix C - School Plan



**Visitors should always enter the school via the main entrance**  
**Please ring the bell for attention**



A MULTI-ACADEMY TRUST

e-mail: [admin@norton-inf.uk](mailto:admin@norton-inf.uk)

Tel: 01302 700743  
website: <https://www.norton-inf.uk>