



WELCOME TO SCOILL YN JUBILEE

Scoill yn Jubilee Prospectus

"Learning for Life"

Welcome to Scoill yn Jubilee

On behalf of all the staff and governors I would like to warmly welcome you to Scoill yn Jubilee.

At Scoill yn Jubilee we have created a learning community where all children have the opportunity to achieve personal success. We have an excellent team of dedicated professionals who work closely together help children become life long learners. We create the best possible learning experiences both inside and outside school. We aspire for our children to become effective thinkers, able to overcome adversity with positivity and resilience, facing the challenges of an ever evolving world with self confidence and determination.



The development of skills for life is fundamental to our curriculum. Our children understand not just what good learning characteristics are but what it means to demonstrate these skills for example, how to build good relationships. We provide children with opportunities to take risks and learn from their mistakes, developing individuals who can demonstrate resilience and tackle challenges with resourcefulness and enthusiasm.

Challenge is an essential element in our curriculum. Children's levels of enjoyment are high due to child initiated learning and planning, taking place at different levels throughout the school. We do not believe that 'one size fits all', and by working in small groups we understand the individual needs of our children.

Learning is not confined to the four walls of our classrooms. We have a fantastic relationship with the local community who support the school offering their time and sponsorship. Children are able to experience new opportunities which enable them to become aware of the workplace environment and skills they will need to develop as a life long learner. We achieve this through assembly speakers, exciting educational visits and interactive workshops.

Relationships play a very important part in school life. We reward those who demonstrate positive relationships, in line with our values of respect and responsibility.

I hope that you find this prospectus useful. Please do not hesitate to contact me or any other member of staff if you require any additional information. Visits to school are always very welcome.

Yours sincerely,

Mrs Jayne Adamson
Headteacher

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SCOILL YN JUBILEE

GENERAL INFORMATION

**The school has two sites,
one on Stoney Road and one on Laureston Avenue.**

SCOILL YN JUBILEE INFANTS

Stoney Road
Douglas
Isle of Man.
IM2 5EE

SCOILL YN JUBILEE JUNIORS

Laureston Avenue
Douglas
Isle of Man
IM2 3BR

Telephone (01624) 622066

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JubileelInfantEnquiries@sch.im

JubileeJuniorEnquiries@sch.im

Headteacher Mrs J Adamson

Deputy Headteachers Mrs L Quilliam and Mrs E Hicks

Chair of Governors:..... Mr J Gill

School Administrators:

Infants: Mrs K Kneen

Juniors: Mrs S Stannard-Duke

GOVERNING BODY

Each primary school on the Island has its own governing body. Each governing body is made up of a member of the Education Council, a Parent Governor elected by parents of children attending the school, a Teacher Governor elected by permanent members of staff and Community Governors co-opted by the governing body. They meet on a regular basis with the Headteacher of the school.

The Governors are key people to the school and form a partnership with the Headteacher. The main aim of the governing body is to maintain and improve the quality of education and standards of achievement across the school. They act as a critical friend to the school.

THE SCHOOL'S VISION:

Our vision is of a happy and nurturing school community where we build confidence, inspire a love of learning and have high aspirations for all.

OUR MISSION STATEMENT:

Learning for Life

OUR AIMS ARE AS FOLLOWS:

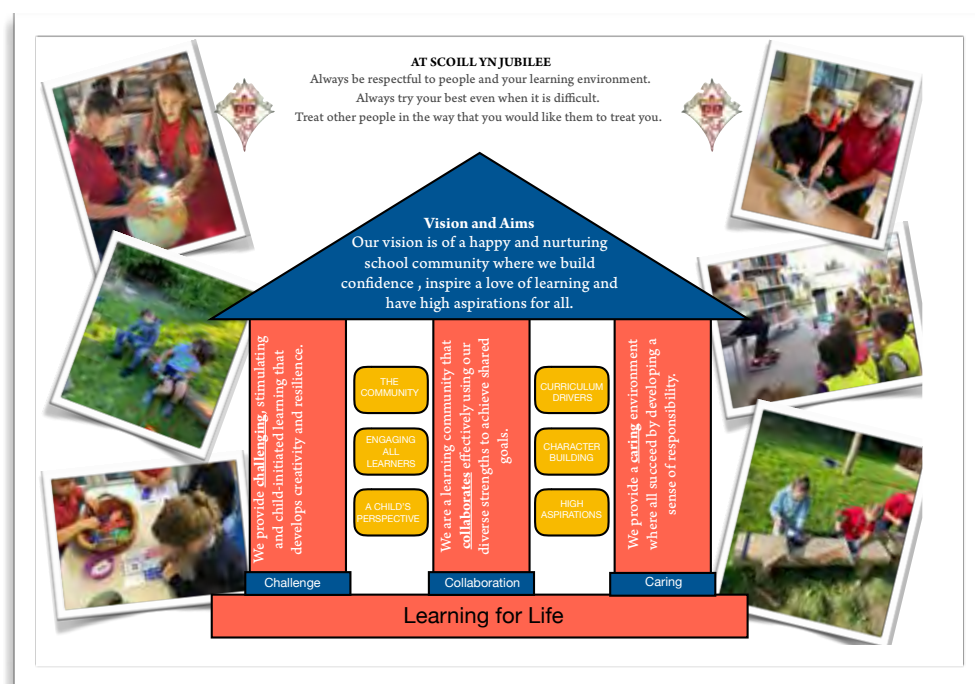
The Community - Learn with and through the community, at school, local, national and global levels;

Engaging all learners - Provide a purposeful and creative curriculum that is accessible to all, which challenges, enriches, and inspires;

A child's perspective - Respect, value, listen and respond to children's voice.

Character building - Give everyone the confidence to develop as learners, enjoy challenge and cope well in all situations;

High aspirations - Strive for excellence and high quality in all aspects of school life;



SCOILL YN JUBILEE

Scoill yn Jubilee accepts children from the designated catchment area, at the beginning of the school year in which they celebrate their fifth birthday. Children remain at the infant school for three years and then transfer to the junior school. There are currently 365 children on roll.

The two school buildings were constructed in 1969, the infant site is a single storey building of semi open plan design and the junior school a two storey building. Although the school has an urban location, the infant site overlooks beautiful scenery to the West. There are substantial grassed areas around the infant school as well as two playgrounds and a school field. The junior site has a small walled garden and two playgrounds with a designated tree lined quiet area with benches for children to go to if they prefer a quieter environment.

