Severne Primary School Prospectus

Respect • Succeed • Celebrate

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Introduction to the whole school

Welcome to Severne,

We extend a warm welcome to all Parents/Carers at Severne School. We hope your child will be very happy at Severne and will achieve to the very best of his/her ability.

We are committed to providing the very best education for all children. We are also committed to working with Parents/Carers. Evidence shows that children achieve in school if they are given support at home.

As a staff and governing body, we spend much of our time planning and reviewing our teaching and learning policies to ensure that we do the very best we can for your children.

We expect that children of average ability or above will achieve national standards or above by the time they leave Year 6. We also have high expectations of children with learning difficulties. Some will achieve national standards with support from home and school.

We are very proud of the school - proud of the hard work and commitment of staff, pupils, governors and parents/carers; proud of our many achievements and proud of the rise in standards we have witnessed.

Inclusion and equality at Severne

At Severne we believe in the importance of educational inclusion and equality. Everyone can be an achiever at Severne, whatever their capability, ethnicity, religion or gender.

We are committed to inclusion and equal opportunities for all. We do not discriminate against anyone on the grounds of their disability, gender, race, colour, religion, ethnic or national origins.
We ensure that all pupils have equal access to the full range of educational opportunities provided by the school and challenge stereotyping and prejudice whenever it occurs.

Outside Agencies and Severne School

Your child's education and welfare are central to yourself and Severne.

Overleaf is a list of agencies that we may use to access support for you and your child while they are with us at Severne School.

Warm regards,

Mrs S Mitchell
Head Teacher

Outside Agencies

- Behaviour Support Service (BSS)
- Beyond the Horizons
- Birmingham City Council
- Birmingham Children's Trust
- Birmingham Safeguarding Children's Board
- Brays Outreach (Gross / Fine Motor Skills)
- Communication Difficulties / Autism Team
- E-CINS
- Educational Psychologist
- Edwards Trust
- Forward Thinking Birmingham
- Health Visitor/Health Professionals
- Hearing Impairment Team
- Looked After Children's Education Services (LACES)
- Malachi Trust
- Pupil and School Support
- Social Care and Health (Birmingham Children's Trust)
- Stonham Young Carers
- Visual Impairment Team
- West Midlands Police

Our School

This document demonstrates the wide range of opportunities for your child and gives you background information about the school.

Severne Primary is a community school for children from 3 to 11 years old. There are approximately 400 pupils on the school roll. Our Nursery class offer full-time and part-time places, with full-time provision for those children who fit the agreed Birmingham criteria.

Severne is divided into seven-year groups. Within each year group the children are organised into mixed ability classes, each with its own teacher responsible for all subjects. Provision is made in all subjects for any child with learning difficulties and for the more able child. It is the policy of the school to set homework. All children are expected to read at home and homework is set on a weekly basis throughout the school. There are three parents' evenings each year, in Autumn, Spring and Summer terms. All parents receive a detailed report on their child's progress at the end of each academic year.

School Hours		
	Start time	**Finish time**
Monday to Friday	8:30am	3:00pm

For Your Child's Welfare

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you as per our statutory duty. The procedures we follow have been laid down by the Birmingham Safeguarding Children's Partnership. If you want to know more about these procedures, please speak to the Head Teacher.

999 for emergency services if required.

Operation Encompass

Severne Primary School will be taking part in a joint operation involving Birmingham Children's Trust, Birmingham City Council, and West Midlands Police. This will formally be known as Operation Encompass. (Please read the letter on the next page)



CCTV

The safety of children and staff is of paramount importance. Access to the inside of the school is strictly controlled. All visitors to school (including parents) must report to the school office where the entrance is controlled by entry phone. For greater safety the school is equipped with CCTV. There is also a telephone in every classroom that enables staff to contact the school office or ring 999 for emergency services if required.

Operation Encompass

Dear Parent/Carer,

I am writing to inform you that with effect from September 2021, Severne Primary School will be taking part in a joint operation involving Birmingham Children's Trust, Birmingham City Council, and West Midlands Police. This will formally be known as **Operation Encompass.**

Operation Encompass has been established to help schools provide in-school support to children who have been present at, exposed to or involved in any domestic abuse incident.

We know that children can be significantly harmed, physically and/or emotionally, during these situations, and that it also negatively affects their learning and behaviour in class.

