

Manor Farm Academy



Prospectus

Manor Farm Academy

*Tiber Road
North Hykeham
Lincoln
LN6 9ST*

Tel: 01522 681892

e-mail: enquiries@manorfarmacademy.org

Website www.manor-farm-academy.co.uk

Headteacher: *Mrs Andrea Collins*

'Education For Lifelong Learning'

Background

Manor Farm Academy aims to offer outstanding educational opportunities for the pupils and community it serves. It seeks to ensure all pupils receive the very best start to life, and will prepare them for life beyond primary education. Learning will strive to successfully challenge, motivate and enthuse all pupils with the ultimate aim of acquiring the skills necessary to succeed in life, at a rapid rate and to an exceptional standard.

Manor Farm Academy is situated in a small Lincolnshire Town of North Hykeham within the District of North Kesteven. It is a single site, accessed from the main estate road, serving the area of development that links to both Mill Lane and Newark Road. It is a newly built academy designed for pupils between the ages of 4-11 years old. Opening initially in 2016, it reached its full capacity in 2022.

Manor Farm Academy currently has seven classrooms, a hall, computing facilities and resource areas, plus all other facilities for an academy of its size. Most classrooms face in a south-easterly direction and open onto a covered area which provides shade during the summer months. The academy is designed to be pupil friendly with a variety of colours, textures and shapes used in the design. The windows have been positioned to make the most of the surrounding views and are set at appropriate heights for the pupils. The central space within the academy is flooded with light, via both northerly and southerly clerestory windows.



The academy is of a modern appearance and was specifically planned to be environmentally friendly. It is intended to be a lesson in sustainability and, as such, has low energy lighting, solar panels to heat domestic hot water and a rainwater recycling system.

Manor Farm Academy is a member of L.E.A.D. Academy Trust

Our vision is that...

...through outstanding leadership we will provide the highest quality education to enable every pupil to realise their full potential.

Of course, every good school aspires to this aim, so what makes us different?

We passionately believe in the power of partnership working as a catalyst for ensuring more pupils receive an exceptional education. Our member schools know the transformational impact it can have from experience.

At the same time, we recognise the importance of autonomy. Every school has its own context and challenges. This is why we encourage our member schools to lead and manage in a way that preserves their individual identity and responds to the specific needs of their pupils and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by shared vision, values and best practice is what makes the L.E.A.D. Academy Trust unique.

We are also strengthened by the support, guidance and wide-ranging skills of our experienced [board of trustees](#).

The acronym L.E.A.D. embodies the [four core principles](#) at the heart of the Trust: strong **leadership** at every level; **empowering** every pupil to aim high; giving every pupil the opportunity to **achieve** and constantly **driving** for improvement.

Our innovative model is attracting widespread attention from schools nationally that share our vision and values.

Diana Owen CBE

Chief Executive of L.E.A.D. Academy Trust

Our Staff Team

Teaching Staff	
Mrs Andrea Collins	Headteacher
Mrs Charlotte Cosgrove	Deputy Headteacher
Mrs Lynne Rocks	Foundation Stage Class Teacher
Miss Lisa Sellers	Year 1 Class Teacher
Mr Ryan Anderton	Year 2 Class Teacher
Mr Perrie Johnson	Year 3 Class Teacher
Mr Daniel Hay	Year 4 Class Teacher
Mrs Charlotte Cosgrove & Mrs Kate Hall	Year 5 Class Teacher
Miss Shannon Hudson	Year 6 Class Teacher
Mrs Michelle Dexter	SEND Leader
Teaching Assistants	
Miss Eloise Collins	Mrs Karen Evans
Miss Hannah Evans	Miss Lauren Morley
Miss Sarah Richardson	Mr Joseph Turner
Mrs Sarah Oliver	Miss Kristy Parkes
Mrs Kayleigh Fendley	Mrs Claire Speed
Adminstration Staff	
Mrs Helen Joyce	Mrs Karen Foster
Business Manager	Caretaker
Debi Markham	Jason Wythe
Midday Staff	
Mrs Sarah Jackson	Miss Kristy Parkes
Mrs Sue Suggitt	Miss Colleen Suggitt
Mr Joseph Turner	Miss Lucy Clancey
<i>Cleaning services provided by CSG UK Cleaning Specialist Group.</i>	

The School Day

8.50am: Doors Open/Morning Work begins

9.00am: Registration

9.10am: First Lesson Begins

10.00am: KS1 Morning Break

10.15am: KS2 Morning Break

11.30am: Assembly

12.30pm: Lunch

1.30pm: Afternoon Session Starts

2.20pm: KS1 Afternoon Break Time

3.30pm: End of Day

For health and safety reasons we ask that pupils should not arrive before 8.50am as they will not be supervised by school staff until this time.