STARTING SCHOOL

At Scoill yn Jubilee every effort is made to encourage children to feel happy and secure when they start school. Our present Induction Programme has proved successful for children, parents and Reception staff alike. We regularly seek the views of parents to enhance our provision.

The programme is as follows:

- An opportunity in January to visit out school with your child to meet the reception team and senior staff
- An evening meeting for parents to visit the infant school, meet staff and receive information
- Reception staff visit children in their pre-school setting
- You and your child are invited to spend half a day during early June with the Reception staff
- Return visit to Reception for your child later in June
- For the first week of the autumn term when your child starts school, he/she will attend for half days only, mornings or afternoons.
- This part-time intake enables your child to become familiar with routines and expectations in a small group situation, helping your child to settle well into school. Furthermore, during this period we are able to find out more about your child as an individual.

Starting school is one of the most important experiences of a child's life. It is a step into a new world with new people to meet and different routines to learn.

THE SCHOOL DAY

School starts at 9.00 a.m. and finishes at 3.15 p.m. at the Stoney Road site and 3.30 p.m. at the Laureston Avenue site.

It is very important that your child is punctual so as not to miss out on any of the day's activities. Children are welcomed into school from

8.50 a.m. though no earlier, as we cannot accept responsibility for them before this time.

Infant children should be handed over to a member of staff. If your infant child chooses to stay outside to play until 9.00 a.m. we request parents remain with him/her, as we are unable to supervise children in the playground before school commences.



To support children's welfare, parents have access into school from 8.50 a.m. to 9.00 a.m. but during lesson times entry to school is through the front doors so that you can report your presence to the school administrators. A log book for latecomers is kept outside each school office which parents are asked to sign.

Reception children have access to outdoors with a range of equipment throughout the day.

For Years 1 and 2 playtime is 10.40 - 10.55 a.m.

For years 3 and 4 playtime is 10.25 - 10.40 a.m.

For Years 5 and 6 playtime is 10.45 - 11.00 a.m.

Junior pupils also have an afternoon playtime, for years 3 and 4 playtime is 2.00 - 2.15 p.m and for years 5 and 6 playtime is 2.20 - 2.35 p.m.

Water or milk is available to children each morning and is payable in advance (annually, termly or half termly as you wish) online via ParentPay. Any cash sent to school must be in a named envelope. Cheques for milk should be made payable to

'Scoil yn Jubilee'. A healthy snack (choice of fresh fruit) is also available each morning for children. Junior children may bring their own fresh fruit or vegetables/salad item if parents do not wish to order fruit from school.

Payment is as for milk. **Water is available for children throughout the day.**

LUNCHTIME ARRANGEMENTS

Lunchtimes are staggered to allow smaller numbers of children to be in the dining rooms and playgrounds at any one time. For Reception and Year 1 children lunchtime is from 11.50 a.m. - 12.55 p.m. For Year 2 lunchtime is from 12.05 p.m. to 1.10 p.m. Junior children have lunch between 11.45a.m. and 1.15 p.m. Children going home for lunch are asked to return 5 minutes before the afternoon bell.

For children remaining in school at lunchtime, dinners can be provided. A copy of the school dinner menu is always displayed on the parents' notice boards. Payment for school dinners is made online via ParentPay. If you prefer, your child can bring a packed lunch in a suitable lunch box which should be clearly named. The lunchbox should **not contain any glass items or fizzy drinks**. We aim for Scoill yn Jubilee to be a healthy school and would ask parents/carers to avoid adding any sweets/chocolates to lunch boxes.



A week's notice is required should you wish your child to change from school dinners to packed lunch or vice versa.

During the lunchtime break, supervision is provided by 'dinner teachers', who support the children in the dining rooms and the playgrounds until the start of afternoon school. On wet days infant children may choose from table top games, drawing, books to read or watch a DVD in year group areas. Junior children may choose from table top games and activities or books to read.

END OF THE SCHOOL DAY

At the end of the school day we ask that you collect your child outside the school building from an agreed exit as corridors inside form part of the year group work areas and can become easily congested. Infant children need the security of knowing that someone will be waiting to collect them at the end of the school day.

For all children, if for some unexpected reason you are going to be delayed please let us know as soon as possible so that we can inform your child. We need to be informed if you are unable to collect your child and who will be taking your place. We do not permit infant children to go home unsupervised. Junior children may walk home from school unaccompanied if you have signed a form to give your permission in advance.

Parents are always welcome in school at the end of the day but it is advisable to contact school in advance if you wish to talk with a particular member of staff.

CONTACTING SCHOOL

The school administrators are available in the **infant or junior site** school office -

Monday, Tuesday Wednesday, Thursday and Friday 8.30 a.m. – 12 p.m.
1.15 p.m. – 3.45 p.m.

It is helpful if you can contact school during these times whenever possible.

CONTACTING HOME

We ask all parents to keep the school updated with emergency contact telephone numbers and addresses. Please let us know of any changes in contact information especially if you change jobs, move house, buy a new mobile phone or get a new e-mail address. Parents may choose whether to have school newsletters emailed out or for your child to bring home a paper copy.



THE CHILD AS AN INDIVIDUAL

Children arrive at school with differing early years experiences. In addition, some children will already be five whereas others will be just four. Going to school is for some children a move from the security of a small family unit into a much wider community; other children may have had a range of pre-school experiences away from home.



During your child's time with us we aim to provide a learning programme with consideration to his/her individual needs. Children will be taught in whole class situations, large and small groups and on an individual basis where additional support is required. Children learn at their own pace, react and develop in different ways and will remain unique.

In an atmosphere of mutual respect your child will be encouraged to be active in the learning process and to develop independence and an ability to reflect on his / her learning.

At Scoill yn Jubilee we firmly believe that there should be equal opportunity for all children to participate in all areas of the curriculum.

PARENTS IN PARTNERSHIP

As a parent you are your child's first educator and the experiences which your child has acquired before coming into school will be valued. Most studies agree that children spend only around 15% of their waking lives at school between the ages of 4 and 16. This means that parental involvement in learning is crucial.

You will be invited to share knowledge of your child's likes, dislikes, worries and special interests with the teachers in school. This will help the staff begin to understand and develop your child's skills and capabilities.

