

# Welcome to Linslade Middle School

If you are interested in finding out more about Linslade Middle School then this Prospectus should be of value. Any outstanding questions may be put forward at our Open Day.

The Linslade Middle team strives hard to serve the best interests of pupils and their parents; the school is well resourced to stimulate, support and challenge.

We have high expectations of our pupils and ourselves but we recognise that success is a personal thing and not always accurately measured by academic achievements. We aim to enrich the lives of all members of the school community and we are a Values School.

Choosing Linslade Middle School will engage you in a partnership that, I am sure, will be successful, and from which your child will benefit.

We have an annual Open Day in November but parents are encouraged to visit on a normal school day. Please contact the school to make arrangements.

Colin S Bromley  
Headteacher

## **THE SCHOOL**

Linslade Middle School occupies a very pleasant site on the outskirts of the town, opposite Tiddenfoot Leisure Centre and The Cedars Upper School.

The school buildings date from 1961, with large extensions added in 1975 and 1985.

Surrounded by lawns, gardens and a playing field, the school consists of the main two storey building and a separate single storey block, which is the base for Year 5.

The main block, containing general classrooms, also includes an assembly hall/gymnasium, an ICT suite, science rooms and laboratory, a “state of the art” science studio, a music room with instrument practice rooms, and art/craft room, food technology room, performing arts studio, lift to all levels and interactive white boards in every classroom.

## **STATUS**

Linslade Middle School is a county day school; a co-educational comprehensive school for pupils aged 9 – 13 years.

## **WHAT CAN YOU EXPECT FROM US?**

In our school everyone is important. We aim to make everyone feel that they belong, so that they want to contribute to each other, the school and the wider community through membership of the Linslade Middle School Values Community.

You can grow here. Middle school is a bridge between lower and upper schools. We expect young people to become more independent as they acquire the skills and knowledge they need to take greater control of their own progress. We hope that each young person who leaves Linslade Middle School will take with them lasting values, confidence in their own abilities and the maturity to face future challenges.

## **LINSLADE MIDDLE SCHOOL VALUES COMMUNITY STATEMENT OF COMMITMENT**

I am committed to pursuing a values based approach to my role within the Linslade Middle School community. I believe that adults should recognize the vital role they have in modelling behaviours and promoting our values. I believe that pupils must actively participate in making sure that our school is a good place to be. I also believe that all of us, parents, Governors and other

members of our school community should support and participate wherever possible.

I accept that I am part of a caring community and that, although I too have needs, I must join with others in respecting and looking to the needs of other members.

Evidence of my commitment will be seen in the way I conduct myself in and around school:

- ✓ I will stick to rules, which have been agreed, and I will accept that my behaviour may have to change if it has a negative effect on others.
- ✓ I deserve a pleasant, clean, safe and stimulating environment in which to work and play. In order to contribute to this, I will respect my surroundings and work to improve them where possible. I deserve smart and attractive classrooms and a litter-free school.
- ✓ I recognize that most people work best in a calm and ordered atmosphere, which makes them feel safe and secure. I accept that I should not raise my voice unnecessarily and that I should move around the school quietly, calmly and safely.
- ✓ I deserve someone I can trust and who will help me with any problems I might have or listen to me when I am upset. I will try to do the same for others.
- ✓ I will be punctual as a form of respect to others. I will also arrive prepared and dressed appropriately.

**Our goal is to make sure that everyone who is part of our community, for however short a time, is enriched by their experience.**

## **QUOTES FROM OFSTED INSPECTION REPORT**

“Pupils have excellent learning skills.”

“Their behaviour in lessons and around the school is exemplary.”

“Teachers demonstrate a secure knowledge of the subjects they are teaching and are adept at using question to challenge pupils.”

“Pupils reach good standards at all stages of their education at the school.”

“The standards in the national tests in English, mathematics and science at the end of Key Stage 2 are above the national averages and remain so during Years 7 and 8.”

“A strength throughout the school is pupils’ oral contribution to lessons, where they are able to communicate their views very clearly and confidently.”

“Pupils enjoy school and feel well cared for.”

“Pupils behaviour is outstanding within lessons and around the school.”

“Pupils’ moral, social and cultural development is strong and their spiritual development has improved since the last inspection and is now good.”

“Relationships between teachers and pupils are very good.”

“They are very good at posing questions to stimulate pupils’ thinking and they assess pupils’ progress thoroughly and accurately.”