Attendance and Punctuality

We expect the following from our pupils:

- That they attend regularly
- That they arrive on time and be appropriately prepared for the day

We expect the following from parents:

- To ensure their pupils attend school
- To contact the office as soon as possible when their pupil is unable to attend
- To ensure that their pupils arrive on time and are prepared for the day, ie. with PE kit and with homework completed where appropriate.
- To deliver and collect pupils on time
- To contact us whenever a problem arises that may keep the pupil away from school
- To avoid holidays in term time whenever possible

Parents / carers and pupils can expect the following from the academy:

- Information about procedures for notification of absence to be issued to parents annually
- Regular, efficient and accurate recording of attendance
- Parents will be phoned if a pupil is absent and no message is received
- Swift action on any problem notified to us that may require confidentiality
- The rewarding of good attendance

Registration

- Registration is taken by the class teacher for the morning sessions between 9.00 and 9.05am, and between 1.30 and 1.35pm for the afternoon sessions
- Pupils arriving more than 20 minutes after registration will be counted as late, although this may be extended in the event of bad weather
- All latecomers must report to the office

Admissions

Manor Farm Academy's policy for admissions is summarised below:

In accordance with relevant legislation, the allocation of places for pupils with an EHCP where the school is named on the plan will take first place

When the academy is over-subscribed, places will be allocated according to the following criteria:

1. The pupil is in the care of the Local Authority (LAC) or has previously been in care (PLAC)
2. There is a sibling who will still be attending the school when the pupil is due to start
3. The pupil is the son or daughter of a member of staff who has been employed by the Academy for 2 years or more.
4. Access to the school. The following will be taken into consideration in the order below:
 - i. Whether this is the school closest to the home address
 - ii. The distance from home to school in a straight line. The distance is measured electronically by the LA from the Post Office address point of the home to the post office address point of the academy.

Our Aims and Values

'Education For Lifelong Learning'



Academy Values



At Manor Farm Academy, we provide an exciting and varied curriculum that ensures all pupils reach their full potential by becoming citizens who are **ambitious, respectful** and **curious**, in addition to being proud of their **individuality**.

Underpinning this stimulating curriculum are two core components. The first is that we believe pupils should be equipped with high quality knowledge, skills and understanding across a range of subject areas. The second dimension of our curriculum prepares pupils so that they can make a valuable contribution as citizens in a 21st century Britain. We believe that both aspects are of equal importance at Manor Farm Academy.

We achieve this by working to instil our values by:

Ambition

- ensuring all subjects are driven by sequenced and progressive frameworks.
- facilitating a knowledge-based curriculum to prepare pupils for the 21st century.
- ensuring all pupils are challenged across all subjects within the National Curriculum.
- maintaining classroom environments that are safe to make, and learn from, mistakes.

Curiosity

- providing opportunities for practical, enquiry-based learning.
- creating a school ethos where pupils are confident to ask questions and wonder about the wider world.
- enhancing the curriculum with visits, trips and experience days.

Respect

- celebrating a range of people, their achievements and their impact on the world we live in today.
- encompassing a diverse range of people with vulnerable characteristics across the curriculum.
- embedding the British Values throughout our curriculum.

Individuality

- ensuring pupils have the opportunity to show their individuality in their work-this could be through music, dance, art or writing.
- celebrating achievements made by all pupils, inside and outside of the academy.
- encouraging and supporting pupils to have confidence from within.
- offering a range of enrichment opportunities within the academy.

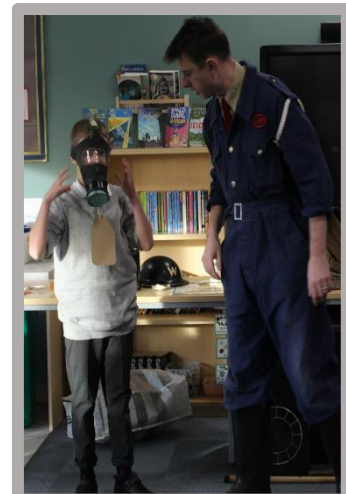
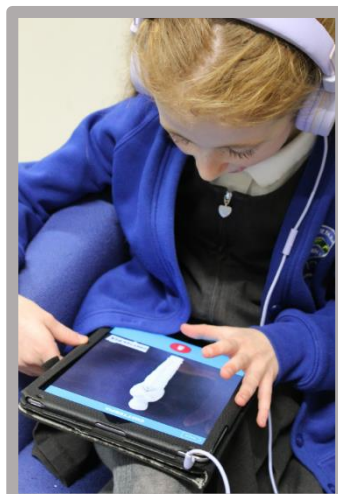
Academy Aims