There is an expectation that parents attend school workshops and parent interview evenings to support your child's learning and participate in discussions concerning your child's progress and attainment.

We ask that you help your child with his/her homework and encourage your child to read at home regularly

Please ensure that your child attends school in good health, regularly and punctually.

SCHOOL ORGANISATION

The school is organised into seven year group teams: - **Reception to Year 6.**

The year groups form three key stages, Foundation Stage (Reception), Key Stage One (Years 1 and 2) and Key Stage Two (Years 3 to 6). Members of staff are appointed to act as co-ordinator for a key stage and are responsible for the welfare of the children and staff within their team.

Pupils in each year group are organised into register groups, each with a home base enabling pupils to start and end the day in the same place. The organisation for all year groups is similar. For most areas of learning the children work in their register groups which are mixed ability groups. Within each class the children will be grouped according to attainment for some lessons such as reading and mathematics.

CURRICULUM

At Scoill yn Jubilee, we have created a learning community where all have the opportunity to achieve personal success. We use the [Cornerstones Curriculum](#) to create the best possible learning experiences within stimulating and safe environments.

Challenge is an essential element of this. We aspire for our children to become effective thinkers, able to overcome adversity with positivity and resilience, so they are able to face the challenges of an ever evolving world with self confidence and determination.



Our curriculum is broad, balanced and the development of skills for life (6R's) is fundamental.

We have a project-based, thematic approach and provides children with a range of rich and memorable learning experiences.

The children are set challenges to solve related to their project and will usually create an end product to show what they have learned e.g. a model, a book, give a presentation, and share their learning with a chosen audience e.g. parents and grandparents, a different year group etc.

In common with all schools in the Isle of Man, children coming into the Reception Year (known as the Foundation Stage) follow the Early Years [Foundation Stage Curriculum](#).

This consists of skills and attributes taught within 7 areas of learning :-

- Personal, Social and Emotional Development;
- Communication and Language;
- Physical Development;
- Literacy;
- Mathematics;
- Understanding of the World;
- Expressive Arts and Design.



These areas of learning continue into Years 1 and 2 (referred to as Key Stage One) and become more defined to include English, Maths, Science, Religious Education, Physical Education, Design Technology, Information and Communication Technology (ICT), Art and Design, History, Geography, Music and Manx Culture and History. These same curriculum areas are planned for across Key stage 2 (Years 3 to 6).

The staff responsible for the different aspects of each area of learning have written explanations of what each area of learning will consist of for your child:-

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSE)

PSE is taught throughout all the year groups in small groups, whole class teaching and whole school assemblies. During these sessions children explore the different monthly values we encourage in school e.g. honesty, respect, and are able to express their opinions on these. These values are used to support children in their social development around school and on the playground. PSE is also taught to children through '[PATHS](#)' in their classrooms where all children sit around in a circle and are given the opportunity to individually express their views. A 'worry box' has recently been introduced into the school, which enables children to post any worry they may have. Staff check this box regularly and, if appropriate, the worry is addressed during circle time, or on an individual basis. In addition to this we use a range of storybooks and puppets to encourage all children to express their feelings and ideas about the values and concerns which they feel may need to be addressed.

COMMUNICATION, AND LANGUAGE

This includes speaking and listening, reading and writing. These skills are taught and practised through all the different areas of the curriculum. The children learn a wide range of skills to develop their reading and writing, and are introduced to



many types of fiction and non fiction texts. From Reception pupils are mark making and beginning to understand that marks have meaning. This continues as they explore letter formation. Children are encouraged to work with guidance and independently on writing tasks and to write for a range of different purposes.

Key Stage 1 children have daily phonics lessons which are taught in a fun, active way, to learn all the sounds and how they are written, which supports both reading and writing. In these early years it is crucial to develop children's speaking and listening skills through a whole range of activities and different sized groups – individually, in small groups and whole class.

Pupils in Key Stage 2 further build on these experiences as they begin to use their skills, reading and writing with increasing independence, exploring different styles and formats, presenting work in different ways preparing them for **Key Stage 3** (Years 7-9 at secondary school). We build on phonics teaching by learning about spelling patterns, for example adding prefixes and suffixes. In **Key Stage 2** children also begin to learn about formal and informal styles of writing and consider grammar in spoken and written forms. To make the learning real for the children we try, as often as possible, to provide opportunities for children to speak, listen, read and write for a purpose e.g. expressing views in [Philosophy for Children](#) sessions, writing and replying to invitations, giving presentations explaining to others what they have been learning in class, reading recipes to learn how to make food items, assemblies, role play and drama activities etc. We look for opportunities to bring a wide range of communication experiences to the children – visiting theatre groups, puppet shows, poetry readings and book illustrators. ICT (Information Communication Technology) is used extensively to support communication skills.

MATHEMATICS

At Scoill yn Jubilee the children take part in mathematical activities on a daily basis. The children learn through maths mastery lessons which teach a combination of different mathematical skills, and problem solving. This gives the children an opportunity to use what they have learned in a real life situation e.g. shopping, telling the time, weighing ingredients for a recipe, which gives them a real purpose for using their knowledge. In Reception and **Key Stage 1** maths activities are mainly practically based, with lots of opportunities for the children to learn through investigation, talk and play.



Through **Key Stage 2** the children build and develop on the skills and knowledge attained in Key Stage 1 and develop strategies to enable them to confidently use and apply these skills to solve everyday maths. Maths is used throughout all areas of the curriculum, and this leads to a wider understanding. A wide range of resources and ICT are used to support mathematics teaching and learning.

UNDERSTANDING OF THE WORLD

This includes information and communication technology (ICT), science, design and technology, religious education, history and geography.

ICT

In common with other schools on the Island, Scoill yn Jubilee has benefited from the Isle of Man Department of Education Sport and Culture (DESC) investment programme in Information Communication Technology. Each classroom is fully equipped with a multimedia system, which combines the use of DVD and laptop connection. The large screen and fully integrated audio system enhances the cross curricular use of ICT through all areas of the curriculum.



We have a number of ibooks (laptops), printers, i-pads and programmable toys. The ibooks are fully networked and are linked to wireless technology with broadband. Each child has an individual log ins to a DESC managed Itslearning and Google accounts as well as access to their individual folder on the school cloud, where their work is saved and stored. We have developed

a robust ICT curriculum based on the Isle of Man ICT Primary Framework, which ensures that the children learn progressively more advanced skills through their time with us. Online learning also plays an important role in connecting school and home. Each child can log in to our DESC online learning platform [ItsLearning](#), where they can access a range of information and activities designed specifically for their year group, to support their learning in class and their school experience.

