



Oxford High School GDST



JUNIOR SCHOOL HANDBOOK



2011
-
2012





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OXFORD HIGH SCHOOL

TERM DATES 2011 – 2012

Autumn Term 2011

Wednesday 7th September – Tuesday 13th
December inclusive

Staff Study Days

Friday 2nd, Monday 5th and Tuesday 6th
September 2011 and Friday 21st October
(pupils not in school)

Half Term

Friday 21st October – Friday 28th October
inclusive

Spring Term 2012

Wednesday 4th January – Friday 30th March,
inclusive

Staff Study Days

Tuesday 3rd January (pupils not in school)

Half Term

Monday 13th – Friday 17th February inclusive

Summer Term 2012

Monday 23rd April – Wednesday 11th July
inclusive

May Day Holiday

Monday 7th May

Half Term

Monday 4th June – Friday 8th June inclusive

- It is expected that family holidays will be taken during the school holidays.
- Any unavoidable absence must be negotiated in advance, in writing, with the Head of the Junior School.
- On the last day of every full term, school will finish at 2.15 pm at Woodstock Road and 2.30 pm at Bardwell Road.
- There is no After School Care on the last day of term.

Junior Leadership Team

- Mrs Ellie Stacey Head of the Junior School
- Mrs Susan Young Deputy Head of the Junior School
- Miss Sarah Lloyd-Nolan Early Years Leader
(Nursery, Reception, Year 1)
- Mrs Erica Gorick Lower Juniors Leader (Years 2, 3, 4)
- Miss Sophie Reynolds Upper Juniors Leader (Year 5 + 6)



SECTION 1: Junior School times

Nursery	Monday – Friday	0830 – 1230
Reception/Year 1	Monday - Friday	0830 – 1515
Years Two - Six	Monday - Friday	0815 – 1530

Dropping-off

- Parents/carers should ensure pupils are on time for school every day.
- To secure the site, doors close at 8.30 am at Bardwell Road and 8.45 am at Woodstock Road.
- Parking on the school site is limited to staff only.
- Parents are requested observe the zig zag markings and not to obstruct the drives of local residents.
- Children should not be dropped off before doors open.

Breakfast Club

- Breakfast Club will be in the hall at Bardwell Road and is available from 7.30 am to children in Reception through to Year Six.
- The Breakfast Club will serve a selection of breakfast items to the children, at a cost of £3.00 per child.
- Children go to their classroom from 8.15 am; those in Reception and Year One will be escorted by staff to walk to Woodstock Road for 8.30 am.

Bardwell Road

- Children should arrive at school at Bardwell Road at 8.15 am and be in their respective classroom for morning registration at 8.25 am. Assembly will start at 8.30 am and lessons begin at 8.50 am.
- Children arriving between 8.00 am and 8.15 am may wait in Breakfast Club without charge; parents must sign these children in before leaving them.

Woodstock Road

- Children at Woodstock Road should arrive at school at 8.30 am when the pupil entrance is opened.
- Class registration is 8.45 am and pupils arriving after this time, should enter through the main front door and sign in as a late pupil in the School Office.
- A waiting facility is also available from 8.15 am at Woodstock Road but places are limited and booking is essential.

Late Arrivals and Absence from School during the School Day

- Children who arrive late in the morning must **enter by the front door** and report to reception where they will sign in.
- If a pupil is unable to attend school through sickness or will be late, parents should telephone 01865 – 515 647 (Bardwell Road) or 01865 – 558 279 (Woodstock Road) and leave a message or send an e-mail to: oxfordhighjunior@oxf.gdst.net by 9.00 am.
- Children, who leave school during the day, e.g. for an accompanied visit to the dentist etc. must sign out when they leave the building and sign in upon their return.

Collection

- After School Care is available for – details are available separately.
- Vehicles will be moving along the road outside the school gates; please ensure that any children waiting with you are supervised.
- Parents / carers who are unavoidably delayed should telephone **01865 – 515 647 (Bardwell Road) or 01865 – 558 279 (Woodstock Rd)** until 3.45 pm or telephone the **After School Care Supervisor directly on 07880 683 980** after 3.45 pm.
- If a child has not been collected within 15 minutes of the end of the school day, he or she will be placed in After School Care and a charge will be applied for care after 4.00pm. (see After School care leaflet for charges).
- The teacher will call parent/carer using contact information provided.
- **It is important that emergency contact numbers are always up to date.**

Bardwell Road

- All years finish at 3.30 pm.
- Pupils must be collected from the playground by a responsible adult.

