# Prospectus 2021 – 2022

**Making Use of Stokes Bay in our Beach School Capacity**

Gomer Junior School Pyrford Close Gosport Hampshire PO12 2RP Tel: 02392 524312

**Website:** https://gomer.gfmat.org

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**‘Learning Today for the Challenge of Tomorrow.’**

Dear Parents and Carers

We would like to take this opportunity to welcome you to our school. Gomer Junior School is part of the GFM: Gosport and Fareham Multi-Academy Trust. Our school has a friendly, caring and welcoming atmosphere. As a school we are on a journey to excellence - in teaching, in learning, in achievement, in behaviour and in relationships. We are aspirational for all children in our care and look forward to working with you to help them attain great things. We will encourage and challenge your child to achieve their best and it is extremely important that we build and maintain close links with you.

We are currently living and learning in a pandemic. We have learnt to adapt to the ‘new normal’ and continue to provide a broad curriculum. Our curriculum focuses on English and Maths until mastery is gained and breadth can be offered. Our curriculum is enriched with gSTEM, music, art, DT and PE, extended with science and ICT and broadened with history, geography, RE and MFL. Our children are encouraged to play an active role in their learning and understand their responsibility in this. ‘Learning Today for the Challenge of Tomorrow’ is our ethos; our aim is to enable learners to become prepared for the ever changing world ahead of them.

We work hard to develop strong relationships with our children and their families and therefore if you have anything you would like to discuss with us (good or bad!) we would be delighted to meet with you. We operate an ‘open door’ policy and you can make an appointment to meet with members of the teaching staff in person or online. Finally, we would be delighted to welcome you at any time to help and support our work in school.

We look forward to working with you and your child at our school.

Yours sincerely

| | |
|---|---|
| Mrs Karen Digy | Mrs Georgina Mulhall |
| Associate Head Teacher | Executive Head Teacher Primary Phase GFM |

**Learning Powers/Foundations of Learning**

Each week there is a '**Learning Power'** focus across the school. This is introduced in our weekly celebration assesmbly and developed through work in school and celebrated the following week. A child from each class, who has excelled at the Learning Power, is awarded a special certificate.

**Our Learning Powers**

- Collaboration
- Creativity
- Determination
- Independence
- Motivation
- Thinking
- Tolerance

The learning powers are complemented by the **'Gosport Futures'.** These are worked into our curriculum and are presented to the pupils in a carefully structured teaching programme covering aspects of listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork.

**Promoting British Values at Gomer Junior School** In-line with DfE regulations, at Gomer Junior School we have embraced the opportunity to 'enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

**We value:**

- Kindness, consideration and honesty
- The promotion of health and safety for everyone
- Equal opportunities for everyone to achieve their potential
- The development of talents and interests
- Contributions within the school and the community

**We aim for:**

- A secure and happy community
- High quality teaching
- Good key skills for life
- High expectations building on success
- Positive attitudes to learning

We aim to deliver our values throughout the curriculum, embedding them fully in all learning.

**Attendance Matters**

Parents/carers have a legal duty to make sure that their child attends school regularly and on time. Once registration has closed, late arrival at school without permission will be recorded as an unauthorised late. Conditions such as headaches, colds, cold sores, athlete's foot, head lice, verrucas and warts DO NOT require time off school. If in doubt, please call for advice. A common problem in any school is head lice. If treatment is required, please treat and return your child to school.

If your child is absent from school due to illness, please let us know the reason as soon as possible **on the day of absence** by accessing the Attendance Matters section on our Home Page which enables you to report an absence electronically. If we do not receive this information, your child's absences will be recorded as unauthorised. **ALL** absences from school including medical/dental appointments must be requested in advance using the Application for Approved Special and Exceptional Leave of Absence Form. Where possible, please make medical appointments for your child outside of school hours. Absence Request Forms are available from the school office. Service personnel are required to provide a letter from their attached regiment to support any leave of absence request and each request is looked at on a 'case by case' basis.

Hampshire County Council has reviewed its 'Code of Conduct' sets out for all schools what actions must be taken for any child with **10 or more sessions (5 days)** of unauthorised absence from September 2015. Since September 2015 all schools have been required to work with Hampshire County Council and may take legal action if:

1. A child has unauthorised absence for 10 or more sessions.
2. A child is continually late to school and this lateness is unauthorised for 10 or more sessions.
3. A child has any unauthorised absence during any formal examinations, assessment or testing.

**Please note each parent/carer can be issued a separate penalty notice for each child. Fine money is sent to HCC and does not generate funds for the school.** All children must meet certain expectations of punctuality too. If a child arrives at school later than 9.30am an 'unauthorised absence' will be recorded for one session. We urge parents/carers of children whose attendance and punctuality does not meet expectations to work together with the school on the improvements which need to be made. Our attendance target for every child from September will be 96.5% and above; in-line with government expectations.

**Behaviour and Expectations**

At Gomer Junior School we promote the values of responsibility and respect. We expect all members of the school community to aspire to these values and are committed to celebrating success. Working in partnership with parents and carers regarding children's behaviour, is recognised as a powerful tool. We realise that some children may have particular behavioural needs which need strategies in addition to this policy.