“Since the last inspection, improvement in the teaching of French has been good.”

“The provision for pupils who have learning difficulties and disabilities is good.”

“There are good arrangements to smooth the transition from first to middle school and from middle to upper school.”

## **LINSLADE MIDDLE SCHOOL ASSOCIATION**

Linslade Middle School Association is a committee made up of parents and usually two members of staff and a representative of the school Governors. The committee meets on the school premises approximately one evening every six weeks. The aim of this Committee is to support the school in a number of ways, including:

- Organising fund-raising events, which enable us to provide equipment that the school budget does not cover.
- Providing refreshments at various events, such as Christmas concerts and this New Intake Parents’ Evening.
- Arranging social functions, such as a Disco for each year group and family Quiz Nights.

Membership of the committee changes at its Annual General Meeting, which is usually held each October. Would you consider giving your support to the school by attending the next AGM? If so please contact the school who will pass on your details.

## **GOVERNORS**

(see also loose leaf section)

The Governing Body consists of a number of groups:

**Parent Governors** are elected by the parents themselves to serve for a period of four years and the election normally takes place in September. The school is responsible for a statutory election procedure in which all parents can participate.

**Staff Governors** are elected from the school staff of teachers and non-teaching staff.

**LEA Governors** are nominated by the Local Education Authority.

**Community Governors** are recruited to represent the interests of the community within the school.

## **MINUTES OF MEETINGS**

Minutes of Full Governing Body meetings are available for parents to read on request, within the school.

## **CHARGING AND REMISSIONS POLICY**

The Governors have adopted a policy in line with the 1988 Education Reform Act and LEA arrangements.

Pupils whose parents are in receipt of income support or family credit may be eligible for consideration of remission of all or part of the charges for a school visit.

Voluntary contributions may be sought for the benefit of any school activity. (The detailed policy statement of the Governing Body on "Charges and Remission of Charges for School Activities" is available at school).

## **THE SCHOOL DAY**

Registration	:	8.45 a.m.
Assembly	:	8.50 a.m.
Period 1	:	9.10 a.m. - 10.10 a.m.
Break	:	10.10 a.m. - 10.25 a.m.
Period 2	:	10.25 a.m. - 11.25 a.m.
Period 3	:	11.25 a.m. - 12.25 p.m.
Lunchtime	:	12.25 p.m. - 1.15 p.m.

Registration	:	1.20 p.m.
Period 4	:	1.30 p.m. - 2.30 p.m.
Period 5	:	2.30 p.m. - 3.30 p.m.

## **ARRIVAL AT SCHOOL**

**Supervision, by teachers will not take place until 8.35 a.m. Pupils should not be on the premises too early; parents need to be aware that until 8.35 a.m. pupils enter the premises at their own risk. If a pupil arrives late or has to leave during the school day for any reason, they must report to the office for the register to be marked. We need to know who is on the premises at any time, especially in the event of an emergency such as a fire.**

## **CHILDREN'S SAFETY**

We strongly recommend that if a child is leaving school during the school day – e.g. to attend a doctor / dentist appointment, that the parent / carer of the child collects them from the school entrance hall. We consider that a child in school uniform walking alone could be vulnerable. Furthermore, if the police notice children wandering the streets on a school day they will usually return them to school for child protection reasons. Could you therefore ensure that a parent/carer is present to pick up a child for an appointment during the school day. If another responsible adult is to collect the child, then please notify the school in writing that this is the case.

## **USE OF TELEPHONE**

**Our School Office is a busy place; therefore we have to discourage pupils from using the telephone except in a real emergency, such as the cancellation of a sports fixture. Mobile phones **MUST NOT** be brought to school unless a request form is completed by a parent/carer. In such cases the phone should not be a source of disturbance to others and must be switched off and held in the school office for collection at the end of the day.**

## **PARKING AND COLLECTING PUPILS**

**Please DO NOT bring vehicles onto school premises or park outside the school on the yellow lines obstructing access points. With over 600 children either entering or leaving, it could cause an accident.**

## **BICYCLES**

Parents of children in Years 6, 7 and 8 who wish their children to cycle to school should write to the school office, clearly marking the envelope "Cycle to School Request". The cycle must be maintained in a roadworthy state and the pupil must have passed the Cycling Proficiency Test. The school organises courses on behalf of Bedfordshire County Council and parents are informed of any courses that are run primarily for Year 6 pupils. Parents must arrange for their children to attend courses in the school holidays. These are organised by the Road Safety Department. Permits will be withdrawn if serious mechanical faults are noticed or if cyclists do not carefully obey the rules of the road.