Woodstock Road

- Nursery children finish at 12.30 pm every day.
- Reception and Year One children finish at 3.15 pm; Reception children leave school first.
- *Year One may be collected from Bardwell Road on some days but parents will be informed in advance.*
- Pupils must be collected from the front playground by a responsible adult who is recognised by the child and the class teacher.
- If your child to be collected by someone different, please notify the class teacher or teaching assistant and provide written details on the "Collection Arrangements" sheet located outside the classroom.

A Safe Environment

The safety of pupils is paramount. Doors to the school building are securely locked during the school day. All play times and lunch times are supervised by members of staff.

Assemblies and Collective Worship

- Assemblies are held each day, led by the Head of Juniors, teaching staff, visiting speakers and pupils. The school meets as a whole site on two days; on other days it is an opportunity for different sections of the school to join together. There is a gradual introduction for Reception to these.
- In compliance with the 1944 Education Act, Collective Worship is wholly or mainly of a broadly Christian nature. As a parent you should know that if you have an objection on religious grounds to your child taking part in collective worship or attending religious education lessons, you have the right to withdraw her from these. If you wish to do this, you should write to the Head of Junior School.
- There are occasional formal religious services each year at Christmas and Easter. If you do not wish your child to attend a specifically Christian service, you should write to the Head of Junior School to ask for an exemption. Pupils not attending services will be supervised in school.

The House System

All pupils belong to one of four Houses :

- Griffin - blue
- Unicorn - yellow
- Wyvern - green
- Yale - red
- The House system provides opportunities for the pupils to meet and get to know others from different year groups.
- Pupils can be awarded house points for good work, community spirit, effort, good behaviour, etc.
- House captains are chosen yearly, from Year 6, by their peers.
- Each member of staff is also allocated to a House.

Behaviour

- The ethos of the school is such that there are few rules and discipline is kept to a minimum.
- Pupils are expected to demonstrate courtesy, consideration and respect for others and their property.
- They are encouraged to take pride in their appearance and the school environment and to take responsibility for their own actions: we ask parents to help reinforce these standards.

Rewards

- Achievement is recognised and celebrated. In the first instance, good behaviour is rewarded through verbal praise, encouragement and general appreciation.
- Good work or deeds can be shared with the Head of Juniors at any time.
- When something of particular note occurs, house points may be awarded.
- Assemblies to celebrate special achievements are held regularly.

Sanctions

- In the Early Years most problems concerning social or academic behaviour will be resolved by a talk with parents at the end of the day or a message home.
- For older children the next recourse is a period of missed play at lunchtime, commensurate with the offence. This is recorded; if a pattern is emerging, the Head of Junior School will contact the parents. In extreme cases an individual education plan for behaviour will be implemented, involving regular review meetings between parents and staff.

School Uniform

The supplier is: Shepherd and Woodward, 243-245 Banbury Road, Summertown, Oxford. OX2 7HN

Tel : 01865 – 554 559

www.shepherdandwoodward.co.uk

Junior FOXHs run a second-hand uniform shop and sales are held regularly throughout the year at Bardwell Road.

Full details of uniform are listed on appendices.

Lost Property

- Please ensure that all items of clothing and personal property are clearly named.
- Two lost property bins are located, one in each site: inside the pupil entrance at Woodstock Road and in the cloakroom adjacent to the gym at Bardwell Road.
- Parents are welcome to inspect the bins at any time; they are cleared on a regular basis.
- Any valuable items found, e.g., watches and glasses, are kept in the school office.
- Named items left in the sports hall or swimming pool will be sent to the Junior School office and returned to the pupil.
- Unnamed items of lost property are donated to the Junior FOXHs for sale in the second-hand uniform shop.



SECTION 2 : Communication with Parents

Regular Communication

- You will have regular contact with your child's class teacher at school collection times. As the morning is generally very busy, where possible please keep questions until the end of the school day.
- Your child will bring home their reading record daily (homework diary for older children), which doubles as a useful and regular form of communication between home and school.

- If parents have any concerns about their child they are welcome to make an appointment to discuss them with the class teacher or Mrs Stacey.
- Woodstock Road holds regular parent 'surgeries' once a week between 3.30 and 4pm; .
- If the school is concerned about a child, we will contact parents.
- You can contact the school by email; oxfordhighjunior@oxf.gdst.net
- The Junior School telephone number is **01865 – 515 647 (Bardwell Road) or 01865 – 558 279 (Woodstock Road)**.
- Out of school hours, please leave a message on the answer phone, stating the date and time of your call.