Pupils will be made aware of their rights and responsibilities. These are consistently displayed in all classrooms across the school and referred to as a means of reinforcing positive behaviour.

**Rewards for Good Behaviour and/or Work**

Regular praise and encouragement is part of the school ethos. In addition to this, behaviour which supports the school's values is celebrated by:

- **Attendance Awards**: A class attendance league is created every week. The aim is to try to ensure that all classes maintain at least 96% attendance. A cup is awarded to the winning class. The league ladder is displayed in the case outside reception.
- **Golden Child Nominations**: One child is chosen as 'Golden Child'. Name appears in a special book which is displayed in the trophy cabinet. Pupils receive a badge and a teacher accolade in celebration assembly.
- **House Points**: The school is divided into four house colours. Points are awarded for good behavior and excellent work. They can be awarded by any member of staff and are totalled each week and a cup awarded in celebration assembly. A running total of the overall leading house is kept and the winning house is rewarded at the end of the year.
- **Learning Power Certificates**: Awarded at celebration assembly to one child per class who has exceeded at the Learning Power of the week.
- **Main Sail Text Home**: A text is sent to parents/carers on a Friday afternoon to acknowledge children who have remained on the 'main sail' all week. (See below).
- **Smart Class of the Week Award**: A trophy is awarded to the class/classes which have upheld the uniform expectations.
- **Top Table (not during COVID):** Our Teachers and Lunchtime Supervisors choose up to 10 children per week, based on good manners and helpfulness, to join our Executive Head Teacher for lunch on a table that is especially laid. The children are provided with drinks to choose from, are awarded a mini certificate and have their plates cleared by the Head Teacher.

**Sanctions/Procedures** Where necessary, sanctions will be applied fairly and consistently.

- Every class operates a 'Gomer Sail' behaviour management system. All pupils are expected to remain on the 'main sail'. Misbehaviours such as disruption to the learning of others will result in names moving to the 'jib sail'. Improved behavior can earn the pupil's name back to the main sail but further disruption will lead to a tally mark under the pupil's name. Two tally marks means removal from the classroom and a meeting with a member of the Learning and Pastoral Support Team (L.A.P.S).
- For behaviours which are considered more serious than 'jib sail', green incident forms are completed by the adult dealing with the incident. The class teacher will then take the necessary action which could result in 'pay back' time: missing a break time, informing parents/carers. These are shared with the L.A.P.S Team and Senior Leadership Team (SLT) prior to being filed in the children's files.
- Time out areas are made available for children who need an opportunity to calm down. These are in a safe place where children will not be left without adult supervision.
- Where behaviour may involve a safeguarding issue, a pink form is completed and referred to the designated safeguarding leaders (Executive Head Teacher and Associate Head Teacher).
- For incidences of serious class disruption, an internal exclusion for a day or part of the day may be imposed. This is likely to involve the pupil working in the Inclusion Leader's or Head Teacher's office. Parents/carers will be informed of this sanction.
- Lunchtime exclusion may be given by the Executive Head Teacher or Associate Head Teacher, if it is considered that a child is putting him/herself or others at risk during lunch break.
- In extreme circumstances (see exclusions policy) a fixed term exclusion may be given by the Head Teacher or Deputy Head Teacher. At this point involvement from internal or external pastoral/behavioural services will be sought.
- Continuous fixed term exclusions could result in a permanent exclusion.
- The Executive Head Teacher reserves the right to exclude pupils from school visits/special events.
- A 'blue card' system is used to inform LAPS Team/Senior Management Team (SMT) when the class teacher needs to be released from the classroom to address an issue with a pupil.

**Physical Restraint of Pupils** Teachers, Learning Support Assistants and Lunchtime Supervisory Assistants are authorised to use reasonable minimum restraint in order to prevent children from harming themselves or others. This is always a last resort and will be carried out in line with the school's policy. Some of the staff are Team Teach Trained.

**Child Protection and Safeguarding**

Gomer Junior School fully recognises its responsibilities for child protection and is committed to maintaining a safe environment where children feel secure and know that there are adults in the school whom they can approach if they are worried.

Our policy includes:

- Ensuring that we practise safe recruitment, in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting children who have been abused in accordance with his/her agreed child protection plan.

**E-Safety** is taken very seriously. The curriculum features regular e-safety elements where pupils are taught about the possible dangers of internet, phone, apps and video games usage. They are given advice on how to stay safe whilst on-line and what to do in the event of being subjected to any kind of cyber bullying or on-line abuse. It is vital that parents and carers support the school by being fully aware of what their children are accessing at home.

## Clubs & GClub

When we are not in a pandemic we offer a range of extra-curricular clubs at the school. Some clubs are run by staff who give up their own time to the benefit of the children; other clubs are run by outside agencies. The school levies a small charge for participation in extra-curricular clubs and activities. Outside agencies will set their own fees.

Music lessons for brass, guitar, drums, woodwind and piano are subsidised by the school. They are taught by peripatetic teachers and there is a charge per term. All payments are to be made for lessons before tuition can start.

We are also keen to promote links with other community organisations. The children are often offered 'taster sessions' and are then, if interested, given details. If you have a useful contact or would like to help operate a club we would be delighted to hear from you.

