

Parent Information Directory 2016/17



Everything you
need to know for
your child's year
at school.

Oxley Park Academy

Dream, Believe, Achieve Together

Everything you need to know...

Cathy Higgins, Principal, says...

Many thanks for picking our wonderful school to educate your child.

Support

To help you better understand how our school works, and to remember what we need you to do, we have written this directory. It contains practically everything you will need to know for your child's year at school.

Keep this directory

Please keep this directory somewhere safe, and use it regularly.

Let us know

If you have a question or query, the answer should be in here. If it isn't, let us know and we will include it in next year's directory.

You and your child

I look forward to getting to know you and your child over the coming year.



Working with parents

We see parents as children's first and continuing educators. We work in partnership with parents to provide the best for our children. This partnership takes many forms e.g. the sharing of information and concerns, setting targets for improvement, enjoying school events together, working together in the classroom...and many more! Our shared aim is that our children have the happiest and best possible start and the brightest of futures.

Communication with parents

We have an open-door policy at Oxley Park Primary School where parents are very welcome to discuss any concerns. It is important that we work together straight away to resolve any issues, no matter how big or small.

Parents' Evenings

Parents' Evenings are held during the school year and provide an opportunity for you to attend school and discuss your child's progress with the class teacher.

News and newsletters

Regular newsletters are issued with details of important school news, events and dates.

At home

Naturally 'parental involvement' is not confined to school. Children are learning all the time and their parents are partners in education with the school. We do provide homework, in line with the needs of the children, their age and their ability and in line with national expectations; we hope that it remains a time when children and parents can have some fun working together.

The Home/School Agreement

At Oxley Park we would like to form a genuine partnership with you and your family members, to enable your child to reach their potential whilst they are with us. To demonstrate the importance of this partnership, we ask for a copy of our Home/School Agreement to be signed by the child, their teacher and their parent/carer. The agreement outlines the responsibilities of everyone in helping to create a safe, happy and positive learning environment.

Contacting Parents

In case it is necessary for a child to be sent home because of an accident or illness, it is essential that there is not only a phone number of your work's address but also an alternative contact. You will appreciate the need to keep this information up-to-date and it is vital that the school is notified of a change in circumstances as soon as possible.

Emergency texting system

We also use a texting system which enables us to contact you quickly in case of illness, absence, cancellation of an after school activity due to bad weather, etc. Again, this makes it very important for you to keep us informed of your current mobile phone number.

Key Information

What are our school times?

- 8.40am – 3.30pm (except Wednesdays)
- 8.40am – 2.00pm Wednesdays, with the option for your child to participate in Curriculum Enrichment activities until 3.10pm.
- Lunchtime -12.00pm – 1.00pm

The classroom doors open to pupils from 8.30am and close at 8.45am. Late entry is via the main school door. It is really important that children arrive on time and are collected promptly at the end of their school day.

Arrivals and departures

Children should not arrive at school before 8.30am unless they attend Breakfast Club. Children remain the responsibility of their parents until entrance to the school. Children are encouraged to enter the school independently and should make their way to their classrooms, hang up their coats and bags and get settled in. The front gate and external doors will close promptly at 8.45am. If your child arrives after this time they will need to enter the school through the main school entrance and will be marked in the register as 'late'.

Wraparound Clubs

Ziggy Club at Oxley Park Academy

This is our popular Breakfast Club and After School Club and is available to all pupils.

Breakfast Club

Our 'Early Birds' Breakfast Club runs from 7.30am offering nourishing healthy breakfasts and morning activities.

After School Club: Night Owls

Night Owls is our After School Club and runs until 6.00pm. Children can access a range of creative activities under the watchful eye of our experienced staff. A range of healthy meals are also served to our pupils.

Holiday provision

We offer holiday provision where possible, serving breakfast, lunch and snacks from 8.00am to 6.00pm. Sports coaching is also available throughout the holidays, running from 9.00am to 4.00pm.

Booking

Booking half-termly in advance is essential to guarantee a place. Please see the school website for more details about each of our wraparound provisions. Visit <http://www.oxleyparkacademy.com/> where you will find the relevant booking forms and details of current fees under the 'Documents' heading.

Uniform

School uniform ensures the children look smart, which in turn, encourages them to take pride in their school and approach

learning in the right frame of mind. A school uniform helps promote a sense of belonging and community. Water and sun protection are encouraged. Our uniform consists of:

Boys

- School fleece/coat.
- Long grey school trousers.
- Blue polo shirts.
- Burgundy school sweatshirt.
- Black school shoes.
- Grey/black socks.

Summer

- Grey trousers or shorts.
- Blue polo shirts.

Girls

- School fleece/coat.
- Grey skirt, pinafore or grey school trousers.
- Burgundy school sweatshirt or cardigan.
- Blue polo shirts.
- Black school shoes.
- White socks or grey tights.

Summer

- Checked pale blue dresses or grey skirt or pinafore.
- Blue polo shirts.

Year 6 children

- School blazer.
- Blue shirt.
- Tie with grey trousers/skirts.

Indoor PE

- White T shirt and black shorts.
- Children will work in bare feet in the hall to encourage the correct development and for safety reasons.

Outdoor PE

- Plain black sweat top/hoodie & black jogging bottoms. No stripes or logos.
- Trainers.
- Children must wear jogging bottoms, not leggings or ¾ length pedal pushers.

Labelling your child's belongings is vital to prevent them from being mislaid.

Where to buy

Uniform items embroidered with our school logo can be purchased from ShirleyMK, a small local company. However, it is not compulsory that children wear uniform bearing our school logo. Plain, light blue polo shirts and plain, crew neck burgundy sweatshirts/cardigans can widely be purchased quite inexpensively from many retailers, including Marks & Spencer, Tesco and Asda.

Food in school

School meals

Our children are busy growing, not just through their learning, but physically too. We know that to perform at their best, they need a balanced and nutritious diet. Our onsite kitchen team prepare a variety of healthy, tasty meal for children to enjoy. A vegetarian option is available.

You can view the school meal menu by visiting the school website <http://www.oxleyparkacademy.com/> Click on 'Documents' in the top menu bar and then 'School Meals Menu'.

Free School Meals

The school actively encourages anyone entitled to Free School Meals to claim them and forms can be collected from the school office. Help to fill these in is available on request throughout the school day. We encourage children to drink plenty of water, as this has been shown to aid concentration. Meals continue to be completely free of charge for pupils in Foundation and Years 1 and 2.

Milk

Milk is provided free of charge up to the age of five. After this time you have the option to buy direct from the dairy. Forms are available from the school office.

Dinner money

Meals cost £2.30* per day. This is payable online via ParentPay. You can login to ParentPay via our website home page. There is a minimum payment for school meals on ParentPay of £11.50*. Most parents prefer to pay in advance; so for the September/October half term the cost is £80.50* or the whole Autumn term is £156.40*. Money is only taken from the account when your child takes a meal. (*subject to change)

Packed lunches

Alternatively, children may bring a packed lunch from home. These should be packed in a box clearly marked with the child's name & class and are kept outside of the classroom. We ask that children do not bring their own drinks as water is provided. Please provide your child with a named cup for this purpose.