Oxford High School website : www.oxfordhigh.gdst.net

- **Junior School News** is the fortnightly newsletter and is e-mailed to parents. It combines news of activities and achievements from the past weeks with menus, notices of upcoming events – concerts and sporting fixtures, for example, – and diary changes.
- **Junior Head's letter** is sent out on the alternate week; it is focused on educational issues, activities and developments in the school.
- At the beginning of every term, parents receive a copy of parents' school calendar, including all major events and diary fixtures.
- Letters home are sent via email. Hard copies are available on request.

Volunteering in school

- We welcome volunteers in school to help with listening to readers, going on educational visits and other tasks; all volunteers complete safeguarding checks including references and a CRB.
- Please pick up a pack from the School Office if you have some time to spare.
- Students from the Senior School visit the Junior School regularly to help with reading, support Sports Day and enhance junior school life.

EMERGENCY CONTACT

- An emergency contact form will be given to all parents for completion and return at the beginning of the school year.
- It includes home and work telephone numbers for parents and their nominated back-up person, who should be readily available and within a reasonable distance of the school.
- Parents will be asked to check their contact details at the beginning of each subsequent year.
- Any changes during the year must be sent to the Junior School office in writing.
- In the event of an anticipated emergency (e.g. when snow is forecast), parents will be kept informed via the School website at regular intervals from 6.00am : www.oxfordhigh.gdst.net

Reporting progress

Written reports are sent to parents as follows :

- Early Years A celebration sheet is shared during the Autumn and Spring terms.
- Years 2 to 6 End of the Autumn term covering the core subjects: English and Maths, plus a general comment
- Reception - Year 6 at half term, Spring term covering Science, Art, PE, Music, French and a general comment.
- Reception - Year 6 Second half of Summer term covering all subjects
- National Curriculum levels are reported twice a year in English and Maths.
- Where appropriate, reports include individual instrumental tutorials, and individual specialist tuition in school.
- Reports are written for parents who should decide what information they will share with their son or daughter.

Parents' Evenings

- Parents' Evenings are held in the autumn and spring terms. Parents are offered a choice of dates and times, and are asked to sign up, or email a request for a ten minute appointment; every effort is made to meet the preferred times.
- Parents who require longer meetings should arrange appointments at other times.
- A welcome evening is held early in the autumn term.
- This serves as an opportunity to meet the form teacher and discuss the curriculum and expectations for the year, and to inform parents how they can continue to help and support their child in her learning at home.
- Additional curriculum evenings are planned for during the year.
- 'Open classes' are held in the summer term.

Absence from School

- Parents must notify the school of their child's absence on the first day of absence by ringing the school and leaving a message, or sending an email to: oxfordhighjunior@oxf.gdst.net by 9.00 am.
- If it is clear that a pupil will be absent for several days in succession, parents should state this at the outset, so that they do not need to contact the school on a daily basis.
- Pupils should not be absent from school for any activity which is known in advance, without permission. The Trust's guidelines on absence for the purpose of taking a family holiday are very clear: extensions to the holiday allocation are not granted.
- Parents should write to the Head of Juniors for permission for a pupil to be absent. Permission for absence for a visit to a dentist or doctor or to take a music examination (or similar activity) should be sought.
- Work will not be set for a pupil missing school for parental holidays – only for a pupil who has been ill, or whose absence has been negotiated as important for her education.



Section 3 : Curriculum Information

- There are 15 classes in the Junior School each with 20 – 24 children.
- The form teacher is at the heart of learning, progress and welfare of pupils, and there are specialist teachers in Art, French, ICT, Music, PE and Science.
- Learning is tailored to individual strengths, needs and talents.
- The Junior School follows a broad curriculum based on the National Curriculum but the school is continually looking for opportunities to enrich our provision.
- There are opportunities for the children to visit historic sites, religious centres, theatres, museums, art galleries and other places of interest, and to hear outside speakers and theatre groups, to participate in a variety of workshops, and to develop the children's individual talents and critical skills.
- The Junior School asks for an annual payment of £100 to cover the costs of trips, outside speakers etc, for all children in Reception to Year Six. This payment is £50 in the Nursery.
- Further curriculum information is provided during the welcome meeting in September and by termly letter.