Therefore, as part of the Operation Encompass procedure, and to help mitigate the resulting negative impact, the school will now receive a confidential phone call or email from West Midlands Police before 9am the morning after a child or young person has been witness to, or involved in, any reported domestic abuse incident.

Here at Severne Primary School we have a dedicated and child-focussed Safeguarding Team. They are specially trained to effectively use the information the Police share, in confidence, and enable the school to provide the right support to any child and their family.

We always endeavour to offer the best support possible to our pupils and believe this will be extremely beneficial for all those involved.

More information can be found at https://www.operationencompass.org

However, if you have any concerns or questions regarding Operation Encompass, please don't hesitate to contact me, and I will be happy to discuss them with you.

Yours faithfully

Head Teacher
Mrs Mitchell

OPERATION ENCOMPASS
In every force. In every school. For every child.

Birmingham City Council

WEST MIDLANDS POLICE

School Contact Details

Severne Primary School
Severne Road
Acocks Green
Birmingham
B27 7HR



Tel: 0121 706 2743
Email: enquiry@severne.bham.sch.uk
Website: www.severne.bham.sch.uk
Facebook: facebook.com/SevernePrimary
X: @SevernePrimary
Head Teacher: Mrs S. Mitchell

SCHOOL GOVERNING BODY	
Chair of Governors:	Mrs S. Jackson
Co-opted Governor:	Mr S. Jackson
Co-opted Governor	Mrs G.Lawson-Mills
Parent Governor	Mr D Moore
Parent Governor:	Mr Waqas
Staff Governor:	Mrs D. Johnson
Clerk to the Governors is Attingham Education	Emma Woodhouse

Severne School Vision

At Severne we believe that every child has the right to succeed in life.

Diversity is respected, celebrated and used to provide a curriculum full of opportunities which broadens the children's understanding of the wider world and the life choices available to them.

Respect • Succeed • Celebrate



Our Ofsted Inspection on 15th and 16th November 2022 found that:

Severne Junior, Infant and Nursery is a good school.

"Severne Junior Infant and Nursery School is a kind, caring community where pupils feel happy and safe. Leaders are highly ambitious for each and every pupil. They live the school motto 'Respect, Succeed, Celebrate.' Pupils enjoy coming to school and achieve well."

Read our full report here: **https://reports.ofsted.gov.uk**

Starting School

Admissions policy - Our school admissions policy follows Birmingham City Council guidance.

Nursery priority cases are:

- children in public care and those with an EHCP (Education Health and Care Plan).
- Non-priority cases include siblings of children already at Severne, twins, first children in the family and those living nearest to the school.

Length of time on the waiting list does not guarantee a place.

Reception places are allocated by BCC (Admissions and Appeals) and priority cases are:

- Children in public care.
- Children with statements of special educational need.

Length of time on the waiting list does not guarantee a place.

Special note about admissions:

If you do not obtain a place for your child at Severne, you can appeal to the Local Education Authority's admissions and appeals section (0121 303 1888).

Attendance and Absence

Attendance and punctuality are promoted by all staff throughout the school with over half of our children achieving 96% -100% attendance. Persistent absence and punctuality are pursued by outside agencies working in partnership with Severne School.

We expect:

All children to arrive at school by 8:30am. Expected attendance rate for our pupils is between 97-100%
Regular attendance and good punctuality are good habits that are essential for continuity of learning and like all schools Severne encourages them. By law the school has to record all instances of lateness and absences and send the statistics to the DfES.

Procedures to follow:

A courtesy phone call from home explaining and informing the school of a child's absence is always appreciated. We use the 'MyChildAtSchool' service by Bromcom so this means that you may receive a text or push notification from school asking you to explain the absence of your child. However, a written note should explain the length and reason for the absence.

Please Note:

If attendance is problematic it may be necessary to provide proof e.g. a GP visit appointment card or prescription to enable absence to be authorised.

If you fail to contact school, please do not be surprised to receive a text / voice message or a home visit followed by a letter from us. This is a legal requirement.

Authorised and Unauthorised absence

Only the Head Teacher can authorise absence. Absence can be authorised for illness and genuine unavoidable circumstances e.g. hospital appointments. Holidays in term time are positively discouraged. Absence due to shopping etc cannot be authorised. Any absence that is not followed with an explanation will be considered an unauthorised absence.

Emergency contacts

We must have an up to date list of names and telephone numbers of people we can contact if there is an emergency. Please inform us immediately if there is a change of address (this is a legal requirement) or telephone number including mobile phones. Inform us if there is a change in family circumstances. We will respect your family's confidentiality.