- 1 To encourage pupils to aspire to their highest academic and personal potential and to create opportunities to help them to achieve greater independence.
- 2 To provide pupils with high quality, relevant experiences which promote high standards of achievement academically, personally, socially, morally, culturally and spiritually.
- 3 To recognise and value the contributions of all people within the academy community.
- 4 To provide a secure and supportive environment that promotes healthy lifestyles, happiness and a sense of caring.
- 5 To work in partnership with all those involved in the life of the academy in order to create an atmosphere of openness, trust and respect that enables people to undertake their responsibilities.
- 6 To develop positive self-esteem, confidence and enthusiasm for all, developing an awareness of self worth and pride in achievements.
- 7 To develop and implement an exciting and varied curriculum which meets the needs of the 21st century.

Strategy

We are going to continually:

- Develop improvement processes that provide strategic vision and direction for the academy
- Develop the role of Governors and Managers in the strategic management of the academy
- Monitor and evaluate progress and report on the work of the academy
- Develop a creative and practical curriculum emphasising progression of skills and development
- Use pupil performance data, targets and assessment to meet the needs of all pupils
- Work together to provide quality teaching and learning, with continuity and progression
- Provide high quality Continuing Professional Development and Performance Management
- Recognise and celebrate achievement
- Manage behaviour positively and consistently
- Liaise with parents and carers and provide opportunities for them to become involved in the life of the academy
- Develop links with the community to enrich our educational provision
- Develop the indoor and outdoor environment



Early Years Foundation Stage (EYFS)

Early Years education at Manor Farm Academy forms the foundation of all future learning. In the reception class we provide an effective curriculum which encompasses a cross curricular approach to the prime and specific areas of learning:

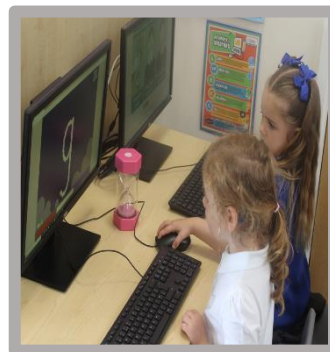
- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive art and design



Play is valued in the Early Years as an important vehicle for learning, both in pupil initiated and guided activities.

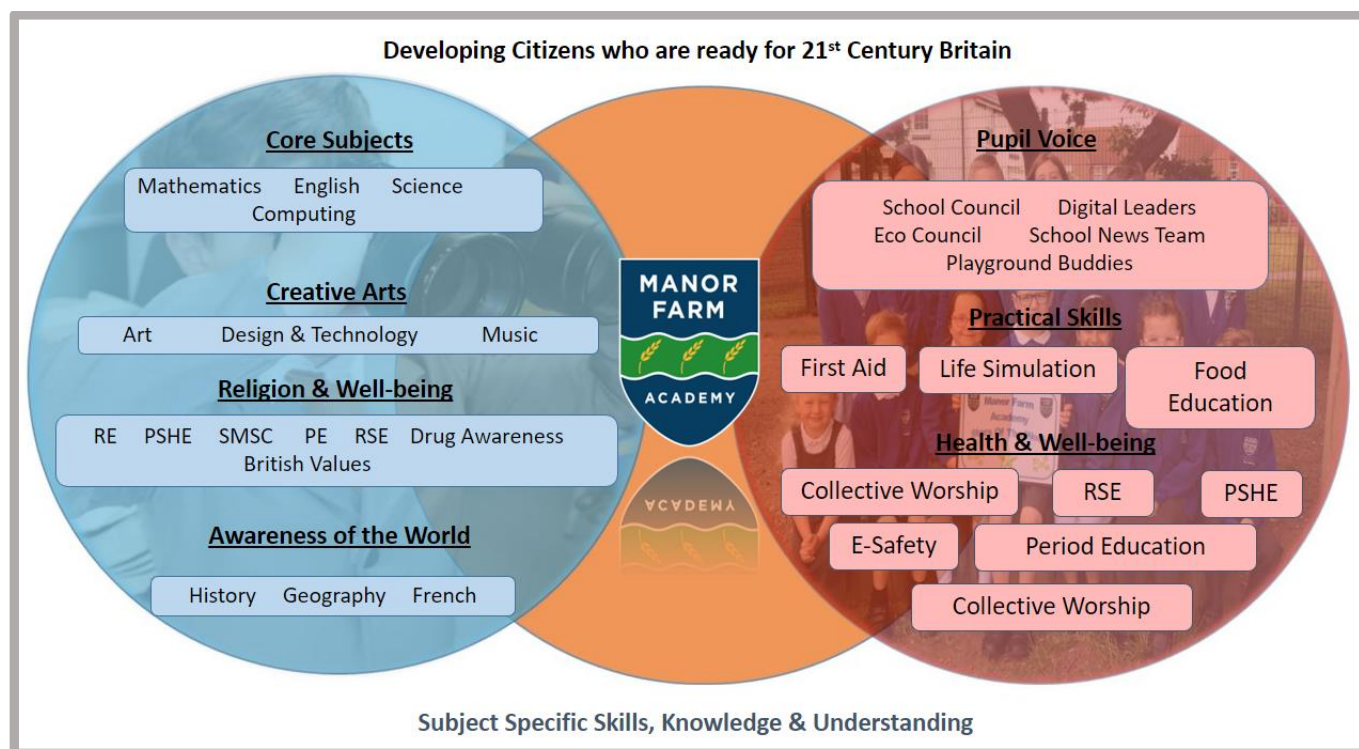
During the Early Years, our aims are to:

- Value each pupil's individuality
- Provide a secure and stimulating environment which is happy and harmonious
- Develop independence and self confidence
- Encourage enquiring minds and perseverance through pupil initiated and guided play activities
- Provide a smooth transition from home to Nursery and then on to full time education
- Work together with parents



The Curriculum

Our curriculum is designed to be creative, practical, purposeful and effective. It is planned to be broad and balanced. The following subjects are taught:



We work to a long term planning map which identifies when different areas of the curriculum will be taught throughout the school. The medium term planning provides more detail about the learning that will take place. It identifies objectives to be taught and the expected learning outcomes for pupils of all abilities, against which assessments of pupil progress can be made. It ensures that all the statutory requirements are met and that skills, knowledge and understanding are taught progressively. Short term plans are then prepared by teachers identifying which learning objectives will be taught within each week and providing the detail for individual lessons.

The School Curriculum: Values, Aims and Purposes

The school curriculum comprises of all learning and other experiences that we plan for our pupils. The National Curriculum is an important element of the school curriculum. The school curriculum has two principal aims which include:

Aim 1:

To develop and implement an exciting and varied curriculum which meets the needs of the 21st century.

Aim 2:

To provide pupils with high quality, relevant school experiences which promote high standards of achievement academically, personally, socially, morally, mentally, economically, culturally and spiritually.

The two aims reinforce each other. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve. We recognise that development in both areas is essential in raising standards of attainment for all pupils.

Teaching Life Skills

Manor Farm Academy aims to develop and implement an exciting and varied Curriculum which enables all pupils to reach their potential and become active, valuable and positive members of society. Underpinning this stimulating Curriculum, we believe that pupils should be equipped with a number of core life skills which will ultimately support them in the future, both academically and socially.

Key Principles

In conjunction with a Curriculum which enhances a pupil's subject specific skills and general knowledge, we believe that there are four key life skills which each pupil should have the opportunity to further develop and strengthen.

These include:

- Language and Communication skills
- Independence Skills
- Emotional Intelligence Skills
- Thinking skills

The Curriculum, which is committed to achieving high standards is broad, exciting and challenging and embraces the four key life skills at the heart of it.

Life Simulation Lessons- 'A Rehearsal of Skills for Real Life'

Life Simulation Sessions are aimed to give pupils the opportunity to rehearse skills which they will need in order to become well rounded adults.

This takes place within the Academy once per termlet.

Once a class has completed a Life Sim session, a magnetic section of their Life Sim wheel (there are six in total) is awarded and added to their Life Skills wheel.

These sessions are designed to anchor life skills in a real context. The skills are split into 6 categories. These elements develop in complexity as the pupil matures.



The academy curriculum promotes:

- A balanced and broad curriculum for **all** pupils
- Learning through structured play in the Early Years
- Opportunities to apply skills and extend knowledge and understanding through a creative, practical and purposeful curriculum
- Enrichment of the curriculum through visiting speakers and educational visits
- Development of independence and thinking skills
- Parental involvement in pupil learning
- Raising standards, expectations and achievements
- Recognising and celebrating achievement

The Subjects

English

Establishing high standards of pupil achievement in English is a priority at Manor Farm Academy. The National Curriculum provides the main direction for the English curriculum. Within lessons, pupils receive direct teaching of reading, writing, spelling and speaking and listening. Pupils learn about a range of different text types, and about the key features of each style of writing.

Mathematics

We are committed to providing the highest standards of achievement in mathematics. The National Curriculum, alongside White Rose Maths, provides a progressive structure to the learning of mathematics, and as such, forms the backbone of our mathematics curriculum. Pupils are taught a range of strategies for calculating answers to problems mentally, as well as the more usual written methods.