Fruit and drinks

For safety reasons we do not allow children to bring in canned drinks or glass containers; fizzy drinks are also not permitted in school. All children in Reception, Year 1 and Year 2 are provided with free fruit every day by the Government Fruit and Vegetables for Schools Scheme; snacks do not need to be provided from home. To encourage children to try a variety of foods, different fruits are provided throughout the week such as oranges, apples, grapes, raisins, pears and plums. If your child has any allergies, please ensure your child's class teacher is made aware so that an alternative fruit may be provided that day.

Year 3, Year 4, Year 5 and Year 6

Children in Key Stage 2 may bring in a snack from home. Mid-morning snacks may include a piece of fresh or dried fruit or vegetables. Please ensure children do not bring in biscuits or chocolate bars for snack time.

Contents

Page 2: Principal's Introduction

Page 3: Key Information

Page 4: Who's Who

Pages 5: Topics that are being taught in each year group in school this year

Page 6: Moving into Year 1

Page 7: Moving into Year 2

Page 8: Moving into Year 3

Page 9: Moving into Year 4

Page 10: Moving into Year 5

Page 11: Moving into Year 6

Pages 12-13: Why reading is important: helping your child to read confidently

Page 14-15: Understanding how our school works

Page 16-17: What to do if...

















































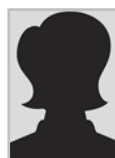














Page 18: Frequently Asked Questions

Page 19: Term dates

Page 20: The Oxley HACKA



Who's Who

Our Governing Body ➔	 Tracy Billingsley Chair of Governors	 Andrew Nash Vice Chair	 Cathy Higgins	 Emily Latham	 Nigel Buckley-Ryan	 Glynis Wiles	 Louise Flin	 Sue Marshall
	 James Armitage	 Paul Phillips	 Sarah Waby	 Dominic Newbould	Senior Leadership Team ➔	 Cathy Higgins Principal	 Mary Younger Deputy Principal FS & KS1	 Glynis Wiles Deputy Principal KS2
 Juliette Phillips Personalisation Manager	Class Teachers ➔	 Alita Holding Hedgehogs' Class	 Esthea DuPreez Rabbits' Class	 Helena Carter Foxes' Class		 Ruth Tuck Squirrels' Class	 Alliya Arif Robins' Class	 Sam Waller Nursery
 Lauren Waller Otters' Class		 Hayley Hewson Golden Eagles' 1 Class	 Amy McClaren Lead Teacher	 Emma Keane Wrens' Class	 Mike Bates Golden Eagles 2' Class	 Rachel Newsholme Golden Eagles' 3 Class	 Emily Hills Snowy Owls' Class	 Anna Newnham Tawny Owls' Class
 Dan Burden Kingfishers' Class	 Nic Walmsley Moles' Class	 Charlotte Gregory Woodpeckers' Class	 Derya Charteris-Black Moles' Class	 Lyndsey Gill Woodpeckers' Class	 Layna Philips Badgers' Class	Teaching Assistants ➔	 Meena Andukuri	 Holly Bartram
 Claire Bestford	 Annelies Zygo	 Emma Betjemann	 Kelly Page	 Frances Quirke-Cooper	 Keri Thompson- Carey		 Claire Gibbs	 Kamaljit Kaur
 Ian Lindop	 Georgina Mainwaring	 Karen Lester	 Viki Heath	 Michelle Petrie	 Kelly Crompton	 Gary Thurston	 Rosie Buckley-Ryan (Library)	 Smitha Venkatesh
 Sarah Austin	 Becky Clinton	 Rachael Robinson	 Rob Rutherford	 Janice Penberthy	 Chris Froud	 Juliette Smith	 Burcu Musselwhite	

Topics that are being taught in each year group in school this year

Topics

The topics within the curriculum at Oxley Park Academy are designed to reflect the needs and interests of our children and the content is organised into project themes with meaningful context. We believe that the individual needs of our children are best served through an enriched curriculum that enables children to meet age-related expectations and embed and master that learning. Through the delivery of our curriculum we will:

- Encourage all children to develop lifelong learning skills.
- Allow children to gain essential knowledge, skills and understanding for future life.
- Provide all pupils with access to broad and balanced learning which is inspiring and engaging.

The curriculum is divided into three stages

1. Early Years Foundation Stage: from ages 0-5
2. Key Stage 1: from ages 5-7
3. Key Stage 2: from ages 7-11

Early Years Children will follow the Early Years Foundation Stage Curriculum. The curriculum underpins all future learning by developing children's:

- Personal, social and emotional well-being.
- Language and communication skills.
- Physical skills.
- Literacy - reading and writing.
- Mathematics.
- Expressive arts and design.

We place particular emphasis on building strong foundations of learning at the earliest opportunity by focussing on developing the basic skills of Maths and Literacy in reading, handwriting and spelling.

Literacy

As part of Literacy children will be read with daily and will then use the text as a basis for some sort of writing activity. The writing activity may be basic spelling, building a sentence and then a longer composition. In handwriting sessions, children will continue with half hour sessions three times a week in which they will follow activities under the Start Bee handwriting scheme. These lessons allow the children to develop their fine motor skills and develop their ability to hold their pencils accurately and therefore support them in forming accurate letters.

Maths

In basic Maths we will also be starting with the basics of recognising and writing numbers and then build on this to simple sums and beyond.

So what can you do to help?

Help your child practise reading and writing at home. Also help them write their numbers and do simple sums. Our website (<http://www.oxleyparkacademy.com/home-learning>) provides lots of suggestions and helpful tips for Home learning.

Key Stages 1 and 2

We choose to follow the National Curriculum in a creative way, with enhancements such as engineering, yoga, enterprise, financial awareness, drug education and Mandarin Chinese as appropriate. At Key Stage 1 and 2 the National Curriculum consists of the following topics:

Five core subjects:

- Mathematics.
- English.
- Science.
- Computing.
- Religious Education.

Additional subjects taught:

- Physical Education.
- Geography.
- History.
- Art.
- Design & Technology.
- Music.
- Personal, Health and Social Education.
- Modern Foreign Languages.

PE and Sport

Our aim with PE and Sport at Oxley Park Academy is for all our pupils to be happy and healthy and enjoy physical activity. We believe that PE and Sport enhances academic learning, and leads to healthier, happier and more productive lives.

We place great focus on this, both in the PE curriculum where we teach gymnastics, games, dance and yoga and also in our daily activities with the children. Playtimes and lunchtimes are seen as opportunities for free play but we also afford children the opportunity to participate in pre-planned sporting activities with our team of sports coaches who are available all through the lunch period. In addition all year groups participate in our "Move 2 Improve" programme where they will spend a short period of time each day engaged in physical activity as a whole class or year group, where they will aim to improve their performance each day. This includes activities such as running "the golden mile", fun "boot camp" type challenges, "Pegboard Challenge" etc.



Moving into Year 1

Welcome to Year 1 pre-season training!

Year 1 teaching team



Miss Tuck (Squirrels' Class)



Mrs Carter (Foxes' Class)



Miss Waller (Otters' Class)

Overview

- EYFS to Year 1
- What will children see that is the same?
- What will children experience that is the same?
- Who will the children encounter?
- What will be different?
- Helping your child prepare for Year 1.