Every effort will be made to keep bicycles safely whilst at school. However, no responsibility can be accepted in this respect. It is strongly recommended that each bicycle should be provided with a locking device and the children should wear a safety helmet when cycling to school.

## **SCHOOL LUNCHES**

We have our own 'in house' catering and a set meal priced at £1.70 consists of a main course and dessert. To assist with ordering a School Lunch Order Form is sent out every half term in advance together with a menu.

## **PACKED LUNCHES AND SNACKS**

Facilities are available for pupils to eat their packed lunch at lunchtime. Please bring any drinks in a plastic container, **no cans or glass bottles** for safety reasons. Fizzy drinks are not permitted.

The school canteen sells snacks at break. Of course children may bring their own mid-morning snack but **chewing gum and bubble gum are not allowed** and we expect all rubbish to be put in the bins provided or taken home.

Water fountains are available and there is a healthy drinks vending machine in Reception at a cost of £1.00 per drink.

## **LETTERS**

**General letters to parents will usually be sent home on a Friday.**  
We have found this helpful to pupils, parents and staff.

## APPOINTMENTS AND COMMUNICATION

A comprehensive end of year report will be sent home in June. There are two formal parent consultations. However, we are always happy to arrange a meeting with the appropriate member of staff at other times, if parents have any concerns. In the first instance parents should make contact by writing a note in the Diary Planner.

**Please do not hesitate to contact us; parents and staff need to work closely together if pupils are to make the best of the opportunities provided.**

## UNIFORM AND EQUIPMENT

### Standards of Dress and Appearance

We wish to support parents in ensuring that “fashion” does not become a source of competition or bullying.

Pupils will be required to demonstrate high levels of personal hygiene. Shoes will be expected to be clean, and hair length, style and cut will be of a moderate nature: lines, steps, use of hair dyes or bleach, use of gels or skinhead type cuts are **not** acceptable (the minimum should be a “number two” cut). Long hair should be tied back and beaded braids should not be worn. Make-up used for the purpose of fashion is not acceptable.

Jewellery, unless a religious or medical requirement, should not be worn. A wrist watch is acceptable although there are numerous clocks around the School. If ears are to be pierced then please take advantage of the summer holiday, as **no earrings will be allowed in school.**

### School Uniform

Boys	Girls
Long black trousers	Black trousers or black knee-length skirt. (No more than 10 cm above or below the knee). (Trousers should be straight legs not fashion trousers such as “hipsters”). Belts, where worn, should be plain black or dark brown.
White shirt	White shirt
Plain dark coloured socks	White socks <u>or</u> black tights. Not sports / trainer socks.

**A maroon jumper, embroidered with the school logo**

School house tie

Black school shoes

(not boots, DM style, trainers, high heels over 5cm,  
sling-back or platform soles)

**PE Kit**

All pupils are expected to wear the appropriate dress for their PE lessons. Correct footwear is strongly recommended, especially when playing field sport.

<b>Girls</b>	<b>Boys</b>
Light blue aertex blouse	White short sleeved aertex shirt
Navy-blue shorts	White shorts Black shorts
White short socks	White short socks
Navy-blue hockey socks	Long red socks
	Red reversible rugby shirt (with white hoop)
Football boots (safety studs should be used)	Football boots (safety studs should be used)
Trainers	Trainers
Shin pads	Shin pads
One piece costume (Yr 5 Swimming)	Trunks <b>NOT</b> shorts (Yr 5 Swimming)

Mouth guards are strongly recommended. In cold weather children may wear sweatshirts and tracksuit bottoms, which should be maroon, black or navy. Blue fleece tops with school logo are available for the girls to purchase.

If kit is lost children must check the PE lockers and changing rooms thoroughly. **ALL PE KIT MUST BE CLEARLY NAMED (including trainers and boots)** which make it much easier to identify and retrieve.

When the weather becomes consistently warmer the Headteacher will inform pupils that they need no longer wear ties. In sunny weather short sleeved shirts may be worn but long sleeved shirts are recommended (see "Sun Protection").

We ask for parental co-operation in ensuring that uniform is neat, comfortable and suitable for day to day wear in the school environment. **All uniform items must be clearly marked with the pupil's name.** Most articles can be bought from a variety of shops, including chain stores. The whole range of uniform can be obtained from 'Wear2School' of North Street, Leighton Buzzard.

