

Benedict Biscop

Church of England Academy



"Each child is cherished as a unique individual....."
"Benedict Biscop is an outstanding school"
(Ofsted 2012)



National Support School
designated by



National College for
Teaching & Leadership

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"Benedict Biscop CE Academy is committed to the protection and safety of its pupils and staff."



Bishop's preface

A few years ago I was involved in mediation in an African country after severe fighting had driven many people from their homes. A sports stadium had been turned into a refugee camp. Rows and rows of white tents, packed together, stretched into the distance. It had become a town of 25,000 people.

In the middle of the camp was a clear area, under some trees. Crowds of children were sitting in the hot sun. I went close to see what was happening and found that a local church had created a school, so that the children should not miss too much education just because of war. Each class had up to 250 people in it, writing on scraps of paper with just a blackboard as a teaching aid.

The church is still a massive provider of education in the UK with about a million children going to some kind of church school. Benedict Biscop C.E. Academy is just one example, but it is a special one because of the quality of its staff and the standards it reaches through the hard work and good discipline of its children.

What makes a church school special? Lots of things, most of them impossible to measure. But some can be identified. It puts children first, as do many schools, but a church school does so, because our faith makes it clear that in putting children first we are doing what God wants. Secondly, in being a safe place to explore the great challenge of education and in seeking to ensure that children are educated not just taught. They must be able to make up their own minds about faith, but based on knowledge not rumour, and to learn to be those who will make a difference in this region. All this comes because in church schools we believe that every child is created in God's image, and is uniquely special whatever their gifts and abilities.

This school is very special, and it produces special people, both staff and children. My prayer is for the presence of Jesus to guide and inspire everything that happens here.

May God bless you.

Bishop of Durham

Dear Parents/Carers

I am delighted that you are considering Benedict Biscop Church of England Academy, a primary school in Sunderland, for the first stage of your son or daughter's education. The school is an "outstanding" (Ofsted 2012) Academy for children aged 3-11 years. Children are admitted to our nursery on a part or full time basis, which is part of our outstanding Early Years provision. Children in Reception to Year 6 attend full time. We are very proud of our school and there are excellent facilities for our children.

The school is in the Wearmouth Deanery and we worship with our community, in school, every Friday at 9am. Please join us. Our children feed into Venerable Bede Church of England Secondary Academy, so that a continuous pathway of Christian education is offered to all our children. "Daily Worship makes an excellent contribution to pupils strong sense of community and their outstanding spiritual, moral, social and cultural development." (Ofsted 2012)

I hope that you find this website interesting and valuable as you make a decision about your child's journey in education and that you take the opportunity to meet with me and discover what our Academy is able to offer your child.

Our mission at the Academy is to create a safe, stimulating and happy learning environment within which all members of our school family realise their potential, aspiring to excellence in all aspects of life, in the light of the Christian faith. Our SIAMS inspection [2012], described the Academy as a place where "Christian love is lived". Our standards are high in all areas and we have high expectations of our children, parents and staff.

Our Academy may be the first experience which your child will have of school and we are all keen to see that this is a very positive experience which encourages a love of learning from the very first day. "A tangible sense of the joy of learning pervades the school" (Ofsted 2012)

We believe that we can achieve the best for your child by developing a close partnership between home and school. This website is intended to give you more information about the life of the Academy and the learning which ensues.

Throughout the primary years there are regular meetings with parents and opportunities for you to share in your child's education within our wider community, which we strongly encourage you to be involved in.

We look forward to developing a partnership with you.

Paula Thompson

P. Thompson

Executive Principal



Benedict Biscop CE Academy Governors

Dear Parents/Carers,

Thank you for taking time to read about Benedict Biscop Church of England Academy. As Governors we aim to provide the very best education, resources and facilities for the children who come to our school. The school is a successful, vibrant learning resource for the community it serves.

We look forward to your child joining us on an educational journey and hope that he/she develops a love for learning, supported by Christian values. We have high aspirations for all.

Rev. Dave Tolhurst



Chair of Governors

Benedict Biscop CE Academy has five Board members who oversee the life of the school. They are The Bishop of Durham's Diocesan representative, Durham board of finance's representative, Durham Education Trust, Community representative and the Chair of Board of Trustees [Northern Lights Learning Trust].

The Governors, "who make an outstanding contribution to the development" (Ofsted 2012) of Benedict Biscop CE Academy, consists of 12 members who are representatives of staff, parents, Deanery Synod and co-opted governors with a set of skills needed to fulfil their statutory duties. The full group of Governors meet at once every term, although all Governors are members of at least one committee of the Board of Governors.

Ethos, aims and values

Ethos statement

Recognising its historic foundation, the school will preserve and develop the religious character in accordance with the principles of the Church at Parish and Diocesan level.

The Academy aims to serve its community by providing education of the highest quality within the context of the Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils.

Mission statement

"We will create a safe, stimulating and happy learning environment within which all members of our school family realise their potential, aspiring to excellence in all aspects of life, in the light of the Christian faith."