Early Years : Nursery, Reception and Year One at Woodstock Road

Leader : Miss Sarah Lloyd-Nolan

NURSERY and RECEPTION

The curriculum for the Foundation Stage is organised into six areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Problem Solving, reasoning and numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development.

These provide the framework within which sessions are planned. Pupils participate in teacher led and independent activities. Many activities provide opportunities to develop skills and concepts across several areas of learning. Staff are mindful of the diverse needs of pupils, the different experiences, interests, skills and knowledge that they bring to the classroom; we value all pupils equally.

Girls have opportunities to practise their reading regularly in school. We use a combination of several reading schemes and "real" books. In most cases, girls start on a series of graded texts according to their level of reading experience and ability. The girls are allocated a class reading book, according to their own reading ability, that is taken home to be read with their parent. Sharing books with interested adults, talking together about the pictures and text of a story reaps benefits throughout children's time in school. They are encouraged to read as broadly as possible across a level and are taught within a language-rich environment with an emphasis on learning phonics.

'Elmer' words are the high frequency words that have to be recognised by sight; these are taught in school. When girls are ready they take some 'Elmer' words home, together with a few ideas for parents, as to how to make learning them fun and interesting. A cursive style of handwriting taught in school – an example sheet will be provided.

YEAR ONE

The Year 1 curriculum builds on the Foundation Stage Curriculum by covering strands of the National Curriculum through a themed approach. This provides a broad and balanced syllabus which inspires the girls and aids the transition from Reception to Year 1. Certain aspects and key skills of the curriculum in Maths and English continue to be taught separately. Girls have regular PE lessons at Bardwell Road, comprising of games, gymnastics, dance and swimming.

Lower Juniors : Years 2, 3 and 4 at Bardwell Road

Leader : Mrs Erica Gorick

Upper Juniors : Years 5 and 6 at Bardwell Road

Leader : Miss Sophie Reynolds

YEARS 2 TO 6

A broad and balanced curriculum is provided, which encompasses and exceeds all aspects of the National Curriculum.

English

English is a subject in its own right but it is also a tool for instruction, comment and learning in all other areas of the curriculum. The basics of reading and writing, including grammar and punctuation, form an integral part of learning at school. Each form has a minimum of six English periods. The weekly curriculum can typically be split into comprehension, writing (grammar and punctuation, fiction, non-fiction, poetry) spelling and literature. Sessions include drama and the development of study skills.

Mathematics

Mathematics is taught through themes e.g. measuring, area, money. Resources and text books are used as the core, together with a variety of support materials to consolidate the work. Each form has a minimum of seven maths periods a week. There are regular mental arithmetic sessions and assessments to develop and secure the pupils' calculation strategies and rapid recall skills. Investigative skills to tackle open ended challenges and problems are developed.

Science

Science is taught in a fully equipped classroom by a science specialist in KS2. Wherever possible it is presented through practical work and there is a wide range of resources. Pupils are encouraged to develop their skills further by conducting investigations in school and occasionally at home.

ICT

ICT is used progressively through the school to enhance learning and understanding it is taught as a discrete subject and is also used across the curriculum.

Music

Music is fun. Making music is team work; we all take part. We all have a voice and we all sing. The aim of our Music teaching is to encourage every girl to develop her abilities in listening and

appraising, performing and creating music to as high a level as possible. We wow our audience and remember - practice makes perfect! Music lessons are taught by specialist teachers throughout the school.

Early Years pupils have one class lesson and one year group singing session per week while in Lower and Upper Juniors this changes to two lessons a week and a year group choir time. All classes are involved in musical performances. Music is a vital part of school life in assemblies and on many other school occasions.

A wide variety of extra-curricular musical activities are offered including choir, singing club, orchestra and other chamber ensembles. Informal concerts provide another opportunity for performance. Visiting instrumental teachers are available to provide private lessons during the school day; please see the section on extra-curricular.

Physical Education

In PE lessons, pupils develop their physical skills, confidence, knowledge and understanding while performing in gymnastics, dance, games, athletics and swimming. They have the opportunity to be creative, competitive, work with others and develop a positive attitude towards an active and healthy lifestyle.

All pupils have four lessons of PE a week. In the early years these are taught mainly by the class teacher, with some specialist support. In lower and upper juniors, lessons are divided into two periods of games and one period each of gym and swimming. These lessons are all taught by specialists.

From Year 4, inter-house events take place and all pupils are encouraged to participate. From Year 5 fixtures take place, for selected teams against other schools. These include hockey, netball, tennis, rounders and cross-country. We also enter the GDST Netball Tournament. If for any reason pupils are unable to take part in their PE lesson, parents should provide an explanatory note to the class teacher.