In **Reception and Key Stage 1** the children learn early mouse control through to databases, word processing skills, simple research skills etc. Throughout **Key Stage 2** children will continue to develop skills, knowledge and understanding in using text and multimedia, digital images, sound and music, moving images, data handling, modelling and simulations and control and monitoring. Children will learn about personal organisation and communication in ICT enabling them to transfer their skills to the ever evolving wider technological world and develop their understanding of what technology can do.

ICT skills are taught through, and as a means of supporting, other areas of the curriculum. Children are encouraged to be innovative with technology and to make choices about when it is appropriate to use technology, therefore utilising the skills they have attained. Throughout all Key Stages a consistent message about online safety is delivered.

SCIENCE

Scientific knowledge and understanding is a vital skill for all children to have to understand the world in which they live.

We teach a wide range of science both through our theme based topics or as stand alone units and cover many different aspects of the science curriculum through each year group.

We aim to develop the children's higher level thinking skills through scientific problem solving. We place emphasis on scientific investigation and encourage each pupil to develop their learning through inquiry; developing questioning, independent research and drawing conclusions. There are plenty of opportunities for the children to explore and investigate in real life situations, often based around exciting educational visits or theme based challenges.

The school has an excellent range of scientific resources, and children are encouraged to develop their science skills in other curriculum areas, for example maths, music, ICT and literacy.



RELATIONSHIPS AND SEX EDUCATION (RSE)

There is no formal programme of Relationships and Sex Education (RSE) before Years 5 and 6, but the natural interest of children in babies is discussed in a way appropriate to the child's age. **Year 6 pupils** attend lessons during the Spring term which focus on the onset of puberty. We will contact you before these lessons to offer you the chance to withdraw your child from these lessons should you so wish.

DESIGN AND TECHNOLOGY

In Design and Technology the children are encouraged to think creatively to solve a problem both individually and as part of a team. Each term a challenge or problem is set that is linked to the theme on which the children are working. The pupils begin by developing and planning their ideas. Next, the pupils work with tools, equipment and materials to make a quality product. The final stage is evaluating the finished product. During their time at Scoill yn Jubilee, the children will use a wide range of materials such as wood, clay, textiles and food and to make independent choices about the most appropriate tools and equipment to use safely.

RELIGIOUS EDUCATION

During Religious Education lessons children are taught about different religions, faiths, cultures and festivals. This subject is approached with respect, allowing children to understand that many different people may have different beliefs and faiths and that it is important to show respect towards others and their beliefs. Religious Education is taught through stories, role play, a range of different artefacts and visiting speakers. Here children can experience a range of hands on activities while discovering different faiths and religions. Religious Education may be taught as a weekly lesson or sometimes as a block of work over 2 -3 days in a half term, depending on the focus. In **Key Stage 2** the children also focus on aspects of 'Friends and Heroes' which helps them to consider moral dilemmas and empathise with characters who have important decisions to make within the context of a story.

HISTORY

Children will have the opportunity to develop an understanding of a wide range of past and present events. In Reception children start to develop an awareness of time from reflecting on their own personal experiences, using everyday words to talk about the passing of time. Children will also be given an opportunity to develop a wider historical understanding through studying a variety of significant people and events over time.

Children will be able to find out about Manx, British and World events such as the Manx Herring Fleet Disaster, life during the reign of Queen Victoria and the Olympic games. We encourage children to identify similarities and differences in the passing of time and order events in chronological order. A wide range of educational visits and visitors allow children to gain first hand experience and include visits to Cregneash and the Grove Museum as well as encouraging parents and grandparents to talk about significant changes over time. We ensure that children have opportunities to record their findings in a range of ways and analyse a wide variety of information through looking at different source materials.

GEOGRAPHY

Children will have the opportunity to identify and talk about both human and physical key features where they live and in the wider world.

Early development of geography is based upon their immediate surroundings and gradually moves towards studying the wider locality, the Isle of Man, British Isles and finally extended to the wider world. They should be able to ask questions, describe features and express views and opinions using appropriate geographical vocabulary.

Opportunity to look at the human impact on the environment is provided and children are encouraged to recognise how people seek to improve and sustain environments. They develop a wide range of skills: to gather information, record their findings in a variety of ways and communicate their findings to others. There are opportunities to develop geographical skills relating to the environment through use of the school grounds and educational visits. Children are also given opportunities to make comparisons between contrasting localities and to develop a wide range of mapping skills.

PHYSICAL DEVELOPMENT

From Reception to Year 6, children at Scoill yn Jubilee are encouraged and challenged to improve balance, co-ordination, manipulation and strength as well as gross and fine motor control.

Through physical education we aim to develop children's understanding of the roles that exercise, eating, sleeping and hygiene have in promoting good health.

Throughout Key Stage One physical development is encouraged throughout the curriculum, as it is inseparable from all other areas of learning and development because children learn by being active in all areas. Outdoor play has a significant



role in developing physical skills especially for our Reception classes. Year 1 has a dedicated outside area where children can regularly explore learning on a large scale.

During Key Stage 1 and Key Stage 2 specific skills are delivered weekly in PE style lessons – dance, gymnastics and invasion games, striking and fielding games and net/wall games. In Key Stage 2 children participate in swimming activities and water safety at the National Sports Centre. The lessons cater for non-swimmers and developing swimmers. In Years 5 and 6 children are given the opportunity to experience outdoor and adventurous activities during residential visits to outdoor activity centres on the Island and in the UK.

At Scoill yn Jubilee a number of after school mini clubs are available to children. These include: Hockey, Tag Rugby, Badminton, Netball, Football, Kwik Cricket, Athletics, Golf, Cross Country, Tennis and Skipping. We aim to enable children to enhance fundamental knowledge of the sport and experience fun drills and games that further develop transferable skills in sport. Many of the clubs we provide give children the opportunity to experience competition at local level where they play an Inter-School Festival.



EXPRESSIVE ART AND DESIGN

This includes art and design, music and drama.