## **LOST PROPERTY**

**All clothing and equipment brought to school must be named.** Pupils should be responsible for their own property, making sure it is named and if mislaid, checking in the appropriate places. **Please note that the school cannot be responsible for articles that are brought to school and 'go missing'.** **Valuables, such as watches, will be kept in the school office for a short period of time. PE kit will be kept in the changing-rooms and should be collected from a member of the PE staff at the beginning of a PE lesson.**

## **BEHAVIOUR**

As Ofsted noted, behaviour in Linslade Middle School is excellent. We will always respond appropriately when pupils let themselves, or others, down in this respect.

## **HOMEWORK**

Homework is often set as an extension of class work. By co-operating with parents over homework, the school hopes to enrich and extend a child's opportunities for learning. Teachers will seek to make homework relevant and provide clear guidelines. Homework assignments will be entered in pupils' Diary Planners where parents will also find a Homework Timetable. It is the parents' responsibility to ensure that homework tasks are completed. When a pupil repeatedly fails to complete homework assignments then a letter will be sent home and a suitable punishment will be given. Should there be further problems then teachers will cease to set homework until a meeting has taken place between parents, pupil and teacher(s).

Homework is completed when:

- 1 It is taken home.
- 2 It is done.
- 3 It is returned to school.

If any of these three elements is missing, homework will be deemed to be incomplete.

In years 5 and 6 homework should take no more than half an hour each school night. In year 7 and 8 pupils should work up to one hour each night, six nights a week.

There will normally be a gap of more than one day between when homework is set and when it is due to be handed in. This is so that children may ask for help before the homework is due. Unless arranged with specific teachers, homework should not be returned to school by e-mail.

## **BOOKS AND EQUIPMENT**

**All school equipment and books are on loan to pupils and must be carefully looked after. Anything lost or damaged may have to be replaced at the pupil's expense.** Pupils will need to be provided with:

- Writing pen (blue thin fibre tip, roller ball or nib - not biro), pencil, sharpener, rubber
- 30 cm transparent ruler (**marked in cm and mm and not flexible**), a pair of compasses with sharp pencil, protractor, rubber, coloured pencils
- A small pair of scissors (not pointed), solid glue stick, and a named calculator
- A dictionary and an atlas would also be helpful (details of those recommended will be given).
- **Knives, including penknives, must not, on any account, be brought to school.**

## **MONEY AND VALUABLES**

Large or valuable items (these include mobile phones, walkman radios, electronic games etc.) **should not be brought to school.** The school is not insured for walkabout theft. If by any chance a sum of money is brought for a school purpose, it should be handed to the form teacher at registration or taken to the named member of staff. The school cannot accept responsibility for money or articles which pupils may mislay or lose, although every effort will be made to discover their whereabouts.

## **LIBRARY**

The main Library houses over 7,000 books. It is open every lunchtime and three evenings after school for pupils to take out or return books. The Librarian is available to help pupils and encourage the loan of magazines, story tapes, maps and CD ROMS. In the main Library pupils may borrow one item for up to three weeks and the issue tickets are stored at the desk.

**Items are loaned on the understanding that in the case of damage, loss or long delay in return, the replacement cost will be sent to the school.**

## PE AND HEALTH MATTERS

We take every care of your child during PE lessons and hope they will be encouraged to become involved in extra-curricular activities. We will accommodate any particular physical needs to the best of our ability. To be excused from a PE lesson a child should have a note from parents giving the reason for their inability to take part in the lesson. In the event of a long term injury or illness we need a letter explaining how this may affect a child's performance. In some situations a doctor's letter may be useful. **The excused child must still bring a change of footwear and tracksuit trousers as well as a coat so they can watch the lesson and help coach without getting cold and muddy.**

## ABSENCE

Our policy is in line with the DfES document 'School Attendance, Policy and Practice'. **Every absence, whether for reason of sickness or not, must be covered by a letter from the parent.** A telephone call must be made before 9.15 am on each day of absence. Parents will appreciate that where no absence note is received, checks are likely to be made, even when we may have no reason to doubt a child's verbal explanation.

If parents wish a child to have a leave of absence for something other than sickness, they should write to the Headteacher, in advance. Using the information given, a check will be made as to whether this falls into the category of authorised or that of unauthorised absence, and notify the parents. On no account should pupils leave the premises during the day, unless he or she:

- Goes home to lunch
- Has parental permission

Our Educational Welfare Officer is based at Cedars Upper School, on telephone number 01525 750608.