Academy aims

- We aim to promote Christian values within the Academy as exemplified by the life and teaching of Jesus Christ, so that everyone develops confidence in their own ability, with healthy self esteem, working collaboratively, showing tolerance, commitment, responsibility, respect and care for everyone.
- We aim to stimulate in each child a sense of curiosity and excitement about the world and to encourage him/her to search for truth, meaning and purpose in life: to provide an opportunity to search for a faith by which to live.
- We aim to encourage each member of the Academy community to develop their full potential by promoting the highest standards of achievement in all areas, to enable pupils to grow and achieve fullness of life through discovering and developing their talents.
- We aim to provide a broad and balanced curriculum which will develop lively enquiring minds to prepare each child to meet the challenges of the future with confidence.
- We aim to provide a welcoming, stimulating learning environment in which the contributions of all members of the Academy community are valued and celebrated.
- We aim to develop strong links and positive relationships with governors, parents, the Church, local industry and the local communities.

Our values are developed through the curriculum and made real in our daily lives.





The Academy



The Academy day

The Academy day for pupils is slightly different for different age groups. Full details are given below.

	Start	Finish
Nursery morning session	8:45am	11:45am
Nursery afternoon session (30 Hours Provision)	12:30pm	3:30pm

We offer full day care (Educare) for which parents may pay or we offer free 30 hours for 3 and 4 year olds, if parents are eligible.

Main School - we operate a drop in from 8:45am - 8:55am

	Start	Finish
Start of school day - Registration	8:55am	15:15pm [KS1] 15:30pm [KS2]
Session 1	9:00am	10:15am
Break	10:15am	10:30am
Session 2	10:30am	11:45am [KS1] 12:00pm [KS2]
Lunch	11.30am/11:45am [KS1] 12:00pm [KS2]	12:45pm [KS1] 1:00pm [KS2]
Session 3	12:45pm [KS1] 1:00pm [KS2]	2:15pm
Session 4	2:15pm	3:15pm [KS1] 3:30pm [KS2]

Out of hours care

In our Learning Centre, we offer before and after school care from 7.45 am until 6 pm. The facilities are superb and allow children to socialise with children across the Academy enabling parents to work and access full-time education. Children have the opportunity to take part in different activities, which encourages independence and builds confidence.

Please ask at the School Administration Office for further details.

The Academy

Benedict Biscop Academy is a Church of England school within the Diocese of Durham and serves the Wearmouth (Sunderland) Deanery. The school became an Academy in 2012, and a Multi-Academy Trust (MAT) - The Northern Lights Learning Trust in 2016. It is an average size primary school with 210 full time pupils and 30 part-time nursery pupils on roll. We provide education for children from 3 to 11 years. The Academy's standard admission number is 30. There are currently 256 pupils on roll.

The Academy was built in 1972 and opened as a Voluntary Aided Church of England Primary School. It has been extended to create a Foundation Stage, a learning centre, a new library, disabled facilities, medical room, extended 3 classrooms, an entrance which is very safe and welcoming and a meeting/training room. Our 'postinia' provides quiet space for reflection and prayer.

Benedict Biscop CE Academy achieved an OUTSTANDING judgement for their SIAMS inspection 2017. We hold several awards, recognising our excellence. We have Basic Skills Award 7 (2017), Early Years Basic Skills Award (2016), several Achievement Awards, Investors in People PLATINUM Award (2017), Healthy School Award, Every School Day Counts Awards - for highest attendance in the City, Sport England Award, International Award (2014), Gold Arts mark Award (2016), RE Quality Mark (2017), Anti-bullying Platinum Charter Mark (2018), Rights Respecting Award (2015) and Governor Mark (2016).

The Academy is designed in three blocks of teaching areas separated by a central hall. The areas of the Academy are very closely linked and staff know all the children through daily contact.

The policy of the Academy is to register the children, in mixed ability classes within each year group. Each class has its own teacher who is responsible for general progress across the curriculum and for pastoral care. There are full time teaching assistants in the Foundation Stage and Key Stage 1. There are full time teaching assistants who support each class in Key Stage 2 for some of the weekly timetable. In addition we have IT support throughout the Academy.

The Academy has partnerships with a school in Harbin, China and through European Comenius Awards we have developed links with schools in France, Italy, Belgium, Spain, Greece, Turkey, Poland, Latvia, Lithuania and Bulgaria. This is developing global links and an understanding of our diverse culture.

Emergency Closures

We will notify you in advance, by pupil post, of any emergency closures that can be foreseen, for example, emergency building work. In the case of other emergencies, such as severe weather, we will try to keep pupils under supervision in a part of the Academy premises until we know it is safe for them to return home. Information will be given to local radio stations as early as possible and parents will receive text messages.



Lunch time arrangements

The balanced, healthy meals are cooked on the premises and the majority of our children stay for a cooked meal. Children are encouraged to try a range of foods, with salad and fresh fruit being freely available every day. In the Foundation Stage, children remain within the unit and dine together with the staff. Funding is received for all children in KS1 to receive a hot universal infant free school meal, (UFSM). Children in KS2 may bring a healthy packed lunch.

The children are cared for by a team of mid-day supervisory assistants and teaching assistants. They socialise and play together on the playgrounds, fields and play areas. There is plenty of practical equipment provided to encourage our children to be active. We have a lunch time sports coach providing a range of multi-skills activities and sports for our pupils throughout the lunchtime period - this encourages healthy wellbeing.