Health and Fitness

You should make it known to the school if your child suffers from any significant medical condition or allergy. We also advise parents to take their child to an optician for a free eyesight test before starting school and continue having regular annual check-ups throughout their time at school.

Asthma – many children who are asthma sufferers now require easy access to their inhalers. If your child has an inhaler, do train them to be independent and to be able to use it by themselves. Label the inhaler with your child's name, dosage, give it to the teacher and also inform the school office that your child uses an inhaler so that it can be left in school (you should have another inhaler for home).

Illness – A child who has sickness or diarrhoea should be kept off school for 48 hours after the symptoms have disappeared.

Medicines – Occasionally your child has to finish a course of medicine, which requires them to take a dosage during the day. Many schools will not administer medicines to pupils, however at Severne if we can help you we will try to assist. Each request will be considered individually.

We believe that there is a strong link between health and education.

If your child has an infectious disease such as chickenpox, German measles, measles or mumps, they should not come to school. Please inform us as soon as possible so that we can warn other families if necessary.

Minor Accidents - In the event of a minor accident we will issue a Pink card for minor cuts and grazes and a Red card for a head bump.

Headlice are unfortunately a feature in most schools. If your child has headlice you must treat the condition by using the recommended method (washing, lots of conditioner and using a nit comb). Long hair should be tied back from the face for school.

Children learn right through the school about keeping safe and healthy - through programmes on road safety, health and hygiene, healthy eating, looking after teeth, etc.

Emergency Closure of Schools – Extreme Weather Conditions

In the event of extreme weather conditions (e.g. heavy snowfall), the Local Authority may take a central decision to close all schools.

If local conditions are extremely bad the Head Teacher and Chair of Governors may make a local decision to close.

Any such decisions will be made by 6:45am at the latest. The decision will then be announced through:

- Our school website
- Our school X (Twitter) feed
- Our school Facebook page
- The MyChildAtSchool app
- Birmingham City Council's Website

Keeping in touch with the school

- Read our newsletters (these are also available on our website and will be sent by email).
- Read information from the class teacher about the curriculum (termly topic letters) and educational visits, etc.
- Inform the school if your child is absent.
- Support your child with homework - especially reading, writing, mathematics and science.
- Let us know if you have any concerns about your child.
- Meet your child's teacher at termly parents' evenings.
- We are always open to suggestions from parents on ways we could improve - complete annual parents' questionnaire.
- Make sure we have your most up-to-date emergency contact numbers.
- Visit our school website: www.severne.bham.sch.uk

Meetings with parents

Induction meetings and open afternoons are held in June and July, for children starting Nursery or Reception each September.

Three Parents' meetings per academic year.

- Term 1: Discussion of targets to the end of the school year.
- Term 2: Discussing progress made and giving parents opportunities to learn about the wider curriculum.
- Term 3: Celebration Day (a time to celebrate your child's achievements).

Advisory Support Meeting for parents helping to choose preferences of secondary school, and a range of workshops and activities to increase parental understanding of the curriculum will be held throughout the year.

Preparing your child for school

Help your child to settle in easily to Nursery and/or Reception by:

- Talking with them about people they will meet and what they will do.
- Helping them to be independent - dressing and undressing, using the toilet, washing hands, etc.
- Walking them to school and teaching them about road safety.
- Reading to and reading with your child - every day.
- Sharing stories and poems.
- Giving opportunities for them to play at home - making things, sewing, skipping, swimming, drawing, painting, doing jigsaws, etc.

Concerns and complaints

We take parents' concerns and complaints very seriously. Parents should first raise concerns about their child with the Class Teacher and then, if appropriate, the designated Phase Team Leader.

If you feel the concern is more serious or you are not satisfied with the response from the school, please see the Head Teacher or the Deputy Head. If you are not satisfied with the response from the school, please contact the Chair of Governors via the School/Clerk to Governors.

School Attendance

A very important message for all Parents/Carers

Birmingham City Council

30-08-2024

Dear Parent/Carer,

This is an important update about school attendance for the 2024/25 academic year.

Severne Primary School continues to work in partnership with parents and the Local Authority to improve school attendance.