ART AND DESIGN

Children will be given the opportunity to learn a wide range of skills, exploring, creating, improvising, presenting and evaluating their art work. These skills will be developed during the children's time at Scoill yn Jubilee, so that they are able to express themselves in an original and creative way, choosing their own tools and media where possible.



Working on their own, and sharing art projects, children should always feel they can produce valuable and enjoyable pieces of artwork, which will be celebrated in high quality displays around the school.

We endeavour to introduce and experience work by a range of famous artists, past and present. Children should be able to talk about artwork using appropriate language, and compare artists and artwork valuing their own opinion, and that of others.

MUSIC

We have an excellent range of high quality instruments on both sites.

Children are given a broad experience of music through listening, appraising, composing and performing. Musical activities are sometimes linked to the theme or the time of year. An example of this is in Year 1 where the children learn more about rhythmic patterns as part of their Fruit and Vegetables topic. Using the rhythms of fruit names, the children are taught to create their own sound patterns, e.g. peach, peach, cher-ry peach. Specific musical skills are also taught discreetly where appropriate.

Children in KS2 work more independently on a carousel of musical activities linked to a half-termly theme such as 'Space' or 'Recycling' and will then showcase their work to the class.

Music is usually taught to the whole class, but children often develop their skills by working alone, with a partner, or in a small group.

Children experience live and recorded music from a range of styles, times and cultures. We are particularly keen that they will hear, sing and play Manx music and songs in addition to music from around the world.

They have opportunities to practise their music and perform by singing and playing instruments to others in school and for wider audiences, including parents, during school and community concerts. Children have an opportunity to learn the violin, a lower stringed instrument or guitar starting in Year 5 and a brass instrument starting in Year 6.

DRAMA

Drama begins with role-play.

Each classroom has a role play area linked to the current theme. This might be a Baby Clinic within the theme of 'All Kinds of Babies', or a Mechanic's Workshop within 'Transport'. Children are encouraged to take on the role of different characters in order to work collaboratively to act out everyday or imaginary scenarios. Through drama and role-play children learn to co-operate, to take turns to speak and listen, and to express their own and their character's emotions.



They perform regularly for others during assemblies and for parents and guests in the Christmas play and Easter Service.

MANX LANGUAGE

Children have the option to learn Manx from **Year 4** but will be withdrawn from classes to do so. At **Key stage 1** speaking and singing in Manx is offered as a club for children to join.

SPECIAL EVENTS

Each year we have a programme of events in which we encourage the children and parents to take part. These include a healthy week, fair trade focus, eco week and anti-bullying week.

DEVELOPING SKILLS FOR LIFE

It is intended that as a result of experiencing the curriculum and the way it is delivered, children will develop the following learning characteristics:

- a readiness to learn and enjoyment of learning,
- relationships which are positive,
- resourcefulness,
- resilience to face new challenges
- good remembering skills
- an ability to reflect on their learning so that they can plan what to do next to keep learning.

The form is titled 'I am Learning to Learn' and has a space for a name. It contains six colored boxes, each with a heading and a list of learning characteristics. The headings are: 'Ready to learn', 'Enjoyment of learning', 'Positive relationships', 'Resourcefulness', 'Resilience', and 'Remembering'. Below these are two boxes for 'What I think I do well:' and 'My 6Rs Targets:'.

These are sometimes referred to as “The 6Rs”.

We discuss these habits with the children on a daily basis so that they become aware of how they are learning to learn. You may hear the children refer to developing their “learning muscles” to become, for example, ready to learn or more resilient. We believe that these characteristics are in all of us and can be developed by everyone.

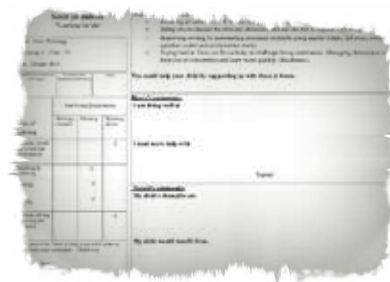
KEEPING PARENTS INFORMED

As the substantial impact of home involvement on school achievement has been widely recognised it is vital for home and school to work closely together. To establish a home/school partnership, half termly parent information sheets are sent home. Across the year we will also send home your child’s key targets for improvement for identified aspects of learning such as



speaking and listening, reading, writing and for problem solving, reasoning and numeracy or developing a character strength.

In Reception you are invited to come into school regularly to look at the children's electronic profiles to see what they have been learning and the targets they are working on. Across the school, ideas for supporting your child's reading are sent home weekly. We endeavour to keep you informed of your child's progress throughout his/her time at Scoill yn Jubilee. This is done in a variety of ways including twice yearly parent interviews, a mid year sheet on 'How to support your child' and a comprehensive end of year report. Positive attitudes and achievements can best be gained if parents invest time, support and interest in their child's schooling.



SCHOOL WEBSITE

Our school website includes our school vision and aims, school policies which may be of interest to you, photographs and records of class and school events and suggestions for ideas to support your child at home. There is information on our toddler group meetings, extra curricular activities and copies of our regular newsletters. All of the above information can be found at <https://syj.sch.im>

LEARNING AT HOME

In Reception children have reading homework and high frequency words (known as word walls) to learn on a weekly basis. In Years 1 to 6 children have weekly reading homework (and word walls if appropriate). All children have "Learning Logs", which are introduced part way through Reception, where children are asked to work with parents on a fortnightly activity linked to work going on in school which may be recorded in a variety of ways, e.g. drawings, photographs, pictures from magazines, writing etc. Alternate week the activity will have a mathematics focus.

EXTRA CURRICULAR ACTIVITIES

In Year 2 to 6, children are offered a wide range of mini-clubs, each consisting of six sessions run either at lunchtime or after school. Examples of the clubs are Lego, Tag Rugby, Football, Cross Country, Cookery and Christmas Crafts. Clubs are usually limited to 10 children at a time. If there are places available they are also offered to Year 1 children. Children are able to sample several of these clubs over the school year.

RECORDING PROGRESS AND PROVIDING ADDITIONAL SUPPORT

Children are assessed in a variety of areas throughout the school year. Children's progress in Reception is recorded in relation to age related expectations.

In Key Stages 1 and 2 progress is recorded in sub levels,
1c, 1b, 1a, 2c, 2b, 2a, 3c, 3b and 3a etc.