Swimming

- Pupils in Year One have two swimming sessions in the Summer term.
- Pupils in Years 2 - 5 have weekly swimming lessons.
- Pupils in Year 6 have two six week units of swimming.
- In Year 5 and 6 pupils have an inter-house gala and all pupils are encouraged to participate.
- From Year 4, galas take place with other schools for selected teams.
- Swimming squad takes place on Wednesdays from 3.45pm – 5.00pm at the Senior School pool.
- Pupils must wear a swimming hat, with the school logo. These are available to purchase from the PE department and cost £1.50.
- No jewellery or plasters may be worn in the pool.
- Verrucas must be treated with an appropriate topical medication.
- Pupils must bring their inhalers and epi-pens to their swimming lessons.

HOMEWORK – more details will be provided on a termly basis

Parental support is encouraged through :

- Provision of a space to work;

- Taking an active interest in, and actively supporting as necessary, the work set, whilst ensuring that in the main it is the pupil's own work; any need for significant adult intervention should be notified via the homework diary so that the teacher is made aware quickly.
- Listening to children reading, reading stories together and discussing them is valuable throughout childhood; sharing a book with an interested adult should be part of your child's daily routine. Together talking about the pictures and text of a story will reap rewards far greater than the mere ability to decode print.
- Communicating with the form teacher when necessary and signing the Homework diary weekly. Pupils in years 2 to 6 are given a homework diary, to make a note of the homework set and when it is due to be handed in.
- It is important that the children are not overburdened with homework and there is sufficient time to relax and play.
- Occasional whole-school homework is set.
- Apart from in Year Six, there is no holiday homework.

Reception and year One

- **Reading** is an essential part of the learning process and parents are asked to read with their daughters on a daily basis; please ensure that reading records and reading books in your daughter's book bag are brought into school **every day**.
- We welcome parents' comments and queries via the reading record.
- Girls take home sheets to practise cursive letters.
- A list of words, reinforcing spelling patterns learnt at school, will be sent home.

Lower Juniors – Years 2, 3 and 4 at Bardwell Road

Year Two

Spellings - a list of about ten words to learn, following a spelling pattern or theme.

Reading – a class reader is taken home every day with a few pages to be heard.

Maths – once a week a follow up sheet linked with the maths covered in the class is given.

During the year there may be a little finding out homework linked with topic.

Year Three

A maximum of 20 minutes homework, four times a week may be given, in English, maths, science or other subjects

Year Four

A maximum of 25 minutes homework, four times a week may be given, in English, maths, science or other subjects

Upper Juniors – Years 5 and 6 at Bardwell Road

Year Five

A maximum of 30 minutes homework, four times a week may be given, in English, maths, science or other subjects.

Year Six

Homework tasks may be given most days of the week.

Work in English, maths, science and other subjects may take up to 45 minutes.

NATIONAL CURRICULUM LEVELS – Explanatory notes

Most Early Years children usually work within levels 1 to 3. Years 2 to 6 work within levels 1 to 5.

More detailed information is available at

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/assessment/assessmentofsubjects/index.aspx>

ENGLISH

Reading

Level 1

Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.

Level 2

Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

Level 3

Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

Level 4

In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.

Level 5

Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.

Writing

Level 1

Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.

Level 2

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3

Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.

Level 4

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.

Level 5

Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

MATHEMATICS

Numbers and Algebra

Level 1

Pupils count, order, add and subtract numbers when solving problems involving up to 10 objects, and read and write the numbers involved.

Level 2

Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition.

They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

Level 3

Pupils show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to recognise negative numbers, in

contexts such as money and temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.

Level 4

Pupils use their understanding of place value to multiply and divide whole numbers by 10 or 100. In solving number problems, pupils use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10×10 and quick derivation of corresponding division facts. They use efficient written methods of addition and subtraction and of short multiplication and division. They add and subtract decimals to two places and order decimals to three places. In solving problems with or without a calculator, pupils check the reasonableness of their results by reference to their knowledge of the context or to the size of the numbers. They recognise approximate proportions of a whole and use simple fractions and percentages to describe these. Pupils recognise and describe number patterns, and relationships including multiple, factor and square. They begin to use simple formulae expressed in words. Pupils use and interpret coordinates in the first quadrant.