Religious Education

Religious Education is taught in accordance with the Lincolnshire Agreed RE Syllabus 2018. Through religious education, the pupils will be able to:

- Learn about Christianity and about other principal religions represented in the United Kingdom
- Reflect on a range of human questions and experiences
- Ask, analyse and respond to deep questions about human life
- Explore the meaning of 'authority', 'celebration' and 'sacred'
- Be aware of the ways in which religion influences the lives of individuals and communities
- Prepare for life as citizens

In accordance with the 1988 Education Reform Act, parents have the right to withdraw their pupil from RE lessons and daily acts of worship (assemblies). Any request should be made in writing to the Headteacher.

Science

Our science curriculum provides opportunities for pupils to:

- Develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences
- Learn about ways of thinking and of finding out about and communicating ideas
- Explore values and attitudes through science



Art

Art and design offers opportunities to:

- Stimulate pupils's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world
- Develop pupils's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- Explore with pupils ideas and meanings in the work of artists, craftspeople and designers, and help them learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures
- Help pupils to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments

Music



In our music curriculum we aim to develop each of the skills of performing, composing and appraising in all lessons. Opportunities are given for pupils to extend and apply these skills. Opportunities are available for parents to purchase instrumental tuition for their pupils within the school from Year 1 upwards.

Geography

Geography develops our knowledge of people and places throughout the world. The pupils will use a range of resources such as maps, atlases, photographs and computers to enhance their learning.

During the Foundation Stage and Key Stage 1, our pupils will ask geographical questions about people, places and types of environment in our local area and beyond.

Our Key Stage 2 pupils will use and develop their geographical enquiry skills. They will study a variety of local, distant, similar and contrasting environments. They will learn how these can be changed by physical and human processes.

History

In history, pupils learn about, and from, the past. History will be delivered in our academy through stories, investigation of artefacts and the use of other resources including books, photographs, computers, visitors into school and outside visits.

In the Foundation Stage and Key Stage 1, the pupils will learn about changes in their own lives, and their family or others around them. They will find out how the past is different from the present and about significant people and events.



In Key Stage 2, the pupils will study history from social, cultural and economic perspectives. They will acquire problem solving and practical skills while learning that evidence from the past can be interpreted in a number of ways.

Computing

Computing prepares pupils to participate in a rapidly changing world in which work and other activities are being increasingly transformed by access to varied and developing technology. Computing is primarily concerned with the use of computers, but also includes pupils becoming proficient in the use of a variety of audio visual aids including digital cameras, programmable toys and iPads. Computing is used throughout the curriculum and pupils use it to find, explore, analyse, exchange and present information. The academy is equipped with desktop computers and iPads, which allow access to email and the internet. With reference to the internet and email use, parents are asked to give permission before pupils use this technology.

Each class is timetabled to use Computing every week. During these sessions, pupils either learn a specific Computing skill or use Computing to continue their work in another area of the curriculum. All classes also have access interactive whiteboards located within the classroom.

Design and Technology (DT)

Design Technology is a practical subject that asks pupils to be creative problem solvers, working as individuals and as part of a team. They must look for needs, wants and opportunities, and respond to them by developing a range of ideas to solve the identified problem. An emphasis is placed on the learning of practical skills combined with an understanding of function and aesthetics. Pupils will learn to reflect on and evaluate their own and others' products for suitability of purpose.



Physical Education (PE) and Sporting Activities

Pupils will experience a broad range of activities in their PE lessons. This will include dance and gymnastic activities, athletics, swimming and games. Pupils have opportunities to improve upon their individual performances, and to compete in teams and as individuals. They are encouraged to overcome challenges. The academy aims to promote the enjoyment of PE for all pupils whatever their level of ability.

Extra Curricular Activities

Manor Farm Academy seeks to develop the whole pupil. Wherever possible, pupils are encouraged to take advantage of a range of extra curricular activities.

We value the achievements of pupils both in and out of the academy day. The weekly celebrations assembly recognises these achievements.



Sex and Relationships Education

The Governors have decided that effective sex and relationships guidance is essential if pupils are to make responsible and well informed choices about their lives. The key objective is to help and support the pupils through their emotional, physical and moral development.

Sex and relationships education will be taught as follows:

- Through the science curriculum concerning life processes
- Through personal, social and health education lessons from the FS to Y6 (at an age appropriate level)
- In Year 5, discussion and a video about puberty and physical development

- In Year 6, discussion and a video on pupilbirth and stable, loving relationships

All parents will be given the opportunity to view the videos prior to the lessons.

Parents have the right to withdraw their pupil from all or part of the sex and relationships education, except those parts included in the National Curriculum.

Pupil Welfare and Personal, Social and Health Education

At Manor Farm Academy, we recognise the importance of caring for the emotional wellbeing of our pupils and the need of each pupil to develop positive self esteem. We develop qualities of self confidence, self knowledge and social awareness through PSHE lessons as well as other areas of the curriculum. We have high expectations of behaviour in all situations and encourage mutual respect through our Academy Code of Conduct. We want all pupils to feel safe, happy and confident, both in lessons and at break times, and encourage them to talk through any problems they might have and to work together to find solutions wherever possible. The school has been accredited with Healthy School Status a number of times.