### GClub

Our GClub (breakfast and after school) is committed to providing high quality, child centred care at affordable prices to align to the needs of our families. All sessions can be booked via our Arbor app. All Gomer Junior pupils are welcome to attend. Currently, due to Bubble restrictions, their younger or older siblings and children from Bay House and Gomer Infant School are unable to attend. Our clubs offer:

- varied daily activities
- caring staff who are known to the children across the school
- a fortnightly menu
- an age appropriate and inclusive environment that meets a range of needs

### Covid19 Guidance

### Educational Provision

We are aware that children may need to learn at home for different reasons. We have identified different scenarios for when children may need to learn at home, due to COVID-19, and have organised provision for these occasions.

When pupils are self isolating they are to access their Self Isolating Google Classroom – this is different to the Google Classroom we use on a weekly basis. The classroom has been populated with a weekly timetable and subjects have been linked to teaching inputs and activities from Oak Academy. Additionally, we have included extra activities which can be used to complement the timetable or used in isolation.

To access your Self Isolating Google Classroom each pupil requires access and access will only be given to pupils recorded as self isolating. The self isolating pupil will be sent an email to join the Self Isolating Google Classroom or pupils can log on to their regular Google Classroom to see the invitation – just click join. When the Self

Isolation Google Classroom is joined, on the classwork stream, you will find a timetable of the sessions available. The timetable will guide you to which day to start at.

When a Bubble is closed , in the first instance, pupils are to access their Self Isolating Google Classroom. If the Class Teacher is well, they will inform parents/carers and pupils when they are ready to move learning to the Google Classroom which will direct learning opportunities and enable some live teaching.

When the whole school is closed, in the first instance, pupils are to access their Self Isolating Google Classroom. If the Class Teacher is well, they will inform parents/carers and pupils when they are ready to move learning to the Google Classroom which will direct learning opportunities and enable some live teaching. The whole school curriculum will move onto the Google Classroom including assemblies, Google Meets, time with LAPS, broadcasts and live teaching. Work is to be submitted via the Google Classroom.

**Coming to School / Safety and Security**

We encourage children and their families to walk or cycle to school. On arrival to school, please enter the grounds by one of three gates: the main gate in Pyrford Close, or either of the side gates in Bury Hall Lane or Ladram Road. These side gates are locked between 9.05am and 3.20pm daily. **Pedestrians must not walk through the car park.**

If you are collecting or dropping your children off by car you will need to do this off-site and not in the car park. **It is not safe to have a lot of movement of cars inside the school grounds**. Please be considerate to our local residents when parking outside and ensure that you are not blocking possible emergency access to the school in Pyrford Close or to the Infant School in Ladram Road.

The lack of parking is another good reason for children to walk. If you do have to drive please park away from the school and walk the last part of the journey. This helps children develop road safety awareness and promotes a healthy lifestyle.

If you are coming into school during the day please always report to the School Reception. For reasons of security, visitors will be asked to sign the visitors' book and wear a badge.

Parents/carers are requested to drop off and collect children from the playground. For security reasons parents/carers must go via the School Reception if they wish to reach a classroom or speak to a member of staff.

Please note - children are only to be left unsupervised on the playground from 8.40am, when a member of staff will be on duty to supervise the rear playground. Ahead of 8.40am, children should either not be on the school site or supervised by a responsible person, unless attending an extra-curricular activity.

During the time of COVID-19, the arrival and departure times are staggered to better enable social distancing.

**Contact Details**

The school address is:-
Gomer Junior School
Pyrford Close
Gosport
PO12 2RP
Telephone: 02392 524312
Email: enquiries@gomer.gfmat.org
Website: https://gomer.gfmat.org

**Cycling/Scooting**

Children are encouraged to cycle, scoot and walk to school. Children are to store their bikes at the bike rack area, secured with a bicycle lock. Scooters can be securely stored in the scooter racks outside the main building. The school believes that it is important, for safety, that children cycling to school should wear a helmet. This is strongly advised.

Bikeability sessions of cycling proficiency are organised for pupils in Years 5. We are a Silver Level BikeIt! School and offer a variety of bicycle themed opportunities across the school. Our home grown BikeIt! Crew supports these.

**Curriculum**

Our curriculum is planned with the **Learning Powers** underpinning our teaching and learning. We aim for all of our children to experience and display all of the learning powers. Our teaching reflects the needs of the individual learner and will give all pupils the opportunities to shine.

We aim to promote high expectations through providing children with a curriculum translated into clear learning goals that extend and develop their skills and understanding. Thinking skills are an important part of the curriculum and are integral to effective learning.

The school's curriculum is organised to provide children with a broad and balanced education. We actively promote children's spiritual, moral, social and cultural development.

The core subjects and foundation subjects are taught alongside Religious Education and the school's P.S.H.E. (Personal Social Health Education) programme. We teach French and Spanish in all year groups and the curriculum also includes Citizenship and Drama.