Level 5

Pupils use their understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. They order, add and subtract negative numbers in context. They use all four operations with decimals to two places. They reduce a fraction to its simplest form by cancelling common factors and solve simple problems involving ratio and direct proportion. They calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate. Pupils understand and use an appropriate non-calculator method for solving problems that involve multiplying and dividing any three-digit number by any two-digit number. They check their solutions by applying inverse operations or estimating using approximations. They construct, express in symbolic form, and use simple formulae involving one or two operations. They use brackets appropriately. Pupils use and interpret coordinates in all four quadrants.

Shape, Space and Measure

Level 1

When working with 2-D and 3-D shapes, pupils use everyday language to describe properties and positions. They measure and order objects using direct comparison, and order events.

Level 2

Pupils use mathematical names for common 3-D and 2-D shapes and describe their properties, including numbers of sides and corners. They distinguish between straight and turning movements, understand angle as a measurement of turn, and recognise right angles in turns. They begin to use everyday non-standard and standard units to measure length and mass.

Level 3

Pupils classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard units, standard metric units of length, capacity and mass, and standard units of time, in a range of contexts.

Level 4

Pupils make 3-D mathematical models by linking given faces or edges, draw common 2-D shapes in different orientations on grids. They reflect simple shapes in a mirror line. They choose and use appropriate units and instruments, interpreting, with appropriate accuracy, numbers on a range of measuring instruments. They find perimeters of simple shapes and find areas by counting squares.

Level 5

When constructing models and when drawing or using shapes, pupils measure and draw angles to the nearest degree, and use language associated with angle. Pupils know the angle sum of a triangle and that of angles at a point. They identify all the symmetries of 2-D shapes. They know the rough metric equivalents of imperial units still in daily use and convert one metric unit to another. They make sensible estimates of a range of measures in relation to everyday situations. Pupils understand and use the formula for the area of a rectangle.

Handling Data

Level 1

Pupils sort objects and classify them, demonstrating the criterion they have used.

Level 2

Pupils sort objects and classify them using more than one criterion. When they have gathered information, pupils record results in simple lists, tables and block graphs, in order to communicate their findings.

Level 3

Pupils extract and interpret information presented in simple tables and lists. They construct bar charts and pictograms, where the symbol represents a group of units, to communicate information they have gathered, and they interpret information presented to them in these forms.

Level 4

Pupils collect discrete data and record them using a frequency table. They understand and use the mode and range to describe sets of data. They group data, where appropriate, in equal class intervals, represent collected data in frequency diagrams and interpret such diagrams. They construct and interpret simple line graphs.

Level 5

Pupils understand and use the mean of discrete data. They compare two simple distributions, using the range and one of the mode, median or mean. They interpret graphs and diagrams, including pie charts, and draw conclusions. They understand and use the probability scale from 0 to 1. Pupils find and justify probabilities, and approximations to these, by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate. They understand that different outcomes may result from repeating an experiment.



Section 4 : Extra-Curricular Activities

From Year 2, we offer an increasing variety of extra-curricular activities, run by staff, and outside providers. The school day is considered long enough for Early Years pupils, but as they get older they will have the opportunity to become involved in an increasing number of clubs and activities at lunch time and after school.

Timetables will be published at the start of the Autumn term, and at the end of the Autumn and Spring terms for the term following. Except for team practice and music groups, where continuity is highly desirable, participation is voluntary, although a commitment of at least a term is expected. Activities do not take place in the first and last weeks of each term. For oversubscribed activities there will either be two half-termly sessions or the disappointed applicants will be given first refusal at the next selection.

Parents should collect pupils promptly at the end of after school sessions. Where possible, cancellation will be notified in writing. In the case of last minute cancellation, pupils will be looked after until the normal finish time.

Music

Oxford High School Music Department offers instrumental and tuition by visiting tutors who are well-qualified, professional musicians, many of whom perform with renowned orchestras and choirs. The Director of Music manages the scheme and tutors have a written agreement with parents who pay the tutor directly. All music tutorials take place during the school day.

Subject to availability, the following tuition will be available to Junior School pupils in Years 3 to 6: piano, violin, cello, recorder, clarinet, flute, brass instruments and guitar; group recorder as stated with the possibility for some other individual lessons by discussion for Year 2. Group recorder lessons are available for Year 2 students and there is the possibility of other individual lessons offered in agreement with the Director of Music.

Please contact the Director of Music, Mrs Louise Taylor, for more information via the school office.

Sunflower Swimming Club

There is a parent / social swimming club during term time that uses the Senior School Swimming Pool.