School Council

The School Council gives all pupils an opportunity to contribute to the running of the academy. There are three representatives from each year group. They are elected to the School Council for one year.

The School Council gives interested pupils the chance to be fully involved in the life of the academy. Members of the School Council represent their peers at meetings and other events and are involved in decision making about key aspects of academy life. Some members may also take on roles of office such as chairperson, secretary and treasurer.

Behaviour

We aim to secure a good standard of pupil behaviour in the academy through establishing and maintaining rules and discipline which pupils understand, respect and follow. We aim to build upon high standards of classroom discipline to foster in our pupils a sense of social responsibility towards the school and the wider community. The following table is used to explain the expected standards of behaviour to the pupils.

<u>We expect all pupils to show</u>	<u>Behaviour Which Is Acceptable</u>	<u>Behaviour Which Is Unacceptable</u>
<i>Respect for other people</i>	By smiling, speaking politely, showing concern for how people are feeling and offering friendship, putting hands up in lessons if we wish to speak and taking part in lessons calmly we are showing respect for other people.	Anyone who show disrespect through rudeness, defiance, hitting, punching, slapping, tripping, kicking or pushing or in anyway physically mistreats anybody else is behaving in an unacceptable way.
		Bullying and teasing Anyone who makes someone feel frightened and anxious by name-calling or saying and doing threatening things is behaving in an unacceptable way.
<i>Respect for other people's property</i>	By using equipment carefully, only using what we need and returning equipment correctly, we are showing respect for property.	Anyone who steals, misuses or deliberately damages someone else's property is behaving in an unacceptable way.
<i>Respect for other people's right to learn</i>	Showing respect for other people's right to learn involves: <ul style="list-style-type: none"> - putting hands up to offer answers - acting calmly in class - ignoring unacceptable behaviour from other pupils - concentrating on your own work - moving calmly around the classroom when necessary 	Anyone who stops or interferes with other people's learning is behaving in an unacceptable way. In the classroom it is unacceptable to: <ul style="list-style-type: none"> - constantly shout out for the teacher's attention - make unnecessary noises which cause a disturbance - interfere with other peoples work - throw things

Pupil Care on the School Site: The Village Kids Club

We work in partnership with 'The Village Kids Club' in order to deliver pupilcare from the academy site. This is comprised of a Breakfast Club and an After School Club which runs each day during the school term, and a holiday club which operates during school holidays.

- The Breakfast Club is open from 7.45am – 9.00am each day and provides breakfast for pupils.
- The After School Club runs from 3.30 – 6.00pm. Again, this runs throughout the school term.
- Pupilcare also runs from 8am – 5.30pm during school holidays.

If you require more information, please do not hesitate to contact Lynne Graham (Village Kids Club Manager) on 07986225701 for more details.

Special Educational Needs

At Manor Farm Academy, we aim to provide an education to meet the individual needs of all of our pupils. The term Special Educational Needs refers to any pupils who may at some time require additional help or guidance.

We maintain a register of special educational needs and disabilities. Any pupil requiring additional support will be placed on this register according to their level of need and given targets in the form of an Individual Education Plan. Parents will always be informed of the decision to place a pupil on the register and will be involved in agreeing what action should be planned.

The academy has a Special Educational Needs and Disabilities Coordinator (SENDCO) and benefits from the support of outside agencies such as Emotional & Behavioural Support, Educational Psychologists and Speech and Language Therapists. Such agency involvement will only take place with the consent of the pupil's parents and regular review meetings will be held to discuss progress.

For pupils who are unable to make sufficient progress with an Individual Education Plan in place, extra help is sought from the Local Authority. This may lead, with parental permission, to the application for an Education Health Care Plan that could result in an entitlement to individual support or access to an alternative setting.

The academy adopts a positive attitude towards all forms of disability, and no pupil will be denied a place at Manor Farm Academy due to a disability, as long as places are available and we are able to meet the specific needs. All accommodation is on one level, and most doors can accommodate wheel chairs. The academy can be accessed without needing to negotiate steps.

If you have any concerns about your pupil, whether social, academic, physical or emotional, please let us know so that immediate action can be taken.

Home – School Agreement

In line with Government Policy, Manor Farm Academy has a Home – School Agreement that parents are asked to sign when their pupil joins the academy and when they enter KS2. Older pupils will be asked to sign alongside parents and carers to show agreement to work together in support of the aims and values of the school.