Dinner money should be paid for on the electronic system. This may be paid for termly, in advance. If you feel that your child may be entitled to a free school meal in Key Stage 2, you can obtain further information from the school administration office. It is essential that you do this, as this will bring additional monies into the Academy for your child.



Healthy living

At Benedict Biscop CE Academy, we strongly believe that children need to be safe and healthy. We provide the children in the Foundation Stage and Key Stage 1 with fruit each day, to promote a healthy diet. We provide water bottles and water coolers. Research has indicated that water does have a positive effect on children's behaviour and learning ability.

All children in Foundation stage receive milk daily in a government funded scheme.

Travel to school

A group of supporters from the wider community work closely with the Academy to ensure that our children are safe on their route to school. Recent research and action has ensured that Academy signs have been erected, line markings outside the main gate have been painted, trees blocking footpaths have been removed and our coats have reflector stripes sewn into their material. We have re-sited the front gate away from the main road and there is an area where children can wait safely for parents. Fencing has been erected to prevent visitors from parking on the main footpath. The school is connected to Sustrans cycle route and we encourage children in year 5 and 6 to cycle to school, providing training in road safety whilst learning skills of cycling.



We actively encourage our children to walk and discourage parents from parking close to the Academy. If possible, we ask that parents park away from the school gates and walk the last distance to the Academy. Our parking facilities are small and access is through one gate only, which is accessible to staff and visitors via an intercom system, to ensure maximum safety at all times.

We ask parents/carers to bring and collect children in the Foundation Stage via the Foundation Stage entrance. All children in Key Stage 1, are supervised to the gates, where they can be collected by an adult. Children in Key Stage 2 who live close to the Academy, may go home unaccompanied by prior arrangement and signed permission with the Academy.

Contact names and telephone numbers

All parents will be asked to give their daytime telephone contact numbers and for the names of other people who can take responsibility for their child when they are not available or in the case of an emergency. Only these people will be contacted in such circumstances. It is very important that parents let us know of any change of address or new telephone number. A password may be required.

Medication

Several staff are able to administer medication under very strict guidelines. This is to protect everyone and also means that all children can be included in activities where medication is necessary. Please ask for a medication leaflet from the school administration office.

First aid

First aid will be administered to all minor injuries such as cuts and bruises. The Academy has several qualified first aiders. We give all children a bump sticker and a short note to take home to alert parents that minor first aid has been administered. In cases of more serious illness or accident at school, parents will be informed as soon as possible. It is vital that parents provide us with emergency telephone numbers for this purpose. It is also crucial that parents provide information about specific medical conditions that may affect your child whilst in school, to ensure we provide excellent care for your child.

Taking children out of the Academy during the day

If children are to be taken out of the Academy during the day, parent/carers are asked to call at the school administration office, the school administrator will bring your child from the classroom. You will be asked to sign your child out of school, stating the time and reason. If the child is to be collected by an adult other than the parent, the school must be given the name of the person in advance, to ensure our children are safe at all times. A password will be asked for.



Visitors to school

All visitors are asked to report to the school administration office. If parents would like to speak to class teachers, please go to the school administration office first. The school administrator will inform the class teacher of your arrival. Please do not enter the school through the children's entrances. This protects your children whilst in school and yourselves, in the case of a fire.

Visitors, other than parents collecting children, will be asked to sign the visitor's book and wear an identification badge for the duration of their visit.

Parents/Teachers/Friends Association of Benedict Biscop CE Academy [PTFA]

The Academy is very proud of this association which not only raises money to enable us to enhance the education of the children at Benedict Biscop Church of England Academy but also provides social events for children and parents. The group is always eager to recruit new members and it hopes you will support them in the events they organise.

Charging policy

By law, no school can make a charge for:

- *education wholly or mainly within school hours.*
- *materials and ingredients for things made in school which pupils or parents do not want to keep.*
- *visits in or outside school hours which are necessary for an examination.*

Charges may be made for the following:

- *individual music tuition which is not part of the syllabus for an examination.*
- *certain excursions where a third party is involved.*
- *board and lodging where a school activity involves a residential element.*
- *the exact cost of "optional extras" i.e. things not connected directly with the national curriculum.*

The Academy Trustees [Governors] have decided that, in general, charges will only ever be made for a school activity if this is the only way to guarantee the event takes place. This is most likely to apply to some trips and excursions. Voluntary contributions will be requested for such events. We will always inform parents at the outset, and assist parents who have genuine difficulty in paying.

This is a brief summary of a complex area. A full copy of the Academy's charging policy is available on our website or alternatively from the Academy main office.

Compliments, Comments and Complaints

We are very keen to listen to other views on the service we provide and we would encourage you to email any comments into school and tell us how we are doing. We hope to be able to resolve any complaints that parents may have. In the first instance complaints should normally be made to the Principal, and in most cases we find that complaints can be dealt with successfully at this informal level. A copy of the complaints procedure is available from the school administration office and on our website.

Our policy on making information available to parents and others (Freedom of Information)

By law, Academies must make certain information available for viewing by parents or members of the public. All the documents listed below are available for viewing at the school or on our website.