National expectations are:

- 1a at the end of Year 1
- 2b at the end of Year 2
- 2a at the end of Year 3
- 3b at the end of Year 4
- 3a at the end of Year 5
- 4b at the end of Year 6

Whole classes are screened for a variety of difficulties over their time in school e.g. language development, reading. This is to ensure we are aware of any difficulties which may prevent children from reaching their full potential and identify support to put in place where required. Detailed records are kept on pupil progress. These records inform us of the learning needs of individual children, to enable us to make appropriate provision.

We support children who have additional needs at both ends of the spectrum -those with special needs through to rapid learners. We provide this by differentiating tasks children are asked to carry out in lessons, teachers working with small groups to extend their learning, employing staff with the key role of providing individual or small group support and also providing booster groups for spoken language and literacy.



RESPONSIBILITIES

Children are expected to take on responsibilities from the start of their school life, for example, all infant children take turns to be "Special Helper" for their class.

We have several committees for children to help make decisions to improve school life:-

- School Council;
- Eco - Committee;
- Fair Trade Committee.
- Community Service Sub Committee
- Share a Smile Sub Committee
- Charities at home and abroad Sub Committee

Children are also encouraged to take part in additional responsibilities:-

- Library Helpers;
- Cloakroom Buddies
- Lunchtime Buddies.

PUPIL EXPECTATIONS

We expect and strongly encourage high standards of work and behaviour.

Pupils should aim to keep improving their personal best. Pupils should be polite and helpful to others at all times.

They should have respect for

others and other people's property. Pupils should always walk in school and are expected to talk in quiet voices. We have a positive attitude towards developing good behaviour through praise, encouragement, and rewarding very good work and behaviour with stamps and stickers. Each infant year group contributes to a Golden Book into which two children's names from each class are added each week for good work or behaviour. At the junior site the class teachers nominate two children per week to be 'Stars of the Week'. At our Friday Celebration Assemblies the children's names and reasons for nomination are read out, the children are given special Gold Award stickers (infants) or Star Award certificates (juniors). Each week a child from every class is nominated by the dinner teachers to sit at the Top Table for lunch with a member of staff. The children receive a written invitation and also a certificate to mark the event. Children are nominated for showing good table manners and respect for others.

Unacceptable behaviour is dealt with immediately. Each year group has an Incident Book to record serious incidents. Parents are informed the same day of any cause for concern and are asked to support the school in addressing



the issue. In addition, the school has an agreed sequence of consequences for unacceptable behaviour which is carried out across the school.

If a child deliberately hurts another person the incident is dealt with and recorded. A 'yellow card' letter is sent home that day to inform parents. If there is a second similar incident that day, they receive a red card and parents are contacted to take their child home for the remainder of the day.



Home and school impinge on each other, and we would be grateful for information regarding any emotional upset suffered by children so that we can respond in an informed and appropriate way.

The school's behaviour policy and anti-bullying policy are available to read on the school website. Paper copies may also be requested from the school offices.

NURTURE FACILITIES

We are very fortunate to have custom built nurture rooms at both site. They have both received the [Marjorie Boxall Quality Mark Award](#) in recognition of good practice.

Some children find the school day to be too long, too hard and sometimes overwhelming. They may be quiet, noisy, lonely, unhappy, confused, struggling or needing extra help.

The nurture rooms offers children the opportunity to work in a small group with one or two adults. It is hoped that within this environment a child will grow emotionally and socially and be able to successfully relate and interact with other children and adults.

Children will join staff in the nurture rooms for differing periods of time during a week, usually for either a morning or afternoon session each day.

Progress is reviewed on a regular basis. Children remain on their own class register and the aim is always to return them full time to their own class. The formal school work provided in liaison with the class teachers will obviously be of importance, but the main aim is to provide an environment



where a child feels safe and secure, being able to learn and develop without feeling threatened or having a sense of failure.

Nurture staff also work in the classrooms with whole class groups to support all children in developing an understanding of the school's Values and support the teaching of the Promoting Alternative Thinking Strategies (PATHS).

The nurture staff provide a Breakfast Club for those children who will benefit from this daily link between home and school and some lunchtime support for children who may find the busy lunchtime playground overwhelming.



FOREST SCHOOL

At our infant site we run Forest School from our beautiful outdoor cabin. [Forest School](#) inspires a deep and meaningful connection to the world and an

understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners.

WORKING WITH PARENTS

To support learning at home we offer a range of workshops which parents are expected to attend across the year. In addition, we encourage parents to join in some lessons to see how we teach different areas of the curriculum in school.



PARENT HELPERS

We value the help that parents are able to give in school. Unfortunately we cannot guarantee that parent helpers will work in the same class in which

their children are placed.

Parents help in a variety of ways, both in and out of the classroom. This help may be of a specialist or general nature and might include sewing, cooking, working with children on laptops, working in the library or accompanying children on educational visits. Offers to help are always welcome. Parent helpers must have a completed police check before we can accept their support in school.

As well as helping in school, parents support the school with fund raising activities. There are generally seven events a year: A Hop Tu Naa event which includes a disco for the juniors, a Christmas Fair, an Easter Eggstravaganza, a Pamper Evening, a Valentine Disco, a 'Jubilee's Got Talent' evening and a Summer Fair.

These events raise funds which cover the cost of educational visits, visits from theatre and music groups and provide additional items of equipment for the children which we would otherwise be unable to purchase.

In recent years much of the money raised has been used to establish outdoor play facilities in the school playgrounds and develop excellent libraries. This year we are raising funds for additional resources / play equipment for children to use in the playgrounds at break times and lunchtimes. These facilities are an example of how parental support in both fund raising and working in school benefits our pupils.

Parent helpers enable the libraries to operate every day after school (3.15 p.m. to 3.45 p.m.) for the benefit of Year 1 and Year 2 pupils.

Junior library 3.30 - 4.00 for Years 3 - 6. Children are able to change their library books after school each day.

CAR PARKING

Parking space around both school sites is limited. Parents are not allowed to drive their cars into the infant school entrance off Thorny Road or park across the emergency exit gates.

We ask that parents do not park on the bus stop area and zig - zag lines on Stoney Road and Laureston Avenue, or down the lanes both sides of the junior site as this creates a potentially dangerous situation for children arriving and leaving school.

We thank you for your support and co-operation in this difficult matter.

DOGS

Dogs are not permitted on school property. We must ask that you do not bring dogs into the playground when collecting children or leave dogs tied to the school gates.