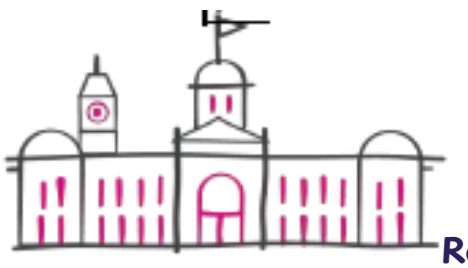
A big thank you to the majority of parents who make sure their children attend school regularly, particularly during the current cost of living crisis impacting families.

Your efforts, working in partnership with the school, will ensure that your child will have the best chance to achieve their academic potential and have real opportunity in further education and the world of work. It will also enable your child to:

- access the lessons needed to achieve their expected grades
- maintain friendships and develop new ones
- have access to social and sporting events offered by the school
- explore potential careers
- develop work habits such as good punctuality which are essential to thrive in the world of employment

How does your child compare?

Attendance during one school year	equals this number of days absent	which is approximately this many weeks absent	which means this number of lessons missed
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons



You may be aware of the changes to the law related to school attendance, in particular the new national penalty notice framework which came into force on the 19th August 2024. Penalty notice amounts have increased and there is now an escalation process for repeated offences.

The Government has brought in the changes due to concerns about the decline in attendance linking to a deteriorating attainment and progress levels for children over the last few years. There is more information for parents here:
National changes to education penalty notices - September 2024 | School attendance, advice for parents | Birmingham City Council

If you are worried about your child/children's attendance the first port of call is to discuss your concerns with the school directly. The school has specialist staff who may be able to help, and all schools work closely with health and council teams who may also be able to help if needed. If you have concerns about mental health; domestic abuse; parenting; bereavement; finance; problems with drugs and alcohol; you can find help and support from the 'From Birmingham with Love' webpage:
From Birmingham with Love

It may be tempting to book a family holiday in term time to save on costs during the cost of living crisis. ***However, family holidays in term time are not allowed in law and are very unlikely to be authorised.*** *Taking children on leave without applying for authorisation may mean the school has to report your child as 'missing' to the local authority and holidays cannot be authorised retrospectively in law. Adding even more absence to the time children have already missed only means that the children miss even more lessons that will not be repeated.*

Family emergencies also need careful consideration. It is not always appropriate or in the best interests of the child to miss school for emergencies which are being dealt with by adult family members. Notifying the school of leave due to a family emergency does not mean it will be authorised.

Please note that where parents fail to ensure their child attends school regularly, legal action, including penalty notices, may be considered. New regulations also mean that children on extended period of leave may lose their school place where there is no evidence of a timely return to school or the date provided is too far away.

We hope this information is helpful to you and we wish you and your child/children all the best for the new academic year.

Kind regards,

Education Legal Intervention Team
Birmingham City Council

Your Child, Your School Uniform Policy

Please label uniforms

Uniform is **compulsory** including PE uniform. It's smart, comfortable and practical. It can be bought from most supermarkets.



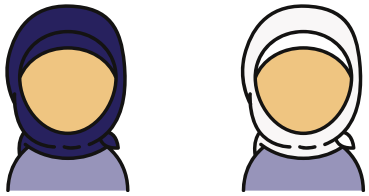
Boys - Navy blue sweatshirt, white shirt or polo shirt and grey trousers. For the summer months, grey school uniform shorts are acceptable.



Girls - Navy blue sweatshirt or cardigan, white shirt or polo shirt and grey skirt. Girls may also choose to wear grey trousers. Dark blue check gingham dresses may be worn during the summer months.



Shoes - Must be black school shoes or trainers
(All items should be plain without logos or decorations.)



If headscarves are worn, they should be plain blue or white which are in keeping with uniform colours.

PE

- plain (no logos) pale blue T-shirt or polo shirt
- Plain navy blue school shorts
- Plain (no logos) navy blue joggers/jogging suit for colder days



All children must have appropriate footwear and socks, it is recommended that younger children should have plain black Velcro fastening pumps or black trainers for easy access.

SWIMMING

Boys: trunks must be swimming trunks and not summer shorts.
Girls: swimsuits must be one-piece suits and not 2-piece bikinis.
Please note: full body swimsuits (burqini) are permitted swimwear alternatively; lycra leggings and leotard can be used. Swimming caps are advisable but not essential.
All swimwear to be navy blue or black if possible.

No earrings to be worn at all when swimming

JEWELLERY

Jewellery is **NOT** permitted in school. Children are allowed to wear stud earrings only, there should be **NO** loops or drop earrings. This is to ensure the safety of our children in the playground.