- Any statutory instruments (including those for national curriculum subjects), circulars and administrative memoranda relating to powers and duties under the 'curriculum' section of the Education Reform Act.
- Any published HMI or Ofsted reports on the Academy.
- Any schemes of work and syllabuses currently used by teachers in the Academy.
- A full copy of the curriculum complaints procedure.
- The Durham Diocese Scheme for Religious Education.

Consultation

We send out an annual questionnaire to all parents/carers, usually in the spring term. The information provided helps us to make decisions about future developments. Parents are actively encouraged to share their views with the Academy Governors. The results are made known to parents following analysis of the data. This consultation leads to improved practice and provision for our children and families.



Academy uniform and P.E. kit

We believe that uniform plays an important role in the Academy ethos. Children need to be suitably dressed for the working day. A smart appearance helps to maintain high esteem and a sense of pride in the school community and we expect all children to look their best.

Our Academy uniform is blue and grey and is strongly recommended.

We recognise that children need comfortable hard-wearing clothes for school, which are easy to wash. Our parents have opted for the following as being practical:

- Dark grey skirt/tunic (no more than 5cm above or below the knee), with dark grey tights or three quarter socks [grey or white]
- Dark grey or black tailored trousers (not fashion trousers)
- Academy sweatshirt or sweat cardigan (with embroidered school badge)
- White school polo shirt [with embroidered school badge]
- In summer, a blue gingham dress may be worn with white socks
- School fleeces and warm coats with reflector strips are available



High quality school sweatshirts, cardigans, cotton polo shirts, fleeces and coats with the school badge are available for you to order direct with the company on their web site.

For health and safety reasons, we ask that children wear plain, dark, [preferably black] sensible, flat heeled shoes for school - sandals, trainers and boots are not suitable for wearing throughout the school day. In wet weather, children need indoor gym shoes and outdoor shoes.

The head teacher has the right to prohibit the wearing of certain types of clothing or particular items which are deemed, on safety or other grounds, to be unsuitable for wear in school. Denim jeans or chino trousers are not suitable clothing and should not be worn.

The Directors/Trustees have decided that the adopting of fashionable hair colour and styles is forbidden. This has the potential to place a child at increased risk of bullying and harassment. Shaved hair including patterns and extreme styles are not acceptable in school. Natural hair colour only is acceptable. Hair should normally be tied back. In certain lessons (i.e. P.E., cookery, art etc) all children with shoulder length hair must tie it back for health and safety reasons.

The Academy considers it is reasonable to ban children from wearing jewellery as it considers that this poses a risk of injury, or has the potential to place a pupil at increased risk of bullying and harassment. Children are allowed to wear a sensible watch which encourages them to learn to read the time. The wearing of any other jewellery is forbidden.

The wearing of make-up, including nail varnish is forbidden.

Academy P.E. uniform

- Indoor- blue shorts and blue school (with badge) T-shirt, gym shoes must be worn for indoor PE.
- Outdoor-tracksuit, football kit, suitable footwear, i.e. trainers or football boots.

When children are involved in off site PE activities [i.e. swimming], children are expected to wear a school tracksuit, so that they are easily distinguishable. They may wear them for the full day on designated days. These should also be worn on school visits and trips.

It is essential that all children bring their P.E. clothes on a Monday in a drawstring bag, which can fit on a peg in the cloakroom. Your child is expected to bring this home every Friday. All children are expected to join in the P.E. lesson. Exceptions are only made when a medical certificate or note is provided.

Personal belongings

Your child is encouraged to take responsibility for their personal belongings. Everything your child brings into school - i.e. bags, clothes, books - should be clearly marked with your child's name. If you forget to label a child's possessions, then we reserve the right to write a child's name on their property, to avoid spending unnecessary time, sorting out personal belongings during valuable school time.

We operate a lost property system which you are encouraged to call in and check.



The curriculum



“.....lessons buzz with enthusiasm throughout the day.....” (Ofsted 2012)



Care for oneself.
Care for each other
across culture,
distance and time.
Care for the environment.



These principles of sustainable development are embedded in both curriculum content and delivery. They form the basis for our changing curriculum.



“Education... should awaken a sense of awe towards the unexplainable, include pleasure in outdoor life and nourish the urge to wander off the beaten track and into uncharted terrain; to use body and senses to discoverer new places and to explore the world.”



The curriculum

Principles

The stated aims of the Academy embody essential principles which should underpin educational practice and attitudes at Benedict Biscop CE Academy.

All pupils must be valued equally whatever their stage of development and are entitled to experience the maximum feeling of success.

All pupils must be afforded equality of opportunity and not be discriminated against on the grounds of gender, class, race, colour, religion or disability.

Personal development is a lifelong learning process.

The provision of education is a partnership between the Academy, parents and the wider community, each having contributions to make to the development of the other.

Nature and scope of the curriculum

Her Majesty's Inspectorate of Schools defines the curriculum as:

"The curriculum in its fullest sense comprises all the opportunities for learning provided by the school: the so called extra curricular and out of school activities promoted or supported by the school and the climate of relationships, attitudes, styles of behaviour and the general quality of life established in the school as a whole."