EYFS to Year 1

- At the end of the school year in which a child is 5, a statutory assessment is undertaken called the EYFS Profile.
- One aspect of the assessment takes the form of practitioner observations of children when they are undertaking their own independent activity.
- A second aspect of the assessment is a narrative about characteristics of effective learning.

EYFS Profile

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
Physical Development	Moving and handling Health and self-care
Communication and Language	Listening and attention Understanding Speaking
Specific Areas	
Literacy	Reading Writing
Mathematics	Numbers Shape, space and measure
Understanding the World	People and communities The world Technology
Expressive Arts and Design	Exploring and using media and materials Being imaginative

Early Learning Goals

For each Early Learning Goal a decision is made

- Emerging.
- Expected.
- Exceeding.

Characteristics of effective learning are shared with parents and Year 1 teachers

What will the children see that will be the same?

- Friends.
- Similar classroom layouts.
- Wall displays.
- Cloakroom arrangements.

What will the children experience that will be the same?

- Learning through first hand experiences.
- Similar environment.
- Being listened to and observed.
- Playtimes.
- Links in their learning.
- Adult led and child led activity.

Who will the children encounter?

- Friends.
- Familiar teachers.
- Familiar teaching assistants.
- Familiar lunchtime supervisors.
- Familiar sports coaches.

How can I help my child prepare?

• Reading

Read with your child every day and talk about the books.

Eg Discuss the characters, what the author means by their choice of words.

• Writing

Your child will have brought home a scrapbook to create a holiday diary. Encourage your child to use their THRASS chart when writing to find the sound they need.

• Maths

Discuss and solve number problems in everyday life, at the shops, telling the time, cooking

Websites

www.oxleyparkacademy.com
www.mymaths.co.uk
log-in: oxley
Password: rectangle213
www.skoolbo.com



Moving into Year 2

Welcome to Year 2 pre-season training!

Year 2 teaching team



Mrs Malcolm (Jays' Class)



Mrs Waller (Nursery)



Mrs Arif (Robins' Class)

Overview

- Information sharing between Year 1 and 2.
- What will children see that is the same?
- What will children experience that is the same?
- Who will the children encounter?
- What will be different?
- Helping your child prepare for Year 2

Information sharing

- Discussions between Year 1 and Year 2 staff.
- Assessments.
- Examples of children's work.

What will the children see that will be the same?

- Friends.
- Similar classroom layouts.
- Wall displays.

What will the children experience that will be the same?

- Learning through first hand experiences.
- Similar environment.
- Being listened to and observed.
- Playtimes.
- Links in their learning.
- Adult led activity.
- Lunchtime.

Who will the children encounter?

- Friends.
- Familiar teachers.
- Teaching assistants.
- Familiar lunchtime supervisors.
- Familiar sports coaches.

What will be different for the children?

- Entrance to school.
- Cloakroom arrangements.
- Toilets.
- Statutory Assessments.

How can I help my child prepare?

• Reading

Read with your child every day and talk about the books.

Eg Discuss the characters, what the author means by their choice of words.

• Writing

Your child will have brought home a scrapbook to create a holiday diary. Encourage your child to use their THRASS chart when writing to find the sound they need.

• Maths

Discuss and solve number problems in everyday life, at the shops, telling the time, cooking.

Websites

www.oxleyparkacademy.com
www.mymaths.co.uk
log-in: oxley
Password: rectangle213
www.skoolbo.com



Moving into Year 3

Welcome to Year 3 pre-season training!

Year 3 teaching team



Mrs Malcolm (Jays' Class)



Mrs Waller (Nursery)



Mrs Arif (Robins' Class)

Overview

- Information sharing between Year 2 and 3.
- What will children see that is the same?
- What will children experience that is the same?
- Who will the children encounter?
- What will be different?
- Helping your child prepare for Year 3.

Information sharing

- Discussions between Year 2 and Year 3 staff.
- Assessments.
- Examples of children's work.

What will the children see that will be the same?

- Friends.
- Similar classroom layouts.
- Wall displays.

What will the children experience that will be the same?

- Learning through first hand experiences.
- Similar environment.
- Being listened to and observed.
- Playtimes.
- Links in their learning.
- Adult led activity.

Who will the children encounter?

- Friends.
- Teachers.
- Teaching assistants.
- Familiar lunchtime supervisors.
- Familiar sports coaches.

What will be different for the children?

- Entrance to school.
- Cloakroom arrangements.
- Toilets.
- Snack.
- Lunch.

How can I help my child prepare?

• Reading

Read with your child every day and talk about the books.

Eg Discuss the characters, what the author means by their choice of words.

• Writing

Your child will have brought home a scrapbook to create a holiday diary. Encourage your child to use their THRASS chart when writing to find the sound they need.

• Maths

Discuss and solve number problems in everyday life, at the shops, telling the time, cooking.

Websites

www.oxleyparkacademy.com

www.mymaths.co.uk

log-in: oxley

Password: rectangle213

www.skoolbo.com



Moving into Year 4

Welcome to Year 4 pre-season training!

Year 4 teaching team



Charlotte Gregory
Woodpeckers



Becky Morris
(Year Leader)
Swallows



Dan Burden
Kingfishers



Liz Morris
Support staff



Debbie Welch
Support staff



Viki Heath
Support staff



Rob Rutherford
Support staff

What can you expect from Year 4?

- High expectations of behaviour – new year group so higher expectations.
- Respect for adults and each other.
- Follow agreed classroom rules – traffic light system.
- Respect for learning environment.
- Mutual respect between teacher and child.
- Support staff working across the year group.
- A positive environment for children and staff.
- Change of PE day.
- Playtime and lunchtimes will be the same.
- Playtime – 10.30am.
- Please send a snack of fruit or vegetable for your child for break time if they wish to have one.
- Lunchtime – 12.30pm, children will go straight to the hall, then out to play.
- Golden time – once every half term.

Developing individuals

- Children will be encouraged to become more independent and develop resilience as they progress through Year 4.
- This will start right at the beginning of the year with our trip to Caldecotte. Children will be encouraged to gel as a team and lead others in challenges.

Caldecotte

- This will involve several water-based activities. The children had great fun this year and it has definitely been a highlight as they still talk about it now!

Year 4 topics

- Where does my food go?
- Black history week – music.
- Beliefs – Gods and Goddesses.
- France/UK – comparative study.
- History of modern music – link to Black History week.
- British transport and trade – London.

Uniform Expectations - Boys

- School reversible waterproof fleece / coat – optional.
- Long grey school trousers.
- Blue polo shirts.
- Burgundy school sweatshirt.
- Black school shoes.
- Grey / black socks.
- Summer grey trousers or shorts, Blue polo shirts.

Uniform Expectations - Girls

- School reversible waterproof fleece / coat – optional.
- Grey skirts, pinafores or grey school trousers.
- Burgundy school sweatshirt or cardigan.
- Blue polo shirts.
- Black school shoes.
- White socks or grey tights.
- Summer checked pale blue dresses or grey skirts or pinafores with blue polo shirts.