School Meals

At Severne we promote healthy eating. Pupils are taught about healthy diet through PSHE and science sessions. We have a full production kitchen with menus planned according to National Standards including Halal meals. Special dietary requirements can be catered for within this package if medical or religious reasons are stated.

From September 2014, all of our Reception age children along with Years 1 and 2 have been entitled to receive a free school meal regardless of personal finances.

For all other children (including Nursery), if you are receiving Income Support your children are automatically entitled to free meals. If you would like to apply to see if you are eligible please call in at the school office where the school secretary will be pleased to advise you.

Over 80% of our children enjoy the benefits of school meals which are prepared daily on our school site. This is especially beneficial to active young children and most welcoming on chilly days.

Our meal prices are in line with Birmingham City Council guidelines and are value for money.



NOTE: we are a cashless school. Therefore, dinner money should be paid via the MyChildAtSchool app or web portal www.mychildatschool.com **each Monday:**

Please note that we expect the children to behave reasonably at lunchtime and to treat the dinner supervisors with respect and accept their discipline. The school reserves the right not to have children on the premises at lunchtime who do not follow the above rules.

Each Morning

We are proud to be part of the Magic Breakfast scheme giving our children:
'The right fuel for learning every day'

Each morning all of our children are given bagels, these help top-up their breakfast at home. We have found these very helpful for our children who really enjoy them when they first come into school. A great way to start the day.



Collecting your child

Infant children are dismissed from the doors that open from their classroom into the infant playground. Nursery children are dismissed from our Nursery department.

It is vital that you collect your child punctually to prevent any upset your child may experience as a result of your lateness.

Junior children leave the building by one of two doors and go home via the outside junior playground.

Please arrive promptly to pick up your child at the end of the school day.

Please conduct yourself politely on our school site.

Parking on our school site is not allowed and we respectfully request that you give consideration to our neighbours living close to our school when parking your vehicle.

Conduct and Behaviour

Our behaviour policy applies throughout our school and our pupils are expected to adhere to this. A serious breach of discipline/behaviour may result in temporary or permanent exclusion.

Code of Conduct for Parents, Carers and Visitors



At Severne Primary School, your child's education and welfare is our number one priority and we know that Parents and Carers are passionate about their children too. For this reason, we have an open-door policy. We are here to help and are happy to discuss any concerns with you, so that they can be quickly resolved. We expect that you will raise any concerns in a calm, considered and caring way.

Our staff and community have every right to be treated with respect and courtesy. We will not tolerate any member of staff or Parent/Carer being subjected to aggressive, intimidating or violent behaviour, which causes them to feel threatened.

Please refer to our **Code of Conduct for Parents, Carers and Visitors** handbook for further information.

British Values Statement

Promoting British Values at Severne Primary School

The DfE have recently reinforced the need **"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."**

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year and in the DfE document 'Promoting Fundamental British Values as part of SMSC in Schools (November 2014). At Severne Primary School these values are reinforced regularly and in the following ways:

01 Democracy

Democracy is encouraged within the school. Pupils have the opportunity to have their voices heard through our School Council. The elections of School Councillors and the Chair and Vice-Chair of the School Council are based solely on pupil votes. Pupils are encouraged to express their views and through our supportive pastoral team are taught how perceived injustice can be peacefully challenged.

02 The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

03 Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. We have a strong anti-bullying culture where pupils are encouraged to take responsibility for their behaviour. Pupil self-esteem and self-confidence are paramount.

04 Mutual Respect

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Be Respectful', and pupils have been part of discussions and assemblies related to what this means and how it is shown, this is reiterated through our classroom and learning rules, as well as our behaviour policy.

05 Tolerance of those of different Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in Religious Education and Personal, Social and Health Education. Visits to diverse places of worship enhance learning within classes. Religious festivals are observed, both as part of RE and as part of British cultural tradition. Where staff and Upper Key Stage 2 pupils are required to pray as part of religious devotion, a room can be made available. Any prejudices or discriminatory behaviours are promptly challenged.

Our Curriculum

At Severne we believe that all children deserve to thrive and succeed in life. Here in EYFS we aim to help children unlock their potential by giving them a happy, language rich, supportive start to their learning journeys. We wish for them to leave EYFS as confident, curious and ambitious independent learners, ready to continue their journey in KS1 and beyond.