The curriculum is not just the formal programme of lessons. The extra dimensions of the learning of values and the development of attitudes, through the relationships experienced in the wider life of the school, have a powerful influence upon a child's education. The curriculum at Benedict Biscop CE Academy is based on Christian values, taught both explicitly and implicitly throughout the day and made real in our everyday lives. Children study their own rich cultural heritage and develop an understanding of how this culture is enriched by the multi-cultural British society of today, based on British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

"In Benedict Biscop CE Academy the curriculum is outstanding and exciting and is adapted extremely well to pupils interests." (Ofsted 2012)

At Benedict Biscop CE Academy, there is a strong emphasis on learning through experience in and beyond the classroom. There is a high expectation that children work collaboratively, learning from each other and through trial and error. The curriculum enables children to develop skills and gain knowledge which they then transfer to new situations, continually "learning".

The Academy's curriculum offers a broad, balanced, relevant, differentiated education for all its pupils providing progression and continuity building upon cross-phase links. Above all it is an opportunity for all children to succeed.

The process of evaluation and assessment is continuous and is inseparable from the teaching and learning process. It provides the next steps for learning for your child and ensures that they make progress. We believe in assessment for learning.

The National Curriculum

The Academy broadly follows the National Curriculum, laid down by Parliament in the New National Curriculum 2014. It is made up of ten subjects. The core subjects are: English, Mathematics and Science. The foundation subjects are: Computing, History, Geography, Design, Art, Music and Physical Education. In addition the Academy provides Religious Education and a daily act of collective worship which is central to the life of the school. Our Personal Development (Personal, Social, Health, Citizenship Education) curriculum is outstanding and children develop as responsible citizens. Mental Health and Well Being are given high priority with children taught to relax, regulate their own thinking and practise mindfulness.

Within the national curriculum, programmes of study set out the essential teaching within each subject area. There are national assessments for primary school children at ages 7 and 11 years. These ages mark the ends of the two key stages of the primary school.

Curriculum

Our curriculum is delivered within the Academy's curriculum entitlement. The overview encompasses all the requirements of the National Curriculum and is arranged in termly and half-termly blocks. This arrangement ensures steady progression and continuity throughout the foundation stage, key stages 1 and 2.

The curriculum builds upon the six areas of learning:

- Personal, social and emotional development
- Communication and language
- Mathematical development
- Understanding of the world
- Physical development
- Expressive Art and Design

Within the structured framework, consideration is given to the spiritual, moral, social and cultural development of each child with activities and experiences planned in the light of each child's needs and maturity level. It is from this range of experience that basic skills are refined and consolidated.



Personal Development

This is a very important part of the curriculum. We encourage children to lead healthy lives, by educating them on healthy eating, exercise, mindfulness, decision-making, responsible citizenship and relationships with family and friends. The purpose of this curriculum is to help our children grow to be independent, thoughtful and caring citizens, who take risks within boundaries and learn to keep safe (including digital Literacy). This programme is often linked to other areas of the curriculum. We are a UNICEF Rights Respecting Award school. A recent development is Room2Talk - an area in school where children feel safe, share their worries and their concerns within a safe environment before situations escalate.

Sex and relationship education

After careful consideration the Trustees of the school offer a programme of sex and relationship education. It is appropriate to the pupils' age and experience and is presented within a moral, family orientated and Christian framework.

Communication and language

English

English is the basic language of communication in this country and much of the Western world and its mastering is prerequisite for educational progress and a vital way of communicating in life. In studying English, children develop skills in listening, speaking, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Children learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The Academy's language programme encourages children to read for meaning and enjoyment and emphasises the need to develop skills for reading both for pleasure and information.



"Pupils of all abilities have excellent communication skills because they are encouraged to talk as a way of developing their thinking and deepening their learning" (Ofsted 2012)

Children are encouraged to write as individuals, to appreciate different styles of prose and poetry, and to produce for themselves factual, descriptive and creative pieces of work.

Modern foreign languages

The school offers Spanish to pupils in KS2. To aid transition from Primary to Secondary Education, from September 2016 we are offering pupils in KS2 the opportunity to learn Spanish. Spanish is currently taught by our main feeder Secondary School Venerable Bede Academy. In recent years the school has established partnerships with other countries, including France, enabling pupils to communicate with other schools across Europe and in China. By doing this, we aim to provide pupils with the opportunities to experience the culture and practise languages so that they can develop their understanding of countries beyond the UK.

Mathematical development

Mathematics

Mathematics teaches us how to make sense of the world around us. Our aim is to ensure that each child gains a sound understanding of mathematical ideas and a proficiency in calculation, appropriate to the individual stage of development. Our scheme promotes a practical, investigative approach through substantial work on number, shape, money and measurements of length, time, weight and capacity. The Academy is very well resourced with a range of materials and practical apparatus. Children are assessed on a regular basis to ensure that the learning they undertake is suitable for their ability, with sufficient challenge to develop progression. Following careful research, the school introduced INSPIRE mathematics (based on Singapore Maths) which focuses on a specific way to teach problem solving. The pupils are introduced to mathematical concepts through a concrete, pictorial and abstract approach, which deepens learning encouraging

Knowledge and understanding of the world

Religious education

Benedict Biscop is a Church of England Academy. Religious Education and daily worship, are conducted in accordance with the beliefs and practices of the Church of England. Parents are invited to weekly community worship, led by children and the Reverend Tolhurst. Opportunities are provided for parents to join us to celebrate Harvest, Christmas and Easter. The Durham Diocesan Syllabus for Religious Education (2018) is taught. Parents are reminded of their right to withdraw their child from the corporate act of worship and religious education lessons.