Uniform Expectations – PE

- Indoor PE: White T shirt and black shorts. Children will work in bare feet in the hall to encourage the correct development and for safety reasons.
- Outdoor PE: Plain black sweat top/hoodie & black jogging bottoms. No stripes or logos. Trainers. Children must wear jogging bottoms, not leggings or ¾ length pedal pushers.

Personal belongings

- Children only need to bring in a draw-string bag to carry their personal possessions, or a book bag.
- Children do not need their own pencil case as all stationery is provided by the school.
- Children will be responsible for keeping their peg area tidy.
- Please ensure all property is named so can be rightfully returned if found.

What do we need from you?

- Encourage children to complete home learning tasks set with each topic as this develops and engages them in their learning.
- Please read with your children every night, even if they are confident readers...comprehension of texts is a key focus this year, 'reading between the lines'. RED challenge.
- Please continue to let us know anything that will help us to support your child e.g. changes to daily routines, changes to who is picking up/dropping off.
- Please practise times tables at home with your children to ensure they have rapid recall of these facts. We will be continuing with the times table bands in Year 4.
- Support with school behaviour expectations.

Our School Website



The Year 4 page will be updated weekly with what we have been learning and what will be happening the following week.

Useful sites to practise and develop skills
<http://www.mymaths.co.uk/>
log-in: oxley
Password: rectangle213

<http://www.skoolbo.co.uk/>



Moving into Year 5

Welcome to Year 5 pre-season training!

Year 5 teaching team



Anna Newnham
Tawny Owls



Emily Hills
(Year Leader)
Snowy Owls



Janice Penberthy
Support staff



Molly Thomas
Support staff



Burcu Musselwhite
Support staff

What can you expect from Year 5?

- High expectations of behaviour – new year group so higher expectations (moving into Upper Key Stage 2).
- Respect for adults and each other.
- Follow agreed classroom rules.
- Respect for learning environment.
- Mutual respect between teacher and child.
- Support staff working across the year group.
- A positive environment for children and staff.
- Change of PE day.

Developing Responsibilities

- Children will be encouraged to take on more responsibility this year as they enter Upper Key Stage 2.
- This will include responsibility for their home learning, actions, behaviour choices, being a good role model for the younger children, property and developing roles within the school.

Uniform Expectations - Boys

- School reversible waterproof fleece / coat – optional.
- Long grey school trousers.
- Blue polo shirts.
- Burgundy school sweatshirt.
- Black school shoes.
- Grey / black socks.
- Summer grey trousers or shorts, blue polo shirts.

Uniform Expectations - Girls

- School reversible waterproof fleece / coat – optional.
- Grey skirts, pinafores or grey school trousers.
- Burgundy school sweatshirt or cardigan.
- Blue polo shirts.
- Black school shoes.
- White socks or grey tights.
- Summer checked pale blue dresses or grey skirts or pinafores with blue polo shirts.

Uniform Expectations – PE

- Indoor PE: White T shirt and black shorts. Children will work in bare feet in the hall to encourage the correct development and for safety reasons.
- Outdoor PE: Plain black sweat top/hoodie & black jogging bottoms. No stripes or logos. Trainers. Children must wear jogging bottoms, not leggings or ¾ length pedal pushers.

Personal belongings

- Children only need to bring in a draw-string bag to carry their personal possessions, or a book bag.
- Mobile phones can be brought into school if needed, once a permission slip has been signed and returned to the school. These will be kept in the teacher's cupboard during the day and returned to the child at home time.
- Children do not need their own pencil case as all stationery is provided by the school.
- Chewing gum is not permitted in school.
- Children will be responsible for keeping their peg area tidy.

What do we need from you?

- It's really important that children complete their homework that is set as this will either consolidate or develop learning that is taking place in class.
- Please read with your children every night, even if they are confident readers...comprehension of texts is a key focus this year, 'reading between the lines'.

- Please continue to let us know anything that will help us to support your child e.g. changes to daily routines, changes to who is picking up/dropping off.
- Please practise times tables at home with your children to ensure they have rapid recall of these facts.
- Support with school behaviour expectations.

Our School Website



The Year 5 page will be updated weekly with what we have been learning and what will be happening the following week.

Useful sites to practise and develop skills
<http://www.mymaths.co.uk/>
log-in: oxley
Password: rectangle213

<http://www.skoolbo.co.uk/>



Moving into Year 6

Welcome to Year 6 pre-season training!

Year 6 teaching team



Hayley Hewson
Golden Eagles 1



Mike Bates
(Year Leader)
Golden Eagles 2



Rachel Newsholme
Golden Eagles 3



Juliette Smith
Support staff



Frances Cooper
Support staff



Chris Froud
Support staff

What's going to be the same in Year 6?

- High expectations of behaviour.
- Mental maths each week.
- Playtime.
- Lunchtime.
- Entering school in the morning through the same door.

What changes can you expect in Year 6?

- Possible new PE day...to be confirmed!
- Jobs for children.
- New uniform.
- Working in the hub.
- Support staff working across the year group.
- Mixing groups for literacy and numeracy.
- SATs – new SATs without levels.
- Prom.
- After February half term, there will be more focussed homework in preparation for Secondary School.

Developing Responsibilities

- Children will be encouraged to take on more responsibility this year as they prepare for the transition to Secondary School.
- This will include responsibility for their home learning, actions, behaviour choices, being a good role model for the younger children, property and developing roles within the school.

Uniform Expectations

- Children will be expected to wear full school uniform each day, which is clearly named
- This includes:
 - School blazer.
 - Blue shirt.
 - Tie.
 - Grey trousers/grey skirt.
 - Black school shoes.
- Uniform items embroidered with the school logo can be purchased from ShirleyMK (www.shirleymk.biz) but it is not compulsory for uniform to have the school logo.

Cloakroom/personal belongings

- Children only need to bring in a draw-string bag to carry their personal possessions.
- Mobile phones can be brought into school. These will be kept in the teacher's cupboard during the day and returned to the child at home time.
- Children do not need their own pencil case as all stationery is provided by the school.
- Chewing gum is not permitted in school.
- Children will be responsible for keeping their peg area tidy.

What do we need from you?

- What twilight sessions would you find useful next year?
- It's really important that children complete their homework that is set as this will either consolidate or develop learning that is taking place in class.
- Please read with your children every night, even if they are confident readers...comprehension of texts is a key focus this year, 'reading between the lines'.
- Please continue to let us know anything that will help us to support your child e.g. changes to daily routines, changes to who is picking up/dropping off.

Our School Website



The Year 6 page will be updated weekly with what we have been learning and what will be happening the following week.

Useful sites to practise and develop skills
<http://www.mymaths.co.uk/>
log-in: oxley
Password: rectangle213

<http://www.skoolbo.co.uk/>



Why reading is important: helping your child to read confidently

Why is reading so important?

Studies show that reading for pleasure makes a big difference to children's educational performance.

Evidence shows that children who read, or are read to, for enjoyment every day not only perform better in reading tests than those that don't but also develop a broader vocabulary, increased general knowledge, a better understanding of other cultures and experience increased employability as an adult.

At school, we hear every child read at least once a week. They are taught the skills of reading by the class teacher during a 'guided reading' session.