## APPLICATION FOR LEAVE OF ABSENCE FOR ANNUAL HOLIDAY

In line with the DfES, we do not condone absence for holidays. It is important that children attend school regularly. If there are specific and unavoidable reasons for a request to be made it should be made in writing to the Headteacher, in an envelope clearly marked 'Holiday Request', at least two weeks in advance. Even so it is not an automatic process and previous attendance will be taken into account before holiday leave may be authorised.

## **RACIAL EQUALITY**

Linslade Middle School is committed to promoting racial equality and harmony. It expects everyone who is part of, or who visits the school, to support this commitment both in the way they act and in the words they use. We react very strongly to racism of any sort. A Race Relations policy is available from the school.

## **DISABILITY**

The school always attempts to ensure that no one associated with school life is disadvantaged on the grounds of disability. We continue to improve accessibility for all. If you or your child has particular needs, then please contact the school. This Handbook is published on the school's website ([linslademiddle.beds.sch.uk](http://linslademiddle.beds.sch.uk)) and, in order to meet the requirements of the SEN and Disability Act 2002, may be supplied in another format e.g. in larger print if needed.

## **ORGANISATION**

### Form Teachers

We regard the form teacher as a crucial part of our organisation and pastoral care. The form teacher will probably know your child better than anyone else in the school, having daily contact and overseeing their work and welfare.

### Year Groups

The school is organised in four year groups; each with a member of staff designated as Year Leader. Together with a team of form teachers, the Year Leader co-ordinates the curriculum and has overall responsibility for the care of the pupils in that year.

### Class Size

The average form size is around 30 and most lessons are taken in these mixed ability groups throughout the four years.

Support for children with special needs is usually given within the classroom situation.

### Specialist Teaching

In year 5 the form teacher takes the majority of lessons, as in lower school.

Specialist teaching is gradually increased from year 6 to year 8, when most lessons are specialist taught, as they are in the upper school.

### Code of Conduct

The school believes in the essential self-discipline for which all pupils should strive. We believe in keeping external sanctions to a minimum and ensuring our pupils understand the reason for rules and correction. We expect a high standard of behaviour from all our pupils. A detailed "Code of Conduct" is available from the school.

We will not tolerate any kind of bullying. Bullying is dealt with in accordance with our Anti-Bullying Policy.

### House System

We operate a House System at Linslade Middle so that pupils are encouraged to engage positively with those in other classes and year groups. Throughout the year there will be events and competitions when each House will compete with the others but individuals will be able to contribute to their House every day by working hard and co-operatively.

House Points will be awarded as encouragement and reward. Each Friday we have a Success Assembly and those children with a Ten House Point Certificate are entered into a prize draw.

## **CURRICULUM**

The school encourages a positive attitude to learning. All pupils study the National Curriculum subjects: English, Mathematics, Science, Design and Technology, Sex Education, Humanities, French, Music, Art, Religious Education, Personal, Social and Health Education, Citizenship, Physical Education and Information Communication Technology.

Our close working relationship both with feeder lower schools and upper schools enables effective liaison and smooth transition of pupils from school to school.

### ENGLISH

English throughout the school aims to foster an understanding of language and a love of literature. Pupils are encouraged to be confident in a spoken context and have an interest in developing their writing skills. Pupils enjoy visits from authors, theatre companies and storytellers. We also regularly take pupils on trips related to topics or writers. Pupils are given reading guidance

and structured spelling and grammar work from Year 5.

## MATHEMATICS

We aim to develop the skills and knowledge necessary for today's world. As well as basic ideas and numeracy skills, pupils will experience problem solving and investigation in number, algebra, geometry and data handling. Pupils are taught in ability sets throughout the school. The programme of study followed in Years 7 and 8 is agreed with both upper schools in our Learning Community, providing important continuity at transfer.

## SCIENCE

Science explores the wonders of the world of living things, materials and energy. We aim to develop a spirit of enquiry by encouraging curiosity and reason. All children are able to increase their knowledge and skills associated with scientific methods of investigation.

We have science facilities for the 21st century.

## DESIGN AND TECHNOLOGY

Pupils work in the Workshop, Food Technology suite, ICT suite and the Textiles room, which are all equipped to a high level.