All subjects are planned carefully by subject leaders to ensure both continuity and progression. These units are taught using a range of techniques to enable each individual to learn at an appropriate pace. Children are regularly assessed in order to inform teachers as to the next stage in their learning and the steps needed to enable them to achieve. The children are actively encouraged to think about their own learning needs and to personalise their own targets towards this.

**Art & Design** The arts play an important role in the education of children. The arts foster imagination and creativity, promote intellectual and aesthetic development, develop practical and perceptual skills, encourage the explorations of values and promote excellence and enjoyment. Art and design is used to perceive and respond to the world in which we live. The purpose of Art in education is to use different media to express and organise our feelings, perceptions and ideas. Art education develops the child's ability to manipulate materials successfully so that they can employ appropriate skills and techniques so the result matches the concept.

**Computing** We are fortunate in that we offer our pupils a Learning Gateway for the teaching of computing alongside mobile technology including iPads and touch screen lap-tops. The Computer Network is provided for the use of pupils and staff at Gomer Junior School to support and enhance the delivery of the curriculum. Every teacher and support staff employee who needs it is allocated their own log-in ID, password and network disk space. We have a range of EdTech to support teaching and learning across the curriculum.

**Collective Worship** Collective Worship is a time when the whole school, or groups within the school, meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to interact and reflect through engaging, relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development. Regular assemblies allow our community to share the life and work of the school.

**English** In English children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.

We try to achieve a healthy balance between the learning of skills and the development of your child's ability to produce interesting and varied writing through a variety of genres such as stories, poems, reports and descriptions. Thoughtful arguments, discussion and drama are regular features of English work. PGS (punctuation, grammar and spelling) forms an integral part of the children's learning.

**Handwriting** is a very important aspect of the pupils' written work. It is a requirement that, in order to achieve 'age-related expectations' at the end of Year 6, pupils need to be consistent in producing joined writing which demonstrates consistency of letter size. They are taught and encouraged to join their letters from

Year 3 and are expected to demonstrate this skill in their writing books. It is most hopeful if, during home learning tasks, a neat handwriting style is adopted.

**Reading** We give great emphasis to reading and we encourage pupils to enjoy and value reading. The children read a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others.

Our library is situated in the centre of our school. Children borrow books using a computerised system. Our librarian is available to help children choose suitable books.

From time to time we organise book events, such as visiting authors, bookshops and 'Winter Warmers' to stimulate children's interest. Please check the on-line calendar for further information.

We ask all parents/carers to listen to their child read at home regularly to support their learning. Teachers will rarely hear individual children read their books since they work on the children's reading in guided reading sessions.

**Writing** The children develop an understanding that writing is essential and enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.

In written work, particular emphasis is placed on writing for different purposes with a specific audience in mind - a story for a friend, a letter to a relative, personal note for topic work etc. Thus, some pieces of work will require re-drafting and 'polishing' and others will not.

Most English is taught during a daily lesson. English is also learned through an exciting cross curricular approach linking together subjects. All children follow a handwriting scheme. We aim for all children to be joining their writing fluently when using a pen by the end of Year 4 and to have developed their own style by the end of Year 6. Joined handwriting is a requirement for Year 6 pupils if they are to achieve age related expectations in writing by the end of Key Stage 2.

When marking written work, teachers will not normally correct all errors. This is partly so that we do not overload children with critical comments about spelling when they may have succeeded in writing an excellent, imaginative story. It is important that the marking relates to the specific learning objectives of each lesson.

**Speaking and Listening** The children learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Taking

varied roles in groups gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used.

Children will also have opportunities to express their speaking and listening through drama and role play. Many children really enjoy and excel in this area of the English curriculum.

**French/Spanish/Mandarin** The purpose of (Modern Foreign Languages) MFL is to develop the necessary skills to understand and use a foreign language alongside learning about other countries and cultures. Primarily, this involves encouraging each pupil to speak, listen, read and write in a foreign language. We have introduced language lessons for all children in the school. We believe that learning a language is a valuable experience for our pupils and hope to introduce them to another language in a way that is enjoyable, interactive and fun. We also aim to help the children develop their awareness of cultural differences in other countries and to stimulate their curiosity about languages. By teaching our pupils French & Spanish from Year 3, we hope to lay the foundations for future study. Mandarin is introduced in Year6.

**Geography** The purpose of geography is to develop the necessary skills to study places, (local to global with contrast where possible), and investigate the human and physical forces which shape these places and the people who live in them. This involves encouraging each pupil to apply geography skills and respond to a variety of environments within their experience e.g. local area and those with a clear contrast. Our Eco Club Learning is timetabled into the school day.

**gSTEM** Gomer Science, Technology, Engineering and Mathematics provision is made each week. The whole school has the same theme with a clear skills progression. Our themes are chosen, where possible, to reflect events taking place in the real world. It is our aim to encourage our learners to apply other curriculum learning in hands-on/experiential ways to further engage the children with applied learning. We are aware that we need to encourage more children - particularly girls - into engineering pursuits and are confident that providing gSTEM as a regular part of our curriculum will achieve just that.