Working With and Reporting to Parents and Carers

We have Parents' Evenings in the Autumn and Spring term, which are organised on an appointment basis. This is an opportunity to discuss your pupil's progress with their teacher. There is another opportunity to discuss your pupil's progress during July, after his/her report has been sent home.

We value parents and carers as partners, and welcome their input into the development of their pupil, and the development of the academy. The following illustrates some of the ways in which parental views are sought:

- Parental Information Sessions are used to provide information about aspects of the school and to seek views of parents.

- Monthly Newsletters keep parents informed about what's going on in the academy. Newsletters invite parents to come and discuss any items which have been raised. In addition to this, in each newsletter, parents are invited to share their views regarding specific areas of the academy's work. Suggestions are sought as to how we can further improve our academy.
- Email We always endeavour to respond quickly to parental queries and email provides quick access to the academy for parents.enquiries@manorfarmacademy.org
- 'Bring Your Family To School' and 'The Learning Showcase' Sessions provide termly opportunities whereby parents can see lessons 'in action' and can also ask any questions they may have related to their pupil's learning. We believe it is important that parents are aware of what happens during our working day, and see these sessions as being of particularly high importance.

Whenever possible, parental concerns will be dealt with immediately. Alternatively, an appointment will be made to see you at the earliest opportunity.

Homework

Manor Farm Academy has a clear Homework Policy. From Reception to Year 6, pupils take work home appropriate to their age and ability. The main reasons for setting homework are to support or extend pupils's learning, or to complete work begun earlier in the day.

Pupil Welfare

During their time in the academy, pupils are periodically seen by members of the Health Service (eg School Nurse) with parental consent.

Additionally, all staff meet with the Headteacher every term to ensure that the needs of all pupils are being fully met.

Personal Accident Insurance for Pupils

Manor Farm Academy does not affect personal accident insurance for either pupils or their belongings, although it does cover its legal liabilities. The insurance market offers personal accident cover for pupils 24 hours a day. If parents require further information regarding this aspect, please contact the school office.

Adults Working in School

The welfare of our staff and pupils is of paramount importance. As such, all adults working in school, either as paid employees or on a voluntary basis, will be subject to an enhanced Criminal Records Bureau (DBS) check. Adults will not be allowed access to pupils unless this successful clearance has been received by the academy.

Illness and Accidents

We are not able to supervise pupils who are feeling poorly, so parents or carers will be contacted if necessary. We require telephone numbers on the admission form when pupils are admitted to the academy. **It is crucial that we always have an up to date contact number for parents / carers.**

Some illnesses have an exclusion period in order to avoid infecting others. Please consult with us if you are unsure about your pupil's condition.

Minor cuts and grazes are treated by the staff. Parents are notified of all head injuries. More serious accidents are logged and treated accordingly. Staff have received training in the administration of first aid. Our qualified First Aiders offer advice and support. We always try to act in the best interests of your pupil.

All staff are work-based first aid trained, and the following staff hold full paediatric first aid qualifications:

- Miss Eloise Collins, Mrs Lynne Rocks and Miss Lisa Sellers

Lunches / Snacks

Manor Farm Academy provides hot meals using an outside catering company. Meals are ordered and paid for directly with the catering company and are ordered over 4 week periods. Parents are notified by the catering company and by the school when ordering opens and closes for booking hot meals. All pupils in Reception, Year 1 and Year 2 are eligible to receive free school meals. Further information regarding hot meals can be obtained from the main office. Alternatively, parents and carers can provide pupils with a packed lunch. Pupils in Reception and Key Stage 1 are provided with a piece of fruit during the school day as part of the 'Healthy Schools' Scheme. To support our Healthy Eating scheme, parents are asked to ensure pupils have healthy foods in their lunch box.

Supervision

Lunchtime is supervised by midday supervisors, supported by the Headteacher. If your pupil goes home for lunch, the academy must be informed in writing or by phone. Pupils who go home for lunch must notify the main office when they go off site, and are required to return at 1.30pm. Any pupil returning early must report to the main office and inform the midday controller that they are back on site. This is to ensure the pupil's safety in the event of a fire.

Drinks / Sweets

We kindly request that at lunchtime, drinks provided by parents and carers are in labelled cartons or plastic containers. (Fizzy drinks, glass bottles, sweets and chocolate are not permitted).

Jewellery / Personal Property

Watches may be worn by pupils. In the interest of safety, no jewellery or hard objects such as hair ornaments or watches are worn by the pupils during PE or swimming sessions. Other accessories need to be worn inline with our uniform policy.

Pupils are responsible for the security of their own possessions whilst on site. The academy cannot take responsibility. Breakable or valuable items should not be brought in.