To develop understanding of our changing society and to reflect our City's diverse culture, developing an understanding and tolerance of other faiths, we also study other religions Judaism, Hinduism and Islam.

Parents are reminded of their right to withdraw their child from the corporate act of worship and religious education lessons. To develop understanding of our changing society and to reflect our City's diverse culture we also study other religions Judaism, Hinduism and Islam. We have been awarded the Gold RE Quality mark. Children have the opportunity to be confirmed in school.

History

History stimulates the children's interest and understanding about the life of people who lived in the past. We also want the children to understand and appreciate how the past has influenced their own lives and modern day living. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Geography

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and indeed, the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures, contributing to the school's promotion of SMSC. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.



Computing and Information Technology

Computing and IT prepares children to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to a varied and developing technology. Pupils use ICT tools to find, explore, analyse, interpret, evaluate, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing and IT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of computing and IT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work both now and in the future. Each teaching area has an interactive white board and access to computers and iPads. Children have the opportunity to develop skills with the hardware as well as using a variety of programmes to enhance a range of curriculum areas. Using the internet to link with children in other schools (e.g. in China and Italy), provides our children with increased understanding of communities across the world. Our children are taught to access the wider world safely, both in school and at home.



Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.



Creative development

Music and creative arts

Art is concerned with the development of the whole child. The acquisition of art and design skills enables children to achieve personal fulfilment and satisfaction and is a way of stimulating children's creativity and imagination. Art is a form of communication of ideas feelings and meanings and for many children a means of individual expression. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music and develop the skills to appreciate a wide variety of musical forms. Children in KS2 are given the opportunity to further develop their skills, learning to play brass, guitar, drums and keyboard instruments.

Design technology

Design Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.



Physical development

During P.E. lessons we aim to improve the key skills of co-ordination, control, manipulation and movement through fun and enjoyable activities. Opportunities are given for children to participate in group situations so that they gain experience of team work. We actively promote living a healthy lifestyle. In PE we aim to motivate and stimulate interest and excitement for learning and ensure children discuss their learning and take an active part. We ensure children are given opportunities to develop the knowledge and key skills identified in the National Curriculum. We provide a broad and balanced curriculum and ensure that we use a range of classroom practice and teaching style appropriate to the needs of the learners in the group.



Sporting aims and provision

At Benedict Biscop Church of England Academy we emphasise positive attitudes of fair play, honesty, enjoyment in success, learning through disappointment and a willingness to attempt all challenges put in front of the pupils.

The formal school curriculum is not used to practice full sided team games - the emphasis is on small sided team games which give pupils an opportunity to put skills into practice. Your child will have the opportunity to participate in netball, football, tennis, cricket, rounders, hockey and rugby. All KS2 children have an opportunity to attend coaching sessions for swimming.

The school participates in the local school leagues and takes part in cup competitions. We have our own football pitch and netball courts. Children are encouraged to join some of the many sporting activities organised by the external agencies and individuals.



Games, clubs, study support - Schoolz Out

We are very keen to develop extended opportunities for children to learn a new activity or work with a different group of children. We offer an extensive programme of activities beyond the school day. These vary from time to time according to staff arrangements and seasons of the year. They include sports practices, choir, a study night for year 6 children, drama, dance, newspaper, maths, cookery, gymnastics, Eco club, fit-for-fun, confirmation groups and computers. The school have achieved an Advanced Quality in Study Support Award (OISS) in recognition of our excellence in this area.

During the weeks leading up to a musical presentation parents are informed of rehearsals taking place outside school hours and we love an opportunity to share our talents with parents/carers and visitors.



"Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people." UNCRC

Home learning

We believe that all children should develop skills as independent learners. We believe that organised home learning can play a vital role in raising standards of achievement. It is important that the home learning set, supports and complements learning in school and that the amount of home learning pupils receive, reflects the stage they are at in their schooling, especially as we begin the transition towards Secondary education.

All our children take home reading books daily, which gives you an opportunity to listen to your child read. Each child has a reading record/home learning book in which we encourage parents to comment, to maintain contact between home and school.

All our children take home spellings on a daily or weekly basis. Please encourage your child to learn the spellings.

Many successful class projects rely on children bringing in materials which they, and you, have helped to prepare at home. This research is invaluable and provides a focus for discussion and the basis of developing life skills.

If a child needs to consolidate or extend their learning the class teacher may suggest appropriate work or other activities to be undertaken at home. Your child may be occasionally asked to complete work at home, started in school. It is not appropriate for children to be given home learning for a planned holiday during school time.

Educational visits

Educational visits are a vital part of bringing first hand experience into many aspects of the curriculum. Every year group is offered an opportunity to take part in learning beyond the classroom which is carefully monitored and supervised.