**History** The purpose of history is to stimulate the children's interest and understanding about the life of people who lived in the past. At Gomer Junior School we teach history as a discrete subject or where relevant within an integrated/topic approach. We teach children a sense of chronology and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Furthermore, they learn to value their own and other people's cultures in modern multicultural Britain and by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

**Mathematics** Our approach to teaching mathematics is based on 3 principles:

- Dedicated mathematics lessons every day
- Direct teaching and interactive oral work with the whole class and groups
- An emphasis on mental calculations and problem solving skills

The teaching covers the following domains of mathematics:

- Numbers: Place value, addition, subtraction, multiplication, division, fractions
- Calculation strategies
- Solving problems/real life problems
- Ratio and proportion
- Algebra
- Measurement, geometry and statistics

Our provision develops the mathematical understanding of all children by extending their knowledge of concepts and their use of skills. We aim to enable children to be able to think logically, identify relationships between numbers and be able to use mathematics in a variety of situations. Where possible this work is related to real life situations and may involve the use of practical apparatus as an aid to learning. The children discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts. Children are taught to develop their thinking skills in order to solve problems. These skills include reasoning, enquiry, evaluating and processing information. The learning of number facts, including multiplication tables, is actively promoted too. We have recently introduced an interactive approach to mental mathematics.

**Music** is offered, as part of the curriculum, to all year groups. We use an interactive approach using an online tool, Charanga. The children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. Pupils are taught how to play ukulele, recorder and percussion instruments.

In addition to the main music curriculum, all children in Year 4 will be given the opportunity to learn an instrument over the course of the school year. This is provided through the Hampshire Music Service 'Listen to Me' initiative.

**Personal, Social and Health Education (P.S.H.E)** The PSHE programme at Gomer Junior is underpinned by the ethos, aims and values of the school. We believe that our pupils should be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home believing that these, alongside school

links, are essential to dimensions of health education. The PSHE programme will have the following emphases:-

- Health Education (healthy eating, physical education, emotional health and wellbeing)
- Education for citizenship
- Environmental education
- Careers education and guidance
- Economic and industrial understanding

Planned opportunities exist for the children to develop an understanding of themselves and others, practising skills and exploring attitudes and values. This is achieved through a whole school approach to create a positive ethos and self – esteem, as well as through the taught curriculum and the opportunity to partake in consideration of issues within their class peers as part of 'Circle Time' and the Schools' Council.

A Policy and programme of work for sex and relationships education has been agreed by the Governing Body for Key Stage 2 and is available for inspection on request. Sex and relationships education takes place in Years 5 and 6. The Year 5 curriculum covers emotional and physical changes during puberty. The Year 6 curriculum revisits elements from Year 5 and moves on to conception and birth. Parents/carers are offered the opportunity each year to look at the specific materials used in Sex Education. Parents/carers have the right to withdraw their children from Sex Education but are asked to discuss this with the Head Teacher before doing so.

**Social, Moral, Spiritual and Cultural Education (S.M.S.C.)** The P.S.H.E. curriculum is supported and enhanced by S.M.S.C. which is designed to provide 'awe and wonder moments' to develop empathy and understanding within communities and cultures. At Gomer Junior School, our **Beach School Status** enables us to provide pupils with many first hand experiences using the local area which complements many aspects of the S.M.S.C. curriculum.

**Physical Education** The purpose of Physical Education is to develop pupils' physical competence and confidence and their ability to use these skills to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. P.E. promotes positive attitudes towards healthy and active lifestyles. This involves learning how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. Pupils learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

All children have two timetabled lessons for P.E. each week. The main sports are football, hockey, netball, tennis, rounders, tag rugby and athletics as well as a session a week for dance or gymnastics. Offsite visits offer opportunities for outdoor and

adventurous activities are under review. Pre-COVID, a swimming programme is currently organised for Year 4 children.

**Science** The science curriculum is made up of the following areas of study:

- Working scientifically
- Plants
- Animals including humans
- Rocks
- Light
- Forces and magnets
- Living things and their habitats
- States of matter
- Sound
- Electricity
- Properties and changes of materials
- Earth and space
- Evolution and inheritance

Year groups plan the curriculum from Year 3 to Year 6 paying special emphasis to the allocation of specific teaching points to each unit of work around the children's existing knowledge and skills. Children are given the opportunity to suggest their own lines of enquiry based around the topic being studied. The majority of teaching in science centres on practical, investigative work in addition to some focused theoretical teaching. Children are encouraged to view science in relation to the world around them – its incidence and application in real life contexts.

**Religious Education** We aim for our pupils to experience, in full, the Agreed Syllabus for Hampshire, Portsmouth and Southampton; Living Difference. The Agreed Syllabus is based upon understanding and responding to the key concepts within the major religious traditions and non-religious beliefs represented in Great Britain. To ensure breadth and balance across the Key Stages, Living Difference recommends that two religions should be studied, one of which must be Christianity. We have acknowledged this and at Gomer Junior, we teach concepts associated with Christianity and Buddhism whilst also acknowledging significant events for other religions.

**Rights, Respect and Responsibilities** Our RRR programme is intended to help children understand that there are accepted values across the world which are there to guide the way people behave towards each other. It allows them to feel part of something much bigger than family and school and develop their responsibility as global citizens. This underpins the work we do in P.S.H.E. and S.M.S.C.