Clothing

The staff and Governors of Manor Farm Academy value and take pride in our school dress code and believe that school uniform nurtures a sense of belonging, in keeping with the aims and values of the academy. We therefore ask for your support in providing and encouraging the wearing of academy uniform

Details of the uniform are as follows:

Trousers/Skirts	Grey
Shirts/Polo shirts	White
Shoes (not trainers)	Black
Jumpers/Cardigan	Royal Blue
Summer Dresses	Blue/White
PE Kit	White T shirt, Black Shorts & Plimsoles/Trainers



All items of clothing should be labelled with the pupil's full name.

Uniform can also be purchased from www.yourschooluniform.com. Via this website, uniform will be delivered directly to the academy at no extra charge, or can be delivered to your home for a small fee. The delivery time is usually within 7 working days.

Complaints about the Curriculum and Related Matters

We strive to deliver the best education we can to all of our pupils and to care for their welfare, health and safety. If we do not live up to your expectations **please tell us**. We are here to help!

Informal discussion with the teacher or the Headteacher as soon as possible may resolve the problem. We will endeavour to deal with any complaints swiftly and sensitively.

Our formal complaints procedure offers advice on how to formally express any unresolved concerns. A copy of our complaints policy is available via the main office or our website.

Requests for Leave of Absence

All parents / carers are asked to put a request in writing to the Headteacher if they wish to take their pupil out of the academy during term time. The Headteacher considers each request for planned absences. The Headteacher will consider:

- The impact on the pupil's education
- Previous absences
- The proximity to academy assessments and SATs

Any absences not sanctioned by the Headteacher will be treated as unauthorised.

NB: We are not permitted to authorise any absences due to family holidays. All family holidays should be taken during the school holidays and not during term time. Thank you.

Access to Records, Documents and Information

Records are kept to show each pupil's progress. The request to see any documents or records should be made to the Headteacher, who will decide whether to allow access or issue a copy.

The following documents are available for parents / carers to see:

- Any statutory instruments and circulars sent to the academy by the DfE about the academy curriculum
- The latest published OFSTED report
- The LA Agreed Syllabus for RE
- Curriculum Schemes of Work
- Arrangements for dealing with complaints about the curriculum
- Our policies
- The academy brochure which includes arrangements for collective worship, RE, sex and relationships education and Special Educational Needs
- Governing Body Minutes
- Your pupil's educational records

Charging Policy

- No charges are made for books or materials used to deliver the curriculum
- Parents and carers may be asked to reimburse the academy for items lost or damaged by their pupils
- Parents and carers may be asked to make a voluntary contribution towards the cost of special events like school visits or out of school activities
- No pupil will be excluded from joining in with an academy day activity just because a parent or carer is unable to pay or make a contribution
- If many parents or carers are unable to pay a contribution towards the cost, the Governors reserve the right to cancel or withdraw altogether the special event or activity
- For special events requiring a fairly large sum of money, such as a residential visit, payments may be made in instalments

Attendance

We request that parents and carers telephone the academy on the first day of any absence of their pupil(ren). This helps us to know where pupils are, and therefore helps us ensure your pupil's safety.

Accuracy of Information

The information contained within was correct as of September 2023. For any further information, please feel free to contact the academy and speak to the Headteacher.



Manor Farm Academy Terms and Holiday



L.E.A.D. Academy Trust

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TERM DATES 2023/2024

Term 1 (Autumn 2023)	Wednesday 6th September – Friday 20th October (Staff Training Day: 4 th & 5 th September)
<i>Half Term</i>	<i>Monday 23rd October 2023- Friday 27th October 2023</i>
Term 2 (Autumn 2023)	Monday 30th October – Tuesday 19th December (Staff Training Day: 20 th December 2023)
<i>Christmas Holiday</i>	<i>Wednesday 20th December 2023- Tuesday 2nd January 2024</i>
Term 3 (Spring 2024)	Wednesday 3rd January – Friday 9th February (Staff Training: Tuesday 2 nd January 2024) Bank Holiday: Monday 1 st January
<i>Half Term</i>	<i>Monday 12th February 2024 – Friday 16th February 2024</i>
Term 4 (Spring 2024)	Monday 19th February – Thursday 28th March Bank Holidays: Friday 29 th March and Monday 1 st April
<i>Easter Holiday</i>	<i>Friday 29th March 2024 – Monday 15th April 2024</i>
Term 5 (Summer 2024)	Tuesday 16th April – Friday 24th May (Staff Training Day: Monday 15 th April) Bank Holidays: Monday 6 th May and Monday 27 th May
<i>Half Term</i>	<i>Monday 27th May 2024- Friday 31st May 2024</i>
Term 6 (Summer 2024)	Monday 3rd June – Friday 19th July
<i>Summer Holiday</i>	<i>Monday 22nd July 2024 – Wednesday 4th September</i>