All children are given the opportunity to participate in residential outdoor activity visits in years 5 and 6 in England. In KS2, children visit different places of Worship to develop an understanding of our diverse community. Previously children have visited China, France, Italy, Poland, Belgium, Spain and Greece. We plan to continue our European Visits.



Curricular provision and arrangements for pupils with special educational needs

We strive to create a positive environment for learning and we provide for individual differences in the classroom, adapting our teaching methods, through careful selection of a wide range of teaching materials. Some children need special help and "are extremely well supported" (Ofsted 2012) because they find it difficult to grasp new concepts, others because they show outstanding skill in an area of the curriculum. Specialist help may be given in the classroom wherever possible, but there can be occasions when individual or group work is more appropriate. Resources to support children with SEN are regularly evaluated and updated.

For a very small proportion of children, the Academy may need to involve other specialists in a formal assessment of complex SEN. In such circumstances, there is always prior consultation with parents who are involved in any assessment process. One of our governors oversees the teaching of children with special educational needs.

Provision for pupils with disabilities

Our admission policy ensures that we treat all children equally, including those with disabilities. Our classroom environment and access to the curriculum is inclusive, with adaptations for children who require special provision. We are fortunate that the school is on one level. We have a medical room and have refurbished two external doors to include disabled access. Our main entrance has assisted opening on the doors. The school has designated disabled toilets and there is a ramp to the rear gate. In the main school hall we have assisted hearing Facilities. Future developments will include a hoist in the medical room.

Curriculum complaints

You have particular rights in making a complaint about:

- curriculum provision, including R.E. and collective worship.
- the implementation of the National Curriculum.
- the availability of external qualifications.
- exemptions from the National Curriculum.
- the operation of charging policies.
- the provision of the information listed in the section below.

The complaint must first go to the Academy, through the Headteacher. If the complaint cannot be resolved it may be necessary for it to be considered by the governing body. If the complaint is not resolved by the governing body it may be referred to The Board of Trustees, which include the Diocesan Director of Education. If that fails, the complaint can be referred to the Secretary of the State.

Note: This procedure does not apply to complaints on matters like pupil discipline or individual teachers.

For more information about our curriculum. Please email us at info@benedictbiscopacademy.co.uk

Expectations



“Pupils collaboration skills are of the highest order.....” (Ofsted 2012)



Attendance

Your co-operation in ensuring regular attendance and punctuation is essential. Attendance at school is crucial to your child's education and development. Should your child be absent from school for any reason, it is your duty to contact the Academy stating the reason for absence before 9.30 am on the first day of absence. If we do not receive a call to inform us that your child is absent, the school administrator will telephone you to ensure your child is safe and has not wandered off on their route to school.

Key points to remember

- Whilst it is right that the Academy recognises that some children and families may have occasional problems, the aim of us all is to expect regular attendance.
- Lateness is actively discouraged - it is disruptive for your child and the other children in class.
- Only explanations for absence will be illness, medical appointments or exceptional family circumstances.
- The Academy operates a first day contact policy. The Academy will make every effort to contact parents on the first day of absence. This also provides reassurance for parents that children have arrived safely at school.
- A note explaining absence is essential on return to school.
- Each half term the school administrator prints each child's attendance as a percentage and this is monitored by the Headteacher and Department for Education.
- There is a staged process where attendance falls below 95%.
- The Department for Education has ruled that Headteachers are no longer able to grant any absence during term time except under "exceptional circumstances" and therefore the Academy will not agree to a family holiday during term time. A week missed in school, amounts to approximately 6 hours per day, 30 hours per week. This is a tremendous amount of missed learning opportunity not only academically but socially and emotionally.
- Occasionally children will need leave of absence to attend events which occur infrequently (e.g. observance of a religious event, a wedding of a parent, a funeral, a parent returning from Armed service or an examination), parents need to apply in writing and each application will need to be considered on its merits and the Academy may consider it as an authorised absence. Please see the Academy Attendance policy for more details.

Rewards and sanctions

We believe that a partnership with parents/carers is essential in promoting high standards of work and behaviour amongst children and we will keep parents regularly informed about their child's progress.

We also believe that high standards of work and behaviour should be encouraged through a system of rewards for our children. We look for every opportunity to celebrate success and achievement, rewarding good behaviour, high attendance, effort, progress, academic achievement and many other areas of attainment. Children receive "Happy Certificates" and "Gold Certificates" (which they bring home) and are entered in the roll of honour book throughout the week. This is celebrated as a whole school, during community Friday school worship. We have "house teams", which encourage the children to develop a team identity through a collaborative approach.

Behaviour in school is exemplary."(Ofsted 2012) There are excellent role models and clear expectations which encourages children to behave well. The school has a system of consequences for children who choose to behave in an unacceptable way. We use the language of choice to encourage the children to understand that they are responsible for their own actions and the impact this has on other children in the school.

Where there are concerns about any child's effort or behaviour we contact parents/carers as soon as possible, to work together to resolve the issue as quickly as possible.