COMMUNITY LINKS

- We consider community links to benefit both the community and the school.
- Our involvement takes many forms, including:-
- Inviting neighbours and senior citizens into school;
- Choirs visiting old peoples' homes;
- Supporting local charities;
- Inviting visiting speakers and clergy;
- Supporting secondary schools and the University College Isle of Man by accommodating students for training, work experience, community service etc;
- Inviting local newspapers to school events;
- Entering local competitions and concerts;
- Taking children out into the local community for first hand experiences e.g. Manx Museum, historical sites, emergency services, visits to shops.

PERSONAL BELONGINGS

Parents are advised that if children bring valuable property to school, neither the Department of Education, Sport and Culture nor the teachers or other employees of the Department will be responsible for any loss or damage to such property.

It is essential that all items of clothing are clearly named so that items of lost property can be returned. All lost property is kept in labelled storage boxes in the school halls. Parents may look there for any garment which may have been misplaced.

There is no need for your child to bring pencil cases etc. to school as everything is provided. Toys may be damaged, lost or cause distractions and are therefore should not be brought into school unless requested for a specific purpose.

We request that children do not wear any jewellery, including earrings, in school for reasons of safety.

The Department of Education, Sport and Culture requires that all ear studs and watches be removed before P.E. lessons. If children are wearing ear studs which cannot be removed, tape needs to be placed over the studs so that

any accidental knock to that part of the body will not result in the pin of the stud penetrating the skin below and behind the ear.

Your child could be asked to read at school on any day of the week. For this reason we ask children to bring their reading wallets into school every day.

WELFARE

During your child's time at the infant school the School Health Service will monitor your child's physical development. Your child's height, weight, vision and hearing will be checked.

A speech therapist visits both school sites regularly to work with children requiring speech therapy.

HEAD LICE

With so many children working closely together it is inevitable that head lice are found in children's hair from time to time. The responsibility for checking hair now lies with the parent as routine inspections are no longer carried out in school.

MEDICINE

The only medication we can accept in school are those required by children who have long or short term medical needs, for example asthma or epilepsy.

ABSENCES

Should your child be absent from school, we ask that you notify us each morning so that the appropriate mark may be entered in the register.

If you wish your child not to take part in a P.E./swimming lesson, written notification is required.

If your child has an appointment with a doctor, dentist etc. please sign them out of school and back in again. In order for school to be able to authorise the absence we will ask to see the appointment card/letter or we require a written note in advance explaining the reason for absence being a medical appointment.

School will always telephone you if your child is unwell and we feel they should be at home. If your child is unwell please sign them out at the office when you collect them. The registers are kept outside the school offices by the front entrances. The administrators will be available to help you.

TAKING HOLIDAYS DURING TERM TIME

Please avoid taking your child out of school during term time, as this is very disruptive to your child's education.

Where this is unavoidable, please complete an absence request form which may be obtained from the school offices.

Leave of absence for holidays is not an entitlement and is entirely at the discretion of the Headteacher.

On educational grounds, neither the Department nor the school either supports or encourages additional time being taken off school for holiday purposes. Securing leave of absence for this purpose should not be regarded as a formality.

Leave of absence will not normally be granted for more than 10 school days in any academic year, save in exceptional circumstances.

Any time taken off school for which leave of absence has not been granted will be recorded as unauthorised leave and is likely to result in legal action being taken against parents by the Department.

Leave of absence should be applied for in advance, not retrospectively.

If a child takes time off school without leave of absence or is absent for more than the number of days for which leave of absence has been granted, or if leave of absence is only applied for after a child returns from holiday, the school will refer the matter to its Education Liaison Officer who will arrange for an appropriate letter to be sent to the child's parent/s by the Department's Head of Legal and Administrative Services. This letter will inform parents that any repetition of their actions will automatically result in legal proceedings being initiated by the Department.

SAFEGUARDING

The safety and welfare of children - or safeguarding - is everyone's business.

We believe that all children should be supported to grow up into confident, healthy and happy adults.

Most children enjoy generally happy childhood experiences within their own family. If any member of staff has concerns about a child they are required to follow the school's Safeguarding Policy. If we do need to contact Social Services if we have concerns about a child we always work closely with families and keep them informed from the outset.



UNIFORM /APPEARANCE

Our school uniform consists of a navy sweatshirt or cardigan (with school logo), red polo shirt (with school logo), navy trousers, skirt or pinafore.

Footwear - we ask children to wear navy or black shoes. Trainers, strappy or open-toed sandals and "croc" are not acceptable. High heeled shoes are dangerous in the playground and are inappropriate for school. White or navy socks. Navy tights.

If children come to school in knee length boots during the winter months they need to have shoes or black pumps to change into for the classroom as boots are very uncomfortable for children when sitting on the carpet.

During the summer months navy short trousers may be worn. Girls may wear navy and white gingham dresses with navy sweatshirt cardigans (with school logo) as an alternative.

Navy fleeces/waterproof jackets with school logo may be purchased for outdoor use. Caps, legionnaire hats and woollen ski hats are also available.

All uniform with a logo can be ordered from the School Offices.

The Year 1 and 2 P. E. kit consists of a plain red or navy t-shirt, navy shorts and black pumps. We find pumps with velcro fastenings easier for the children.

Junior children need to be equipped to work either inside or outside at all times of the year.

Each child should have:

- training shoes for outdoor sport and pumps for indoor sports
- plain navy shorts or gym skirts
- plain red or navy t-shirts

Kit should all be kept in a drawstring bag. Please do not send large sports bags to school as we do not have room to store them.

We encourage all children on both sites to wear warm clothing for outdoor games lessons. Any protective tracksuit, or jogging bottoms and sweatshirt is acceptable.

SWIMMING (JUNIORS ONLY)

For swimming, boys should wear 'Speedo' style swimming trunks and girls should wear a swimming costume. Children with long hair should tie it back and wear a swimming hat. Goggles are discouraged for children who are aiming for the lower awards, as placing the face in the water forms part of the course. If you wish your child to wear goggles for swimming we will require written parental permission.

Children are asked to have school "Home Bags" for the cloakrooms in which to store any work, letters etc. which need to go home that evening. Home Bags and reading wallets may be purchased from the school office.