While your child is learning to read, we ask that they are heard by an adult at home at least 5 times a week, daily if possible. This need only be for 5-10 minutes, but it really does make a difference!

In school, we promote the enjoyment of reading by having a regular story session, where the class will listen to a story they enjoy and everyone will take part in a wide range of reading activities.

Listening to stories is an important part of childhood. A bedtime story is always a great way to spend time with your child, build an enjoyment of books and, most beneficial, it gets them off to sleep quicker!

Choosing a Book

Every child will be sent home with a reading book that is colour banded according to their level.

They will also have the opportunity to bring home a book they have chosen from the classroom or the library. These two books are for you to share with your child, reading to or with them, not for them to read to you. You could encourage your child to recognise the high frequency words they have been learning at school and at home, or blend simple 3 and 4 letter words together.

The children may also have books at home they might want to read with you. This is fine, as long as they are exposed to a range of books and are enjoying their reading experiences. It is through the choosing of books that children develop their own preferences.

Reading the same book time and time again is a good thing. We want the children to really know stories well. This helps them build language and

storytelling skills. When a child knows what a book 'says' they then have the confidence to read it without fear of getting it wrong.

Libraries are fantastic places to view a range of books. The internet is a good way of finding out what new books have been released.

What Else Can Your Child Read?

Comics, magazines, travel brochures, recipes, instructions for games, newspapers, sports reports and shopping lists.

Creating the Perfect Reading Environment

Here is a list of things you can do to create the perfect reading environment for you and your child:

- Choose somewhere calm and quiet.
- Sound excited and enthusiastic when talking about reading.
- Have somewhere comfortable to sit next to each other. You will need to see what they are reading and they need to see what you are reading. This could be on their bed, on the sofa etc...make sure the TV is OFF!!
- Talk about the book before, during and after reading it. (There will be suggested questions later in the booklet.)

Be a Good Role Model for Reading

To be a good role model you must:

- Handle books or Kindles with care.
- Let your child see you reading for pleasure.
- Always stay positive and encouraging, even if you are frustrated with your child. Instead, praise them, then help them.
- Continually use positive praise – "well done, that was brilliant sounding out..."
- Always value time for reading.

Strategies to Help Read a Book

There are many ways we can help read a book. These are the six main stages we use in school. We may not use all of them every time; it all depends on the text and the need of the child.

Making sense of a sentence

If a child can't read a word, it sometimes helps to leave the word and carry on reading to the end of the sentence. You can then go back and read it again. Often the child will then be able to guess what the word is, especially if they look at the initial sound of the word.

They could also look at the pictures to help, e.g. if the word they could not read was sandwich in the sentence 'the boy ate a ham sandwich'. If you read the sentence without the word sandwich, it is quite easy to make a sensible guess.

Use of Phonics

Use the pure sounds the children are taught at school and blend together the letters/sounds they can see. Don't forget, it's not always one sound for every one letter. Sometimes two or more letters make one sound, e.g. 'ea' makes the long 'e' sound. If you are unsure of this, ask the teacher for guidance.

Rehearsed Reading

Rehearsing a page can help build a child's confidence in reading. In a more challenging book, try reading a page to them first, stressing any difficult words. When modelling the reading, use expression and different voices for different characters. Then give them a few minutes to read it to themselves, and then they can read the page to you. The more you do this, the more words they will be able to recognise.

Questions to Ask Before Reading

- What do you think this book is about?
- What does the picture on the front page tell you?
- Where is the title? What does it say?
- Discuss the author and talk about other books they have read written by the same author.

Questions to Ask During Reading

- What is happening in the picture?
- Why did the character behave that way?
- Have you ever...?
- Why did...?
- Where did...?
- Who did...?

Why reading is important: helping your child to read confidently

Questions for Non-fiction Books

- What fact(s) did you enjoy learning about the most?
- Of the information you learned, which would you like to share with someone else?
- Would you like to read more books about this topic? Why?
- What else would you like to learn about this topic?
- What pictures or illustrations did you find interesting? Why?
- Is this book like any other book that you have read? If so, how are they alike? How are they different?
- Which did you like better? Why?
- What kind of research do you think the author had to do to write this book?
- What questions would you ask the author if you ever had the opportunity to meet him/her?
- How can you learn more about this topic?
- Would the book be different if it had been written 10 years ago?
- Did you discover anything that might help you outside of school?



Questions to Ask After Reading

- Who was your favourite character? Why?
- Did you like the book? Why?
- What was the most exciting part of the book?
- Would you choose that book again?
- Recall main events in the story.

Reading Records

What to write in my child's reading record:

- It is important that reading records are completed at home as it gives the teacher an idea of how often your child reads and how well they are doing at that time.
- The suggestions below will give you a few ideas of what to write – try to keep your comments positive and factual. You are not expected to comment on each of the areas each time.
- How enthusiastic the child was about the choice of book.
- How well the child was able to retell the story, showing their understanding.
- What strategies they used to read unfamiliar words.
- Did they answer questions well?
- Was there a common mistake the teacher may need to pick up on in class?
- Did the child recognise when he/she had made a mistake? Did they correct themselves?
- How fluently they read.
- How well they used expression.
- Let the child hold the book.
- Talk about the book as you read.
- Support them in reading new words, don't jump in too quickly and don't get cross when they can't do it.
- If your child is too tired to read to you – it's ok to read to them.
- A bedtime story is the best way to get your child ready for sleep.
- Most importantly – ENJOY TIME READING TOGETHER!
- "A child who reads well is more likely to be successful in later life."
- Don't be in a rush to move them to the next level. Allow time to develop confidence. It's not a race!

Useful Reading Websites and Books

- www.oxfordowl.co.uk – free online Oxford Reading Tree resources
- www.bugclub.co.uk – whole school online reading facility
- www.jollylearning.co.uk – Jolly Phonics
- www.parentlink.co.uk – contains ideas to help at home
- www.bbc.co.uk – school section, words and pictures, phonic activities
- www.phonicsplay.co.uk
- www.literacytrust.org.uk
- www.crickwed.co.uk/assess/resources/flash.php?&file=ww
- www.bbc.co.uk/cbeebies/stories
- www.snaithprimary.eril.net/rindex.htm – nursery rhymes
- www.familylearning.org.uk
- www.topmarks.co.uk/Search.aspx?subject=31
- www.readingforlife.org.uk
- www.bookstart.org.uk
- Read Me Stories – Children's Books – Free
- Sentence Reading Magic – Free
- Abc Pocket Phonics Lite – Free
- Abc Pocket Phonics – Pay fee
- Word Magic – Pay fee
- The Story Mouse Talking Books – Free
- ABC Animals – Pay Free
- Reading for Kids – I like reading – Free
- Word Domino – Free
- Read with Biff, Chip and Kipper – Free

In a Nutshell

Reading is one of the most important skills a child needs to learn. To help them at home:

- Try to read as often as possible with your child.
- Create the right environment for reading.
- Model a positive attitude and enthusiasm for reading.
- Let your child choose a book they enjoy – they don't always have to read it to you!
- Don't forget, memorising a book isn't cheating, it builds confidence, helps them know the structure of a story and makes reading fun!