The club runs on Wednesday evenings from 6:45 pm - 7:45 pm and on Sunday mornings from 10.00 am -12 noon, including over half-term.

Please contact Mrs Margaret Shannon on 01865 -554 018 or e-mail :

marg_shannon@hotmail.com for more information i.e. dates for termly sessions and rates for families and individuals. Mrs Shannon is the Chairman of the School Governing Board for Oxford High School.



Section 5 : Keeping Healthy

To get the best from their education, pupils need to stay healthy, and the aim of this section is to outline the ways the school can help.

Lunch

- All children in Reception and Year One bring a packed lunch in a suitable sealed container of a size that will fit comfortably into the school rucksack.
Please ensure that water bottles and lunch boxes/boxes are clearly labelled.
- The children eat together in class groups under the care of a member of staff; good table manners are encouraged.
- Nuts or foods containing nuts, crisps and chocolate bars are not permitted to be eaten in school as part of the child's lunch.
- Fresh drinking water is available at all times. Please be aware that lunch bags/boxes will be kept in the classroom as we do not have facilities for cool storage.
- Lunch is provided for pupils at Bardwell Road, from years 2 to 6, and the cost is added to and collected with the school fees.
- The school recognises the need to cater for growing and energetic children and food is provided by the catering contractor, Avenance.
- Pupils select their meal canteen-style from a daily menu, providing a range of good quality, healthy food that is both interesting and appealing to pupils and staff alike.
- Members of staff eat with pupils and are on duty throughout lunchtime.
- All staff encourage good table manners.
- They encourage children to try unfamiliar foods and to ensure that each pupil has a good meal.
- The menus are published in Junior News and are displayed daily.

This may include :

- a meat or fish course with a vegetarian option
- a potato and vegetable dish or salad
- pasta with various sauces
- jacket potato with various fillings
- soup and bread/croutons
- fresh fruit or yoghurt
- hot dessert
- sandwiches with various fillings

Please ensure that the school is aware of any allergies or dietary requirements.

Snacks

- All children bring a school water bottle (filled only with water).
- To keep your children going until lunchtime, we ask parents to provide a snack from home.
- Fresh or dried fruit, vegetables, cheese, sandwiches and plain biscuits are recommended.
- Sweets, crisps and similar packet snack foods, chewing gum, chocolate and fizzy drinks are not permitted.
- Milk is provided at morning break for Nursery and Reception children.
- **Oxford High School enforces a strict policy of no nuts in school, including nut-based foods. We ask this is respected at all times.**

School Nurse

There is a qualified Nurse based in the Health Centre at the senior school during school hours. Members of staff have appropriate first aid qualifications. The Nurse is available to parents to discuss matters that affect their children.

The key activities of the school health service are :

- provision of First Aid and immediate assessment and treatment of students with injuries or acute illness;
- care of students who become unwell in the course of the school day and are awaiting collection by their parents or carers;
- health promotion and prevention of infectious diseases;
- screening and disease detection i.e. hearing and eye tests;
- support for pupils with chronic illness, including disabilities.

Mutual Notification of Medical Problems

Medical Questionnaire

- To provide the best possible care for pupils it is essential that we know of any medical issues that may impair their academic progress if untreated, or which may need treatment during the school day. To assist the School, parents are asked to update the medical questionnaire annually and to inform the School in writing of their child's condition, medication and any subsequent changes.
- They should inform the school if their child develops an illness or if there is any change in medication or treatment for an existing illness.
- Should a pupil be taken ill or meet with an accident requiring him/her to go home or to hospital, parents will be notified immediately. However, wherever possible, the problem will be dealt with by the Nurse or a qualified First Aider.
- Parents will be informed of any treatment given at school.

Medicine

- With the exception of asthma inhalers and epipens, pupils should not carry any form of medication or drugs.

- If a pupil's GP prescribes medication to be taken during school hours, it should be sent in the original box with the dispensing label on which will have the child's name and dosage to be given. The medication should be in the complete strip (for tablets), or the original bottle for liquids. Medication **will not** be given if these instructions are not followed (see website for more details) . The medication must be handed to the School Office for dispensing; a parental request for the administration of medication in school form **must** be completed. This can be downloaded from the website. If this is not completed medication will not be administered.
- School staff may not dispense the first 2 doses of an antibiotic in case of an allergic reaction, so they must be given at home.
- The school policy for pupils who suffer from asthma and need to use an inhaler, is that they should have two inhalers. Please ensure that your child's reliever inhaler + spare (and spacer where relevant) is clearly labelled with your child's name. It is parents' responsibility to ensure that your child's inhaler and the spare are within the expiry date. Please inform the school if there are any changes to your child's medication for asthma and if there are any concerns. If your child is not well enough to attend school with their asthma keep them at home. Six to twelve monthly reviews with the GP or asthma nurse are recommended. Please see the school website for more information.
- Your child should carry one with him/her at all times; the other will be kept in school.
- The aim is to encourage pupils to be responsible and independent managers of their condition whilst providing the necessary professional support.