**Teaching** Children are taught mainly by their class teacher; sometimes as a whole class, sometimes in an ability group, sometimes in a mixed ability group, sometimes as individuals. The method varies according to the work the children are doing. All

full time class teachers will be released for half a day each week for Planning, Preparation and Assessment (PPA) time. During this time classes will be taught by Higher Level Teaching Assistants and/or cover supervisors.

This organisation allows teachers to meet the needs of all children and personalise the learning experience. Occasionally children from different classes are grouped together to allow the teachers to concentrate on a particular learning need. You will be informed if your child is involved in one of these groups.

Some of the work children do each term will be part of a topic or theme. Many of the foundation subjects are taught using such an approach. It may be that certain subjects have a higher focus in a particular term.

**Assessment** The school follows the Hampshire Assessment Model of pupils being assessed in relation to age (year group) related expectations. Teachers will use a range of formative and summative assessment methods to award pupils 'beyond', 'secure', 'close to', or 'not achieved' in relation to age-related objectives. This will be reviewed at various milestones throughout the year to enable pupils to remain on track as much as possible.

**SAT Results (End of Year 6 National Tests)** These results are available on our school website: https://gomer.gfmat.org

**Offsite Visits** Our curriculum often involves off-site visits and in Year 5 there is a residential visit to Stubbington Study Centre whereas Year 6 pupils are offered either an activity based residential or a number of activity based days.

Year groups will also offer day visits to support aspects of the curriculum.

Visits and residential visits play a vital part in your child's work in school and we will assume that you wish your child to take part unless you inform us otherwise. We often require volunteers to help!

**Concerns and Complaints**

We are confident that concerns will be quickly resolved. We value developing open and trusting relationships with parents/carers. However, if you have a particular complaint the procedure to follow is outlined below:

- Discuss the concern, if appropriate, with the class teacher in the first instance. The class teacher will inform the Senior Leadership Team(SLT) as necessary.
- Discuss the concern with a member of the SLT.
- If you are still not satisfied, please contact the Chair of the Primary Phase Committee.
- Our detailed Complaints Policy can be found on the school website.

If you wish to view any of the following documents, please ask at the school office and they will provide you with a copy as soon as they are able:

- Minutes of the Primary Phase Committee (governors)
- Policy statements developed by the school and approved by the Board
- OFSTED Report
- National Curriculum information.
- Complaints procedure.

The school is registered for the purposes of the Data Protection Act. The school also provides a comprehensive website which provides a rich source of information.

**FROGJS - Friends of Gomer Junior School**

FROGJS is any parent, carer, grandparent and teacher who is associated with Gomer Junior School. FROGJS is always in need of volunteers to plan and run their events. Those who are free to meet for planning do so about once a term to decide on and organise fundraising ideas. Sometimes the meeting is held in the staffroom, other times locally. The meetings are very informal but necessary if we are to organise super events for our children and raise funds in the process. Regular newsletters give details of the events they are organising and the money they have raised. Please support them.

Anyone who has a child in the Junior School is welcome to come along to the meetings, voice opinions and offer their help. FROGJS believe that it is important that any money raised must directly benefit every child in the school.

The main aim is to use the funds to pay for the things that the schools own budget would otherwise be unable to cover. FROGJS recently contributed to the impressive bicycle shelter. Money raised is all spent on extra equipment, special events and major projects. The committee always spends money on things which directly benefit the children. The work of FROGJS really enhances our learning and curriculum beyond the normal budget constraints.

**Head Boy and Head Girl**

Year 6 pupils are invited to apply for the post of Head Boy or Head Girl. They need to write a letter of application to the Head Teacher which puts forward reasons why they would be suitable for the post. The Senior Leadership Team and the class teachers will then decide on the successful candidates. Once selected, the Head Boy and Head Girl will perform special duties throughout the year.

**Houses**

The school operates a house system. Y6 pupils from each house can apply to become Gomer Reps to support their house and school. Each child is allocated a house and

can win house points for their team during the week for a variety of reasons. Points from each class are added together every week and the winning house receives a weekly trophy in assembly.

Children also have opportunities across the school year to work with house members. This enables all year groups to interact together and work collaboratively. Children are in House teams for our competitive sports day.

**Home Learning**

At Gomer Junior School we are aiming for all children to:

- Read at least 5 times a week
- Learn their weekly spellings
- Practise times-tables
- Complete any additional tasks provided by the class teacher

You know your child best and you will be able to decide if they need to do more or less than the suggestions above.

**Parental/Carer Involvement**

At Gomer we welcome offers of help from parents/carers and carers in many of the day-to-day classroom activities. Reading is a skill required in all areas of the curriculum; if you can spare some time to come in and listen to children read, it would be greatly appreciated. Alternatively, you may have talents or interests in other areas. Parents/carers are encouraged to share their interests and expertise in extra-curricular activities and to assist teachers on class visits.

If you can spare some time and would like to play a more active role in your child's education, please speak to your child's class teacher. Teachers can be contacted via the school office.

**Home-School Links** We are consistently looking to improve our home/school links. We have a Learning and Pastoral Support Team (LAPS) comprised of four Learning Mentors. They work across the school and their role is to support children and families emotionally, socially and academically. They offer regular coffee mornings which are an informal way of popping in for a chat.