Understanding how our school works

Our Facilities

We are very fortunate to have some excellent facilities to benefit the children, with a good amount of outdoor space for outdoor learning, recreational play and sports, and some excellent ICT provision. The facilities we are particularly proud of are:

- Our Art Bus.
- Media teaching facilities including green screen technology, film-making and animation.
- The Engineering Workshop.
- Our “Wacky Woods”.
- “The Pods” – our outdoor classroom.
- A city farm.
- The Story Oak.
- An amphitheatre.
- A yoga studio & mindfulness room.
- Allotments to “grow our own” fruit and vegetables for the school kitchen.

Support for SEN children

Oxley Park Academy celebrates the differences between all of our children and young people and we value the contribution which every member of our school makes to the school community and our community as a whole. We are committed to giving every child the opportunity to succeed. The educational progress and well-being of all our children is closely monitored. This helps us to identify any specific needs a child may have as early as possible. The Special Needs Policy of the school outlines the procedures for early identification, continual assessment, appropriate provision, record keeping and the involvement of outside agencies.

How will I know how Oxley Park Academy supports my child?

You will be kept informed about your child's progress and their support in the following ways:

- The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children which is monitored by senior leaders throughout the School.
- Should your child require additional support they may be included in a focus group. This may be run by the class teacher or a teaching assistant and this will take place within the classroom wherever possible. Sometimes it may be necessary for your child to work out of the classroom in a quiet area close by.

- Specific planned interventions may be provided for your child in consultation with the Personalisation Manager.
- All interventions for a class will be recorded on a class provision map. Children who receive such support will receive a Personal Target Plan (PTP) to show the support they are currently receiving in school. These will be shared with you three times a year and will have some targets for you to work on at home. If you have any queries regarding the Personal Target Plan map please do not hesitate to contact the class teacher in the first instance and then the Inclusion Manager.
- Occasionally a child or family may need specialist support from an outside agency and as a result may be chosen for discussion at our Joint planning meeting. These meetings are held twice a year and are an opportunity for the school to seek advice and support from external agencies such as Behaviour Specialist teacher, Speech and Language Therapist and our Educational Psychologist (EP).

Accessibility

Oxley Park Academy (OPA) has an Equal Opportunities Policy and does not discriminate against any individuals. We actively promote a caring ethos within our school. Our buildings meet all requirements for children and adults with physical disabilities fully and reasonable adjustments are always made to ensure everyone has the best possible experience of working/studying at OPA.

Volunteering in our School

We value the contribution of parents and family and we actively encourage your help during the school day. Parents and family help with a variety of activities which include reading with our children, helping children to choose a library book, sewing, cooking, and acting as an extra pair of hands in class. We accept all help gratefully. All volunteers must have a DBS check before they commence work in school to ensure our children's safeguarding at all times. Do you want to get involved? If so, please contact us via the school office. We love it when we can all work together!

Attendance and the impact of taking term time holidays

At Oxley Park Academy we expect children to attend school regularly and on time. Records are kept of attendance and lateness. Children are rewarded half-termly for 100% attendance. Poor attendance equals poor learning opportunities. We are committed to enabling our pupils to take full advantage of the educational opportunities available to them. We recognise that positive behaviour and attendance have a significant impact on our children's attainment and their life chances as it maximises learning opportunities. Our school policy aims to support each child to achieve high levels of attendance and punctuality.

Contact the office

All absences must be reported to the school office by 9.30am on the first day of non-attendance. The office staff will contact any parents who have not notified them of their child's absence, as per our Attendance Policy, and for child safety reasons. If your child has sickness and/or diarrhoea then they SHOULD NOT return to school for 48 hours after the last incident. A written note is also required if your child is unable to take part in PE. You can contact the office using the following telephone number and email address: Tel: 01908 503870 Email: office@oxleyparkacademy.com

Collection

If your child has to leave school during the day we must, for safety reasons, have a request from you and he or she must be collected. Children will never be allowed to leave the premises by themselves during school hours. If they are collected during the day you will be asked to sign them out at the office.

Holidays

The school has a good level of attendance. We do not advocate term time holidays and we expect all holidays, visits to see family etc. to take place during the school closure periods. All school holiday dates are published to parents one year in advance. If you do need to go away in an emergency, there are forms to complete available at the school office and via our website, and these should be completed at least two weeks in advance.

Request for absence

The Government and Local Education Authority have now put in place new procedures regarding absence during term time and Headteachers may only grant absence in exceptional circumstances. Whilst it will be important to look at the whole situation in making decisions about any individual request, the normality will be that requests will be refused. The aim is to ensure that every child gets their full entitlement to education – every missed lesson is a missed learning opportunity. You will find the necessary application form on the school website: <http://www.oxleyparkacademy.com> under the ‘Documents’ heading in the top menu bar entitled ‘Holiday in term time legislation’.

Understanding how our school works

Behaviour

High expectations

We have high, but appropriate, expectations of the children academically, socially and emotionally. We expect children to behave well, work well in a team, and work hard within a supportive framework... helping them to develop skills at the right level and as a foundation for their future lives. We believe that if staff, children and parents value good behaviour, children will learn what good behaviour means, which then enables everyone to work in the happiest, most positive learning environment.

School rules and rewards

We have a few Golden Rules at Oxley Park Academy which are displayed around the school:

- Co-operative.
- Conscientious.
- Caring.
- Courteous.
- Courageous.

Children receive special “5C” stickers as rewards for achieving a category. These can be collected to “trade in” for the much sought after “Golden Thread” which the children proudly wear on their school jumpers. Governor award badges are also highly desired by children and staff in school. These are awarded on a termly basis at a special assembly to members of Team Oxley who have contributed to the wider success of the school and its reputation. We also have a facility where staff can send immediate messages of celebration to families regarding their child's achievements in school to appear on their PC, iPad or phone.

Assessment: what processes are used to track progress and how this feeds into the classroom

Working in partnership with parents, we utilise a variety of strategies to assess children's learning and use this information to plan for their future needs. Through observation and everyday activity, our staff will assess what your child knows, understands and can do, and plan a programme for them according to their needs. In addition to ongoing assessment, there are Statutory Assessments at varying points during a child's time in school. Children are assessed at the end of the Early Years Foundation Stage against the Early Learning Goals. At the end of Year 1, there is a Phonics Screening Check. At the end of Year 2 and 6, children are assessed in the core subjects by their teachers as well as Statutory Assessment tests in reading, writing and maths.

School reports

There is an opportunity to meet with your child's teacher each term to discuss their progress and achievement. All parents receive an annual written report from the class teacher at the end of the Summer term which provides information about your child's academic achievement and summarises their personal and social development. An interim report is also produced for the Autumn and Spring term so parents can be more actively involved in supporting their child's learning.

How to become a volunteer or Governor

Do you want to be a Governor?

The Governors are a team of dedicated volunteers who work with the Principal and staff to ensure high standards of education and care. They also oversee important decisions such as staffing and school finances. The Governing Body is made up of parents, staff, past & present members of the Local Authority and people from the local community.

Vacancies for Parent Governors are advertised as they arise. Our Parent Governors give parents a voice in decision making. They are elected by parents through a ballot. If you are interested in becoming a Governor, please contact the school office.