Health Care Plans

- The GDST recommends that pupils with specific medical needs have individual health care plans drawn up by the Nurse, in consultation with the parents.
- The school will also draw up in consultation with parents, risk assessments and protocols for pupils with severe allergies.

Infectious diseases that affect others

- Pupils suffering from diarrhoea and/or vomiting must not return to school until they have been symptom-free for 48 hours; this is advice that we follow from the Health Protection Agency. If your child develops any of these symptoms you will be phoned to collect him or her. Prompt collection is required for infection control.
- Chicken pox, measles and German measles carry risks for pregnant women. Please inform the school if your child is diagnosed with any of these. This helps the school meet the Duty of Care responsibilities to staff, students and visitors.

Sunscreen

- During the summer months, it is recommended your child comes to school with sunscreen already applied.

Health Checks

- Short health checks with Ms Denise Flannery, the School Nurse are arranged for all new pupils. Vision and hearing checks are also carried out by the Orthoptic Service and the Community Paediatric Audiology Team in conjunction with Ms Flannery, during the school day.
- Parental consent is always sought. A reminder will be placed in Junior News but please let Ms Flannery know if you do not wish your child to attend these health screenings.
- Appointments can be made for parents and pupils with the School Medical Officer, Dr Caro Godlee, if parents would like to discuss any medical or social problems which they feel could affect their child in school. Dr Godlee, however, is unable to prescribe or make any referrals, this will need to be done via your own GP.

Immunisations before school entry

By 6 months

- 3 doses of Diphtheria / Tetanus / Pertussis (whooping cough) and Polio
- 3 doses of Haemophilus Influenza b (Hib) / Men C

By 15 months

- Measles, Mumps and Rubella (MMR)

By school entry

- 4th Diphtheria / Tetanus and Polio and MMR booster

Preventative Checks

- If head lice are discovered, a letter will be sent to parents of all members of that year group and confirmation that treatment has been undertaken is required.
- Pupils will not be excluded from school whilst they are being treated.
- Parents should encourage their daughters to brush and comb their hair regularly, tie long hair back and conduct frequent head checks at home.
- Head lice checks are not carried out as a matter of course but the Nurse will check hair at a teacher's or parent's request (see website).

Personal, Social and Health Education in the Junior School

- Relevant issues are discussed in PSHE and science lessons and may become tangentially part of other lessons if the teacher deems it appropriate.
- The Nurse contributes towards aspects of Health Education throughout the pupils' time in school.
- Sex education is provided in a way to encourage pupils to have regard to moral considerations and the value of family life. It is progressive throughout the school and suitable knowledge and understanding are encouraged.
- Growth, development and menstruation are discussed with the girls in Years 5 and 6, at which stage the Nurse plays an integral part.

- Parents will be informed before these lessons take place and may withdraw their daughter on written request. Staff will answer questions honestly and straightforwardly taking account of the age and development of the pupils concerned.



Section 6: Junior FOXHS

“Friends of Oxford High School”

Junior FOXHS is Oxford High School's Parent Association with branches at both the Senior and Junior School, responsible for fund-raising and organising social events for the whole school community. All parents automatically become members when their child joins Oxford High School and throughout the year there are a variety of events for both parents and pupils.

Junior FoxHS raises money specifically for the benefit of the pupils at the Junior School and without these funds there wouldn't be those wonderful “extras” that are a benefit to the children. Each class, from Nursery through to Year Six, has at least one class representative on the Committee who organises a wide range of fund-raising events from class cake sales, coffee mornings, sales of giftwrap to the annual Christmas Party and Summer Fête. The Committee meets once a term with the Head of the Junior School to plan the term's programme of events and there are sub-committee meetings at members' homes to fine-tune specific projects.

Both major and minor projects are funded by Junior FoxHS and recent successes include digital and video cameras, interactive whiteboards and playground sunshade structures at both Bardwell Road and Woodstock Road.