"Children thrive on challenge and excitement in their learning." (Ofsted 2012)



Code of conduct

The aim of the Academy is to create a system which is fair and consistent and which establishes a safe, orderly, positive environment in which both children and staff may flourish - so that children and teachers can learn together. We encourage children to take responsibility for their own actions which take account of mutual respect, good manners, consideration for others and acceptable speech so that children achieve self discipline based on common sense. "Behaviour is courteous and thoughtful, showing a real awareness of the needs and rights of others." (Ofsted 2012)

These are the rights we have in our Academy:

- Pupil's right to learn
- Teacher's right to teach
- Everybody's right to safety (physical and psychological)
- Everybody's right to dignity and respect

In order to uphold these rights the children have negotiated the following rules:

Treat everyone with respect.

Be polite in all situations and never hurt others feelings with your words or actions. Handle equipment carefully and value our resources.

Always do your best.

Feel proud of yourself at all times and try your hardest, even if you find something difficult in and outside of the classroom. Be organised, be on time and be here.

Move around our school safely.

Walk sensibly and calmly in school. Have fun at playtimes but be considerate towards others and use self control.

Make sensible choices.

Take responsibility for your own actions and think before you act or react.

Follow instructions at all times

When you are in school or on school visits, willingly do as you are asked by an adult, when you are asked to do it.

The rewards children can expect when they display high standards of behaviour and the consequences which may arise if they choose not to follow the rules, are shared with all children and are outlined below.

Positive recognition

We aim to praise good behaviour and reward children accordingly.

- Praise
- Roll of Honour book
- "Happy" book in which achievement is recorded
- Certificates ("Happy" and Gold)
- End of term treats
- Displays of work
- Extra playtime



The continual positive reinforcement all day, every day, gives the child the extra esteem and motivates him/her to choose good rather than bad behaviour.

The consequences of choosing not to follow the Academy/class rules are clearly shared with the children and all staff follow the same system to ensure continuity and reinforce the same message.

Consequences

If a child chooses to break the rules, the child must accept the consequences of their action. This is a life skill and is crucially important to healthy development.

- First/second verbal warning
- Stay behind at end of lesson to discuss with teacher
- Loss of playtime
- Withdrawal of privileges
- Discuss behaviour with the deputy headteacher/headteacher
- Behaviour referral
- Exclusions (fixed term or permanent)

At any point a letter may be sent home, to keep parents fully informed..

If a child persistently misbehaves or there is a serious case of misconduct then parents are informed. We hope that through our home/school partnership we are able to support your child together.



Pupil voice - School council

The 4 House Captains lead the School Council. Each class elects two children to be councillors, promoting democracy. The School Council meets regularly to discuss suggestions and give views on issues raised by the children. The Academy encourages the children to be respectful, responsible citizens and encourages them to debate, seek advice and make decisions which affect their school, based on common sense and a desire to improve their school for everyone. They are an awesome voice and represent the Academy on many occasions.



Academy houses

The Academy runs a house system, with pupils as Heads of House. All children are allocated to one of four houses:

Aidan	Yellow
Bede	Blue
Caedmon	Green
Cuthbert	Red

House points can be awarded for good work and behaviour. We identify teams during sports day. The number of points awarded to each house is totalled up and a cup is awarded.

Pastoral care

At Benedict Biscop CE Academy we are all members of a close family. By virtue of the Academy's ethos and organisation close relationships develop between teachers and the children in their care and this may be enhanced by the quality of home/school partnership. Everyone has a responsibility to nurture and develop the "whole child". Everyone has a right to be valued and feel respected. If you become aware that circumstances change and your child feels vulnerable please contact your child's class teacher or Principal as this will affect their learning and emotional well being.

Safeguarding (child protection)

Parents should be aware that the Academy will take any reasonable action to ensure the safety of its pupils. In cases where the Academy has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Local Safeguarding Children's Board procedures and inform Children's Services of their concern. We aim to work closely with parents and external services to ensure our children have the best life chances. Designated Safeguarding Leads: Paula Thompson/Sarah Armstrong

Designated Governor: Chair: Rev David Tolhurst

On occasions parents may disagree about the care of their child and the school unwittingly is placed in a difficult situation in the middle. Parents need to be aware that in this circumstance the police will be called to school to resolve the matter, if parents cannot do so reasonably.

Safeguarding staff

Everyone in school values the partnership between home/school as where relationships are positive the child benefits by developing securely and confidently.

However, parents should be aware that if, on the very rare occasion, this relationship breaks down and parents become abusive or aggressive the school will take every step to protect its staff. Parents who cannot follow our safety policy, will no longer be welcome on our premises, until the situation has been resolved and procedures have been put in place.

Bullying

We take firm measures to ensure that all our staff, children and visitors to the Academy can be sure that the school is safe and secure. "Discrimination in any form is not tolerated." (Ofsted 2012). The Governors have developed a wide range of procedures for reporting and dealing with bullying in all its forms. The School Council have defined bullying and have developed further steps to enable children to support each other. They have achieved Platinum Charter Mark in recognition of their work. We expect the support of all parents in keeping the school safe and secure. The Academy works closely with the local community police. Cyberbullying, racist and homophobic bullying are tackled through curriculum activities with support for parents. In this way, we aim to ensure our youngsters learn to protect themselves and adopt safe practices.



Disclaimer

The information contained in this prospectus is reviewed annually. It should not be assumed that no changes will be made to it before the start of, or during, the year to which it relates or in relation to subsequent years.





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