Parent Staff Association (PSA)

We have an active PSA, which raises additional funds for the children. Every parent is automatically a member of Friends of Oxley Park Academy (FOOPA), the function of which is to develop closer links between the parents, teachers and local community and to provide financial support towards educational resources and equipment. The events that are organised vary from year to year. Do you want to join the PSA? We welcome any ideas for fundraising and encourage parents and carers to share these with us. Information about meetings is shared with parents, and you can find more information on the school website. Please come and share your talents with our school!

Pupil Premium: why it's important

Pupil Premium additional funding is given to schools for:

- Pupils who have been registered as being entitled to Free School Meals (FSM) at any point in the last 6 years. You must register for Free School Meals, so we receive this funding.
- Children whose parents are currently serving in the Armed Forces.

Extra money for extra support

Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. We can use this funding to support children in a wide variety of ways which are tailored to the individual child's needs. Typical examples include assistance with:

- The purchase of school uniform/PE kit or other equipment.
- The cost of school visits and extracurricular activities.
- Fees for Breakfast and After School Clubs.
- Confidence and skills building experiences.
- Specialist/extra tuition.

Free School Meals can be provided if parents/guardians are in receipt of certain Income support benefits. We encourage parents to apply for FSM even if their children do not take up Free School Meals because we can then access this additional funding to benefit your child. Further information about how the school spends these monies can be found on the school website. Please contact our school office who will assist you with the application process.

Pupil Premium for Adopted Children

The Government have recently announced that they are extending this to provide additional funds for children who have been adopted from care. However, funding will only be received should parents elect to inform their child's school that their child has been adopted and they would like the school to receive additional Pupil Premium Funding. From April 2014, schools in England can receive the Pupil Premium for children adopted from care or who left care under a Special Guardianship Order (SGO) on or after 30 December 2005. Schools can also claim the Pupil Premium for children who left care under a Residence Order (RO) on or after 14 October 1991. To claim the Pupil Premium for adopted children, and those who are the subject of a SGO and RO, parents will need to inform the school and provide supporting evidence, for example, the Adoption (Court) Order.



What to do if...

My child is having difficulty making friends

For many children, difficulty making friends can have a detrimental effect on their self-esteem and confidence, and also keep them from trying new activities. It can also be difficult for them to manage intense feelings.

Talking

Encourage your child to talk about their feelings, and what has happened in the school day. Just knowing that these feelings are normal, and that they have someone to talk with, can help a lot!

Invite friends over

Ask your child who they enjoy spending time with at school. Start by inviting one or two of these friends over to your house, or arrange a get-together at a local park.

Talk to your child's teacher

Contact the school office and ask to talk with your child's teacher. Have a chat about your concerns. Don't be worried, we deal with friendship worries regularly. It's part of being a teacher!

Have your own friends over

Since children pay close attention to what grown-ups do, model friendship behaviours for your child by having your friends over, especially in ways that include the younger generation.

Try not to expect too much

Take it slowly and don't 'force' your child to make friends. Sometimes making friends can take time!

Get help if you sense a real problem

In the majority of cases, shyness or difficulty making friends in childhood is perfectly normal. If your child rarely holds eye contact, is unusually withdrawn, throws tantrums or cries whenever other children are around, or seems terrified of going to school or the playground, then please talk to us again.

How to develop a bedtime and morning routine, so children get enough sleep for school

The most important thing is that children get enough sleep for school.

Getting enough sleep

Children of school age experience enormous growth, are very active and need lots of sleep. A child aged 3-6 years needs to be asleep from 6pm-8pm, and a child aged 7-12 years needs to be asleep by 7.30pm-9pm. Most experts agree that children need between 9 and 10 hours of sleep each night to be at their best, with 8 hours the absolute minimum.

Routine

By establishing a bedtime routine, you can relax your child. For example, bath-time, reading a book, listening to story tapes or music can all relax a child and be part of such a routine. Children will soon associate a repeated activity with relaxing and going to sleep.

In bed

Once your child is in bed, dim the lights or put on a lamp. Perhaps read a story or talk to them about school that day.

Getting up

Breakfast is very important. If you have a routine for morning, it helps the child to get up and dressed and downstairs for breakfast. If you don't have much time in the morning, it may be an idea to prepare as much as you can the night before. You can make packed lunches, sort breakfast food, lay out school clothes and even assign a shelf or hook for school essentials (so you don't have to go searching for things as you're due to go out the door!).

List chart

It may seem like overkill, but a morning routine chart is great for children to follow. They enjoy following lists and ticking off what they have done. You could always give them a reward on Friday for following the list. Your list could feature some of the following:

- Getting dressed.
- Combing hair.
- Eating breakfast
- Brushing teeth.
- Washing face.
- Putting shoes on.
- Grab backpack/lunchbox... then off to school!

When a child doesn't want to eat breakfast

If your child doesn't want to eat a full breakfast, find foods that they can eat quickly but that will still provide the nutrients that their body needs. Most experts recommend eating a serving of protein first thing in the morning. Scrambled eggs on toast, yogurt and fruit, or a peanut butter and jam sandwich on whole wheat bread are good options for breakfast. Be creative with breakfast!



What to do if...

I'm struggling to help my child with their homework

If you are finding it difficult to help your child with their homework...don't worry! Lots of parents have difficulties with this.

Talk to us

The way subjects are now taught in school is probably different to when you attended school. The first thing to do is talk to the school office. All conversations are confidential. They will then either book you an appointment to come and chat with your child's teacher, or book a time for your child's teacher to phone you.

We will help you

It's nothing to worry about. We will help you understand how children learn in a modern school, and you can then enjoy helping your child with their homework.

If I think my child is struggling with school work... or not being challenged enough

The first thing to do is contact the school office to talk with your child's teacher.

Ongoing assessment

Your child is assessed regularly by their teacher, so we will be able to tell you how they are performing and how this relates to what is expected at this stage of your child's education.

Activities at home

Your child's teacher can provide you with some fun activities to do at home that will complement what is happening in class, and give your child that extra help.

Ongoing problems

It may be that your child needs glasses in class, or is dyslexic. All of these concerns can be discussed with your child's teacher. We want to help your child, as much as you do!

Gifted and Talented Register

Some children progress significantly beyond what is expected for their age. The ongoing assessment, and the parent and teacher, would recognise this, and we would provide work that is more challenging. We would also register your child on the Gifted and Talented Register. Gifted children often need more support at school, but not necessarily more structured activities. They may need more freedom to learn at their own pace, and more guidance.

What happens when my child transfers to secondary school?

The process

Milton Keynes Council co-ordinates the secondary school admissions process for all children resident within Milton Keynes. This means that parents/carers of children who wish to apply for a secondary school place for their child should submit an application to Milton Keynes Council, regardless of which local authority the preferred school is located in.

How to apply

There is an application form which is available on Milton Keynes Council website and a timetable which ensures that offers of places to all parents/carers within the local authority are confirmed on national offer day. A paper copy of the application form is available from the Council on request. Parents who live outside of Milton Keynes who wish to apply for a place at a school in the area will need to submit an application to the local authority where they live. After the closing date for applications your home authority will liaise with the Education Access Team at Milton Keynes Council about the availability of places. Any application made will be considered in line with the admissions criteria.