The Food Technology courses include recipe development, food preparation, nutrition and packaging.

Textiles Technology encourages pupils to develop skills using a range of fabrics and threads to experiment with and appreciate the use of colour. Resistant Materials work includes some simple electronics, mechanisms and structures work culminating in small projects realised in wood, metal and plastics.

In Computer Control pupils are introduced to the Design Process and how to use computers to control simple robots.

## HUMANITIES

The study of History and Geography is much more than simply building up a bank of knowledge. Throughout the programmes of study pupils are given opportunities to; explore the relationships between the earth and its people; explore the relationships between people and nations; research, evaluate and use sources of information to support conclusions; link events and changes to help better explain trends, patterns and processes; compare and contrast people, events, changes and processes from differing periods of time; link cause and effect, assessing the impact of changes and events on the modern world; transfer skills from other subjects to help their studies in Humanities.

## FRENCH

Year 5 pupils learn about France and its culture. They listen to the language and speak and sing in French. By the end of Year 8 pupils are able to engage in conversations and make up and present their own small plays in French. During Years 7 and 8 pupils begin to read French story books and they are also expected to write simple French carefully and accurately. They will study more formal grammar during Key Stage 4. Throughout the school French is taught by specialist teachers.

## MUSIC

Music is a highly practical subject and our pupils are encouraged to take as active a part as they can in lessons. Within the curriculum all pupils experience structured listening, composition and performance opportunities appropriate to their development. A range of extra-curricular activities, organised by the school and peripatetic staff, provide additional opportunities for all instrumentalists and keen vocalists. Regular concerts and shows take place at school and within the community.

## ART

We aim to develop and build upon pupils' artistic skills and creativity in a range of materials and to introduce them to the world of Art. In Years 6, 7 and 8 full use is made of the specialist facilities in the large Art room to include pottery and fabric design. Year 8 pupils have the opportunity to do extra-curricular work in an Art Club after school.

## RELIGIOUS EDUCATION

The Religious Education (RE) programme offered at Linslade Middle School seeks to contribute to the spiritual, moral, cultural and mental development of all pupils. Whilst following the Bedfordshire Agreed Syllabus, and interpreting it for the requirements of our pupils, it is important to recognise that RE deals with issues that are alive and relevant to the children today. Our approach emphasises the need for mutual respect and understanding.

## INFORMATION AND COMMUNICATION TECHNOLOGY

We use Information and Communication Technology across the curriculum and it is an integral part of most subjects. Two main computer rooms, the main library, the staff room and classrooms are connected on a network. The Internet is available in all rooms via the network and has a fast broadband connection. Laptops, with network connection are available for pupil use. The laptops are portable and can be used in any classroom.

Other ICT equipment includes palmtop computers and sensing equipment in Science, recording equipment, electronic keyboards and a computerised midi system in Music, digital still and video cameras, multimedia projectors and interactive whiteboards.

## PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, Social and Health Education helps our pupils in their personal development, allowing them to make the most of their abilities and to become increasingly responsible for their own learning. It offers opportunities for pupils to become active and informed citizens, to develop a healthy lifestyle and good relationships. All pupils follow a programme of PSHE, the Form Teacher acting as a facilitator for the activities.

## CITIZENSHIP

We develop citizenship through curriculum subjects, whole-school activities and pupils' involvement in the life of the school and wider community. At Key Stage 3 Citizenship is taught as a strand across all subjects. It enables pupils to develop the knowledge, skills and understanding to become informed, active and responsible members of local, national and global communities.

## SEX EDUCATION

Sex Education helps children to understand the physical, emotional and social changes they undergo as they enter adolescence. Issues are dealt with at appropriate times and in a way that encourages personal responsibility. Parents may withdraw a pupil from all or any part of the sex education provided. Parents wishing to exercise this right should arrange an interview with the Headteacher, who will be happy to discuss the matter.

## PHYSICAL EDUCATION

Netball, hockey, rugby, football, tennis, athletics, rounders, cricket, gymnastics, dance and outdoor and adventurous activities all form part of the P.E. programme. In Year 5 pupils receive twelve lessons of swimming. There are many clubs and practices and we take pride in the success of our representative teams. We give high priority to those with special needs and the importance to the individual of achieving their personal best. The school has excellent resources for P.E.

Physical activities make a significant contribution to the extra-curricular programme of the school. Practices take place at lunchtime and after school. Regular matches occur with schools in the district. We are involved in district and county competitions in rugby, football, hockey, netball, cricket and athletics. Saturday fixtures are held for some matches and tournaments.