If you have any questions or concerns which need to be answered please contact the administration team in the school office. They will be happy to help you or may suggest making an appointment with a class teacher or the Head Teacher. Class teachers are normally available for short consultations before or after school but **for security reasons** please contact them **via the school office.**

NB The teachers need to be ready to receive the children for the start of the school day.

**Home/School Agreement** You and your child will be required to sign a Home/School Agreement. It reiterates our commitment to establish an effective and open partnership with parents/carers and enables permission to be granted for local visits and photographs. Please return the agreement to school as soon as possible please.

**Parents/Carers Evenings** These are hosted on-line.

**Primary Phase Committee (governors)**

For detailed information relating to the Governing Body and the Phase Committees (Local Governing Bodies) of GFM Education, including its Members, Trustees, local Governors, their Business & Pecuniary Interests, Attendance Registers and Board Meeting Minutes, then please visit: https://gfmat.org/governance/
The Chair of the Governing Body of GFM Education is Mr Cris Beswick, who can be contacted at the following address:-

Mr Cris Beswick, Chair of the Governing Body
GFM Education
Bay House School & Sixth Form
Gomer Lane
Gosport
Hampshire
PO12 2QP

**Reports** At the end of our Phase 1 of learning (November) you will receive an overview of your child's attainment. You will also receive a summary report in the spring term too. Our annual report, sent home towards the end of the academic year will indicate attainment, effort and progress in the line with the school's assessment procedure. Targets for pupils to strive for will be made clear in the report.

**Open Events** At various points parents/carers are invited to come in and see the school in action. We offer GLC sessions – Gomer Learning Community which provide a teacher led talk for parents/carers. Depending on the subject matter, this may be followed by time working alongside your child in class. Information about these sessions is located on our website. Our Parent Partnership meets with the Head Teacher on a monthly basis to discuss key topics. The agenda and minutes of these meetings are located on the website too.

**Newsletters** These letters are emailed home on a monthly basis to keep you informed of school life and events. These are also on our website. Please check the calendar on the website for important events and INSET dates. We aim to have the same INSET days as the Infant School.

We also operate a 'text to parents/carers' service to improve communications.

For your convenience we also provide a website, Gomer App, Facebook Page, Twitter account and closed Parent/Carer Facebook page too.

**Please ensure the school office have up to date contact details.**

**Remote Learning**

Gomer Junior are committed to supporting children, with home learning, at times of: consolidated learning or pre-teach e.g. at weekends and in times of self-isolation, Bubble closure or whole school closure due to COVID-19.

Our offer:

- Minimises the disruption to pupils' learning journey
- Utilises the national online learning platform for individuals self-isolating – see Self Isolating Google Classroom
- Utilises Google Classroom for Bubble closure or whole school closure
- Provides school-home engagement which works alongside our safeguarding policy to keep children safe in education
- Endeavours to overcome any barriers to learning at home
- Affords the opportunity for all learners to complete their work to the best of their ability
- Seeks to work with our children to support their social, emotional and mental health needs

**School Day**

The school day typically begins at 8.50am. Children should not arrive at school before 8.40am. If they do, they need to be supervised by a responsible person. A member of staff will be on duty between 8.40-8.50am. The children are collected from the playground by their teachers at 8.50am. In wet weather they may come into class from 8.40am onwards.

Please telephone the school, before 9.15am if possible, if your child is likely to be late in the morning or absent from school. An answer phone service is available before 8.00am.

If your child is late for any reason they must report to the school office when they arrive at school. If a child is regularly late you will be contacted about it. **Arrival after 9.30am will result in an unauthorised absence for the whole morning.**

Morning break is from 10.45 – 11.00am

Lunchtime is from 12.00 - 12.50pm

School finishes at 3.15pm

## School Meals

If required, a hot meal is available every day and prepared by GFM Catering and served in the Junior School hall.

**School meals are paid for online or by cheque. We are unable to accept cash, except in exceptional circumstances, for meals. All meals are to be paid for in advance.**

You can credit your account with a sum of money. Should this money not be spent, it will be carried forward to the next academic year. Cheques should be made payable to *Gomer Junior School*.

If you feel your child may be entitled to free school meals please enquire at the school office.

Children can have school dinners on some days and not others if you prefer - but please still make payment on Mondays.

Many children bring packed lunches which are generally eaten in the hall, although in fine weather, outdoor picnics are allowed. Please ensure that your child's lunch box is clearly marked with their name. We ask you not to include canned or fizzy drinks or glass containers in your child's lunch box. We would also recommend your child has an additional bottle of water that can be kept in classrooms.

## Playtime Snacks

Many children bring something to eat at playtime. As a Healthy School we encourage children to bring a healthy snack like a piece of fruit or a cereal bar. Fruit, vegetables, juice and cereal bars are available to buy at morning breaks. Sweets and crisps are not appropriate.

We do provide a pocket money tuck shop where children can purchase snacks on a daily basis.

We also offer milk as part of the Cool Milk Scheme for a token charge. Children who receive free school meals are entitled to free milk too. Please ask at the office.