HAIRSTYLES

All parents are asked to support the school in ensuring children have conventional haircuts / styles and appropriate hair bands. Zigzags, tracks, Mohican styles etc. are not acceptable.

TRANSFER TO THE JUNIOR SCHOOL SITE

As the majority of our pupils transfer to our junior site at the end of **Year 2**, staff at both sites make every effort to ensure that this transfer is as smooth as possible and liaise closely to make this achievable. There are ongoing regular meetings between senior staff at both sites.

In order to achieve continuity of learning, detailed records of your child's progress are passed on to the junior staff. We arrange a variety of activities for **Year 2** to meet with **Year 3** children during their last year at the infant site to support the transition process.

In your child's final year at the infant site, the junior teachers who will work with the children in **Year 3**, each spend time at the infant site working with the **Year 2** children. In this way they get to know your child before the transfer and perhaps more importantly your child will meet a familiar face when making the visits to the junior site and again when they become junior site pupils.

COMPLAINTS PROCEDURE

Should you need to complain about something connected with school there is a procedure laid down by the Department of Education, Sport and Culture which suggests that complaints are addressed as follows :-

FIRST POINT OF CONTACT – THE CLASS TEACHER

If the complaint is not resolved or the complainant remains dissatisfied approach the next point of contact:

SECOND POINT OF CONTACT – THE HEADTEACHER

If the complaint is not resolved or the complainant remains dissatisfied approach the next point of contact:

THIRD POINT OF CONTACT – THE PRIMARY ADVISER,

Department of Education, Sport and Culture, Hamilton House, Peel Road, Douglas.
If the complaint is not resolved or the complainant remains dissatisfied approach the next point of contact:

FOURTH POINT OF CONTACT – THE CHIEF EXECUTIVE OFFICER

for the Department of Education, Sport and Culture at the above address
The information contained in this booklet was correct and accurate at the time of printing.

Children LOVE ICT!

Used effectively ICT can improve children's achievement and develop skills. Children with supportive and involved parents and carers do better at school. ICT provides access to a wider and flexible range of learning materials.



Home use of ICT by children:

- Improves their ICT skills
- Offers them choice in what they learn and how they learn it supports homework and revision improves the presentation of their work connects learning at school with learning at home makes learning more fun!
- All this can lead to better performance at school and an improved standard of work.



Useful Websites:

- CEOP - www.ceop.gov.uk
- Childnet - www.childnet.com
- CBBC - www.bbc.co.uk/dbbc/topics/stay-safe

Search Engines for children

www.kidsdick.org

www.gogooligans.com

www.ipl.org/div/kidspace/



For further information go to:

Saferinternet

www.saferinternet.org.uk/advice-and-resources/parents-and-carers

Staying safe on line

www2.sch.im/groups/ict/home/wiki/f08cd/

Our school wiki can be found on

www2.sch.im/groups/scoillynjubilee/



Safer Internet Day

Children, ICT and e-safety

Information for Parents and Carers



The purpose of this guide:

Children are increasingly using Information & communication Technology (ICT) in school and at home.

This guide explains:

How your children are using ICT in school
How using ICT at home can help learning
How children can use the Internet safely
Where to access further information

Using the Internet safely at home

Many Internet Service Providers offer filtering systems and tools to help you safeguard your child at home, however it remains surprisingly easy for children to access inappropriate material including unsuitable text, pictures and movies.

Parents are advised to set the security levels within Internet Explorer or other browsers with this in mind. It may be worth considering locating the computer in a family area where possible (not a bedroom). This will enable you to supervise your son or daughter as they use the Internet.

Whilst not denying children opportunities to learn from and enjoy the incredibly wide range of material and games on the internet, please consider what access your child has to the internet on their mobile phones, games consoles and other devices, and discuss with them some simple strategies and rules to enable them to stay safe.

Simple rules for keeping your child safe

To keep your child safe they should:

- **Ask permission** before using the Internet and discuss what websites they are using
- **Only use websites you have chosen together** or a child friendly search engine
- **Only email people they know**, (why not consider setting up an address book?)
- **Ask permission before opening an email** sent by someone they don't know
- **Not to use their real name** when using games or websites on the Internet, (create a nick-name)
- **Never give out any personal information** about themselves, friends or family online including home address, phone or mobile number
- **Never arrange to meet someone** they have 'met' on the Internet without talking to an adult first; always take an adult and meet in a public place
- **Never** tell someone they don't know where they go to school or post any pictures of themselves in school uniform



ICT in school is taught as a subject in its own right and also supports children's learning in other subjects, including English and Maths.

Within ICT lessons children learn to use a wide range of ICT including:

- **Word Processing** to write stories, poems or letters
 - **Databases** to record information, e.g. minibcasts
 - **Spreadsheets** to create tables, charts and graphs
 - **Desktop Publishing** to design posters, leaflets or cards
 - **Multimedia Presentation** to present text, pictures, sound and Video
 - **Drawing Programs** to create pictures and designs
 - **The Internet** to find information
 - **Email** to contact children and teachers in another school
 - **Simulations** to explore real and imaginary situations
- ICT is not just about using a computer. It also includes the use of controllable toys, digital cameras and everyday equipment such as a DVD player.
- Children can be helped to develop their ICT skills at home by:**
- Writing a letter to a relative
 - Sending an email to a friend
 - Drawing a picture on screen
 - Using the Internet to research a class topic
 - Planning a route with a controllable toy
 - Using interactive games.

TOP TIP

GO THROUGH THESE RULES WITH YOUR CHILD AND PIN THEM UP NEAR TO THE COMPUTER. IT IS ALSO A GOOD IDEA TO **REGULARLY CHECK** THE INTERNET SITES YOUR CHILD IS VISITING E.G. BY **CLICKING ON HISTORY AND FAVOURITES**. PLEASE REASSURE YOUR CHILD THAT YOU WANT TO KEEP THEM SAFE



Juniors Site, Murry's Road



Our vision is of a happy and nurturing school community where we build confidence, inspire a love of learning and have high aspirations for all.

High aspirations

Strive for excellence and high quality in all aspects of school life;

Character building -

Give everyone the confidence to develop as learners, enjoy challenge and cope well in all situations;

Engaging all learners

Provide a purposeful and creative curriculum that is accessible to all, which challenges, enriches, and inspires;

A child's perspective

Respect, value, listen and respond to children's voice;

Community

Learn with and through the community, at school, local, national and global levels.