## INCLUSION

At Linslade Middle School we will aim to:  
help our pupils to develop their own personalities, skills and abilities.

provide teaching that makes learning challenging and enjoyable and enables pupils to achieve their full potential.

ensure that all pupils are provided with maximum opportunities to develop.

## LEARNING SUPPORT

Support for learning is generally provided by the class/subject teacher with

guidance from the Special Needs Co-ordinator (SENCO). Where appropriate, advice is sought from other professionals available within the county (e.g. Visually Impaired Service, Speech Therapy Service, Educational Psychologists etc.). Some classes may have a second teacher or Learning Support Assistant providing in-class support for small groups and individuals. Occasionally children will receive individual monitoring, programmes of work and assessments to be carried out. A range of specialist resources is available to support learning in literacy and numeracy. We have a dedicated Learning Support area – The Green Room.

## **EXTRA-CURRICULAR ACTIVITIES**

The staff undertake a variety of activities in the lunchtime and before and after school. These have included: gardening, art, chess, quiet rooms, history, homework club and computer clubs, as well as musical and sporting activities.

## **LIBRARY**

The school library is well stocked and continually updated. It is equipped with CD Rom facilities and open daily supervised by our Librarian. Pupils are encouraged to make full use of this central resource.

Parents wishing to know more should contact the appropriate Curriculum Leader.

## **ASSESSMENT**

There is continuous review and checking of pupils' work to assess understanding and proficiency. More formal testing occurs at regular intervals, where appropriate. This gives information to pupils and teachers and provides the basis for a report to parents. We are then able to plan appropriate schemes of work, to build on group and individual achievement and remedy any gaps in skills or understanding. Parents are encouraged to monitor children's books and communicate with teachers through our Diary Planners.

## **RECORD KEEPING**

Individual, class and year group records are kept to provide information for teachers and parents on levels of attainment. We keep a central computerised record of levels of attainment of pupils and the levels achieved in statutory tests.

## **REPORTING**

A comprehensive written report is sent to parents during July each year. This helps to inform parents of pupils' progress and attainment. There are also several formal opportunities to meet with teachers during the year. We are always happy to arrange a meeting if parents have a concern. Through awareness of progress, teachers and parents can act together to provide the best possible opportunities for each individual pupil.

## **JOINING OUR SCHOOL**

We want your child to look forward to joining us! We have therefore developed an induction programme with the help and support of the Lower Schools. Becoming more familiar with our school takes away some of the worries and apprehension transfer can bring.

The calendar of events is as follows:

<b>November</b>	Local Education Authority Open Evening.
<b>April</b>	Our Year 5 Leader visits feeder schools to get to know the children who will be joining us. Our Special Needs Manager and Co-ordinator also visits feeder schools to ensure we are fully aware of the needs of children with learning difficulties and to begin to build a relationship with those children.
<b>May</b>	The present Year 5 corresponds with Year 4 pupils, telling them about our school and answering their questions.
<b>June</b>	Confidential information forms are sent for parents to complete.
<b>July</b>	New Intake Day. Pupils spend a day or more with us. They meet their form teachers and new classmates. On the day, parents are invited to an Introductory Talk by the Headteacher.
<b>September</b>	Our new Year 5 pupils come to Linslade Middle School.
<b>October</b>	Parents and children are invited to a "Class Introduction" evening to talk to the Year Leader and form teacher.

Individual visits during the school day are welcome; please ring for an appointment.

## **YEAR 5**

The "home base" of Year 5 is a single storey block with its own cloakrooms. This helps to give pupils coming from Lower School to a large Middle School a sense of security, especially in the first few months.

The pupils will spend most of their time in their own classroom with their class teacher. However, they are sometimes taught by another teacher, often from the year group, to take advantage of specialist knowledge. They will visit the main block to use facilities such as the computer rooms and Performing Arts Studio.

The first aim of Year 5 staff is to settle the pupils into the routine of the Middle School, whilst encouraging them to widen their friendship circles and take advantage of the many and varied extra-curricular activities. Staff are easily contacted if there is a concern and parents are encouraged to participate in the life and work of the school.

## **COMPLAINTS PROCEDURE**

A formal procedure to deal with complaints about the curriculum exists in line with the Education Reform Act, under arrangements set up by the Local Authority and adopted by the Governing Body. This is available at the school.