**Special Educational Needs** The school has a policy for children with Special Educational Needs/Disabilities (SEND) and for more able learners which aims to ensure that:

1. Children who need extra support are identified early.

2. Appropriate resources and opportunities are made available.

3. Where necessary the curriculum is modified to meet a child's needs.

We always try to establish regular communication with the parents/carers of any child with Special Needs or who is identified as a more able learner.

**Service Families**

Mrs Elodie Gardner (a military wife) is our Service Family liaison. Mrs Prince is responsible for running the Service Club. Mrs Gardner has strong links to the services and are always available to support both you and your child if needed. Should you need to contact them please pop in to see them, telephone or contact via email:

egardner@gomer.gfmat.org

If you are going to be deployed, please let us know. Do you have an email address that we could have whilst you are away? This would be really useful, as your child will be able to keep in touch during Service Club held every Wednesday lunchtime 12.25 – 12.50pm. In addition to this, it is aimed to provide a 'special event' once every half term.

We can make arrangements for them to communicate at other times too. You may also like to take Douglas Bear, Jack Bear, Marine Bear or on deployment with you so that they can keep us posted of their travels.

**School Uniform**

At Gomer Junior School we have a school uniform because there is significant research to outline that a consistent uniform approach increases children's identity and self-esteem, impacting positively on behaviour. It also puts the children in the right frame of mind for working. Additionally, it ensures that pupils are not differentiated one from another because of the clothes they wear to school. The Governing Body has given careful consideration to the uniform list ensuring that it is readily available and reasonably priced. We are proud of how smart the children look. A weekly 'Smartest Class Award' is presented in every Monday assembly.

**Winter Uniform Checklist:**

Royal blue jumper/cardigan (ideally with school logo)

White (no blue) polo type shirt with a collar or a white cotton shirt with a stiff collar

**For boys:** Grey or black trousers

**For girls:** Grey or black trousers, skirt or culottes and/or pinafore

Long or short white, grey or black socks

Sensible black or dark coloured shoes (no trainers other than for PE)

Sensible coat

**Summer Uniform Checklist:**

Royal blue jumper/cardigan (ideally with school logo)

White (no blue) polo type shirt with a collar or a white cotton shirt with a stiff collar

**For boys:** Grey or black trousers or shorts

**For girls:** Grey or black trousers, shorts or culottes or **dark** blue gingham dresses or gingham blouse and skirt to be worn as a two piece or a play-suit

Long or short white, grey or black socks

Sensible black or dark coloured shoes (no trainers other than for PE) or sensible sandals

Light weight sensible coat

**PE Kit:**

Black shorts

Gomer Blue t-shirt with Team Gomer colour house on the rear

Sports Jacket, optional, with house team

Socks (barefoot for indoor PE)

Trainers for Outdoor PE

Any suitable and sensible tracksuit bottoms in Gomer blue, black, grey or navy for winter months

**School Bags:**

Book bag optional

Small bag if not using a school book bag

***N.B.*** *All of the kit outlined above, with the exception of the logoed jumper, can be purchased from a range of suppliers for very competitive prices. Skoolkit, based in Fareham supply all of the items identified on the school list. You can collect from their shop or they will deliver items to you.*

**Water Bottles**

Water bottles at Gomer Junior School are required to be non-metal. We sell reusable plastic water bottles in school.

**Jewellery/Fashion:**

Children should not wear any jewellery (with the exception of watches) apart from a **single or pair of stud earrings in pierced ears**. The school cannot accept any responsibility or liability for mislaid personal jewellery. Our school policy on this is in line with Hampshire Education Authority Health and Safety Guidelines.

Valuable items such as mobile phones and games consoles should not be brought into school as we cannot accept responsibility for them. However, if on the odd occasion a mobile phone is needed for an emergency it **must** be clearly labelled with a name and class and **left at the school office.**

Extreme haircut styles/accessories are not encouraged

**Welfare**

We are always concerned about your child's development as a maturing individual in the school. We combine high expectations with a sympathetic understanding. Good communication between home and school is essential if problems occur. We will always let you know if we are worried about your child's behaviour or attitude at school. We hope you will let us know if any developments at home may be causing your child to behave differently at school.

From time to time your child may be ill during school hours. Please help us by observing the following procedures:-

1. Ensure we have an up to date daytime contact number and ideally, an alternative contact as well. We will always contact you if we are in any way concerned about your child's health during the school day.

2. Keep your child home until they are properly fit. We can advise on the period of time after which risk of infection has passed.

3. If your child needs a prescribed medicine at school always complete our form requesting that we supervise the taking of medicine and hand the medicine to a member of staff. All medicines should be clearly labelled with your child's name and the dosage to be taken.

4. We need to be informed of the reasons for all absences. Please telephone on the first morning of an absence and send a brief note on the day your child returns to school. We will telephone you if we have not heard from you by 9.15am on day one of an absence.

**Medical Checks** The NHS Health Promotion Team occasionally visit the school to test height and weight checks. You will be informed of this.

**Thank you for taking the time to read this prospectus. We have an 'open door' policy so please do pop in to school if you have any questions. We are always available and happy to help. Go Gomer!**