Visiting schools

Each Autumn term the secondary schools arrange open days or evenings for the parents of children due to transfer the following September. Details of the dates and times can be found under the listings for the individual schools. It should be noted that these dates and times are subject to change and parents/carers should check with individual schools for confirmation. It is important that you visit the school which serves the area where you live, the catchment area, as well as any other schools that you might be interested in, even if you already have an older child attending that school. Each school's individual circumstances can change year on year and you should not assume that the information which you received in a previous year will be the same this year.

Apply online

- You can apply online at www.milton-keynes.gov.uk/schooladmissions up until midnight on 31 October for Secondary school entry in the following September.
- You will be able to view, update, submit and check the status of your application throughout the process.
- Communication with you will be quicker and your application will be secure.
- You will be able to log on from midnight on 1 March to view the school that has been allocated for the September entry.

Contact details for Milton Keynes Council

School Admissions team
Children and Families
Saxon Court, 502 Avebury Boulevard
Central Milton Keynes
MK9 3HS
Telephone 01908 253338
Email: secondaryadmissions@milton-keynes.gov.uk
Website: www.milton-keynes.gov.uk/schools



Frequently Asked Questions

Here are our answers to what we find are the most frequently asked questions. If you have any questions that are not answered here, please contact the school office and we will be happy to help!

Jewellery, watches and hairstyles

Only watches and one pair of stud earrings are allowed. Children should remove these for PE, or if they are unable to remove them independently, please ensure they are removed before attending school. Please note that any accidents caused or exacerbated by the wearing of jewellery are entirely the responsibility of the parents of the child wearing such items. The school accepts no responsibility. Parents should also be aware that staff are unable to accept liability for loss, theft or damage of such items, as they are not covered by insurance. We request hairstyles are sensible and appropriate for school. We do not allow unnatural hair colourants or shaved designs.

Emergency arrangements

It is our policy to remain open unless we are forced to close because there is a risk to the health and safety of staff and students. If we are closed, parents will be notified by text message, and closure will also be posted on the school website <http://www.oxleyparkacademy.com> and the Milton Keynes Schools website. The Principal, or her representative, is on site by 7.30am each day (7.00am when poor weather is expected) and will determine as quickly as possible after consultation with the facilities manager, if the school is to be closed or a later start invoked for safe travelling purposes. There is no need to contact the school. Unless announced as above, we are open! If you have a mobile telephone, you will receive a text message from school. If your number has recently changed, it is important for you to inform the office of your new number. You can do this using the 'Change of Details' form provided on our website. Visit <http://www.oxleyparkacademy.com/> under 'Documents'.

Collecting your child

Should the weather worsen during a school day, children will only be sent home if we have concerns that pupils are at risk of being unable to travel home safely. Every effort must be taken to collect your child as soon as possible. If you personally cannot get

to school, or you work out of the local area, please have a contingency plan i.e. please nominate an adult to collect your child in your absence and organise this beforehand as the weather forecast is likely to have alerted us to the fact that the weather may become hazardous during the day. Please make sure that we have at least two current contact numbers, in case we need to contact you urgently.

Medicine in school

Where there are circumstances where children require regular medication, we will administer medicine on your behalf as long as it is prescribed by your doctor. In these cases, please complete our 'Administration of Medication' form which gives the school permission to administer medication to your child. You will find the form available in the 'Documents' section on our website. All medicines must be in their original containers with clear dosage instructions. 'Medicine Time' is 12 noon. If a child has medicine three times per day we would expect that to be before school, 12 noon and after school.

Nut allergies

Those children who have a known nut allergy must supply school with an Epi-pen. Staff are trained to administer this should an emergency arise.

Inhalers

All prescribed inhalers will be kept with the individual child or in class within easy access at all times to the children. These inhalers must be taken on school trips and be adequately full, and labelled with the child's name and class. The expiry date should be checked by parents please on a regular basis.

Charging policy

The school has a charging policy, in accordance with the requirement of Section 110 of the Education Reform Act 1988 and Chapter 32 in the 2002 Education Act. The policy is annually agreed by Governors and applicable to all registered pupils. Parents are asked to make voluntary contributions to cover the cost of trips or visits to the school.

Clubs and activities

At Oxley Park Academy we offer an extensive range of After School clubs. These normally start at 3.30pm, but these times are subject to change. Examples of our clubs are:

- Girls and boys football.
- Badminton.
- Olympic sports.
- Hockey.
- Running Club.
- Gymnastics.
- Multisports.

Curriculum Enrichment programme

All children have the opportunity to take part in our innovative Curriculum Enrichment programme, which runs on a Wednesday afternoon from 2.00pm until 3.10pm. Children can take part in a varied range of activities which have been specifically designed to impact on their learning and life experiences in one form or another. Please note that if your child is not taking part in a Curriculum Enrichment activity, they must be collected at 2pm on a Wednesday afternoon. Examples of activities include:

- Horse riding.
- The Caldecotte Project (sailing, canoeing, raft building, climbing, abseiling, caving and archery).
- Chiki Ceramiki (pottery, art and design)
- Parkour.
- Oxley Glee.

In addition to these clubs, the school also involves the children in musical productions, theatre trips, residential trips and trips linked to the curriculum.

Educational visits

To further enrich our curriculum, all children are offered a range of visits which are connected with work in the classroom. We make visits locally and further afield and invite visitors into school from the wider community.

Residential trips and visitors

Older children have the opportunity to go on residential trips during the school year. We feel these experiences can help to develop qualities of self-reliance and tolerance of others. Children learn independence and develop confidence. Additionally, we arrange visits to the school by theatre groups and those with professional expertise such as singers, artists, musicians etc. Year 3 children can stay in a tent overnight in the school. Year 4 pupils attend the Caldecotte Project, Milton Keynes, staying in group teepees for 1 night. Year 5 students attend Kings Park, Northampton, sleeping in dormitories for 1 night. Year 6 stay at Kingswood in Norfolk for 4 nights.

Paying for trips, clubs and activities

You can pay for trips, clubs and activities online via ParentPay. You can login to ParentPay via our website home page.

Term dates

Autumn Term 2016

Tues 1 November – Thu 15 December
FRI 16 December – TRAINING DAY

Spring Term 2017

Tues 3 January – Fri 10 February
HALF TERM HOLIDAY – 13 to 17 February
Mon 20 February – Fri 31 March

Summer Term 2017

Tues 18 April – Fri 26 May
HALF TERM HOLIDAY – 29 May to 2 June
Mon 5 June – Thu 20 July
Fri 21 July – TRAINING DAY



The HACKA

Oxley Park Academy
Every morning we do our Oxley Hacka.....

“ At Oxley Park we aim to be,
The most amazing we can be.

Time for work, but time to dream,
We make the fantastic team.

There's no one else that's quite like me,
But working together what a difference we'll see.

I know that I can have my say,
To smile and have fun every day.

Listening ears and bright young minds,
Make us all the learning kind.

Times of quiet, times of rest,
We will always do our best.

Dream Believe Achieve

Dream Believe Achieve

DREAM BELIEVE ACHIEVE TOGETHER! ”



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