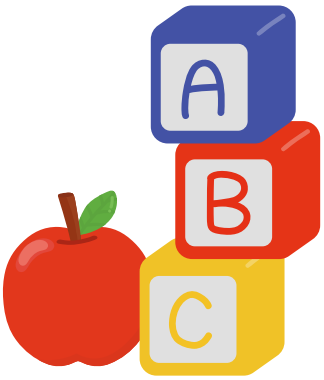
We ensure that the classrooms are stimulating places which motivate the children to work hard and achieve whilst also having fun.

Nursery and Reception (Early Years Foundation Stage, ages 3 to 5 years old)

The Phase Leader for EYFS is Mr Fortey.

In the Foundation Stage there are seven areas of learning:

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



We strive to provide the children with a broad and balanced curriculum which caters to the needs of all children.







"Severne Primary School provide a high-quality experience for the youngest children in early years." - Ofsted 2022

The curriculum at Severne Primary School is rooted in our core belief that every child has the right to succeed.

We use the values of **Respect, Succeed and Celebrate** in order to create a bespoke yet ambitious curriculum which is written and formulated with deep understanding of the community we serve.

The Severne Primary School curriculum aims to inspire every pupil to engage in all aspects of school life and take ownership of their learning and personal development. Whilst following the National Curriculum, we are ambitious and take into consideration the needs and interests of our pupils and the wider community. Our curriculum provides key learning experiences that extend beyond the classroom, empowering pupils to question and explore all of the opportunities that they are entitled to.

A culture of teamwork and collaboration is used in order to create lifelong learners and instil in the pupils the knowledge to enable them to thrive in world around them both now and in the future.

We give high priority to teaching the fundamentals of reading, writing and mathematics every day to ensure that all pupils acquire the basic skills for learning and life. These skills are used and practised across the other subjects through carefully planned learning opportunities which aim for the children to know more and remember more.

Mathematics



At Severne we have created a maths curriculum based upon the ambition of the National Curriculum.

We aim to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on. Information and communication technology. (National Curriculum (updated) 2021)

Reading



Children are able to enjoy reading and use it as a means to learn about the world and to engage their imagination, when they are able to decode fluently and understand what they are reading. Bug Club Phonics focuses on the decoding aspect of reading, but alongside this, we teach daily reading lessons which focus on ensuring that children develop the strategies necessary to both use reading as a tool to learn, but also find pleasure and enjoyment in reading.

In KS1, children will read texts which are aligned to their Bug Club stage; they model, are taught and practise key strategies for reading. They also have a core text which they will read together as a class and use as a prompt for discussion and writing. In KS2, children read and explore texts from our bespoke Literature Spine, which is progressive throughout the school. We place a huge importance upon discussion and modelling, to ensure that the children develop their vocabulary and understanding of texts.

We place a high value upon fluency - if children are fluent and confident readers, more capacity is freed up to focus on understanding what they are reading.As such, children read aloud regularly, as well as learn poetry to perform, which increases expression, automatic word recognition, rhythm and phrasing and smoothness.

Alongside discrete reading lessons, we also use high quality texts across the curriculum to support learning and discussion. These texts are broad and consist of fiction, non-fiction, poetry, plays, and so much more. We know that through demonstrating how to use reading as a way to learn new things, children will apply this to their lifelong learning.
Click below for more information on our Reading Offer here at Severne, as well as to see our Literature Spine and Poetry Spine.

Writing



At Severne, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading, as the text that we use in writing lessons, where possible, is the same text as the one that we use in reading lessons.

Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning. Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

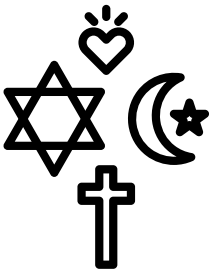
Science



How does this work? Why does this happen? What would happen if...?

These are all questions children in Severne are encouraged to ask. All Severne children will grow in their knowledge, be able to question and accurately observe experiments, record information and reach conclusions from observed facts, all while growing their love of learning within science.

By the end of primary school, all children leaving Severne will have experienced hands on investigations and experiments, enabling them to expand their knowledge and understanding of the world in which we live. Starting from Nursery, where children learn science through play and grow their natural curiosity, through to Year 6 where the children expand their knowledge and working scientifically skills in greater depth ready for Secondary School. Our children will develop scientific literacy and critical thinking, vital skills for their adult life, in a future informed by scientific developments and innovations which have not even happened yet.



RE

At Severne we follow the Birmingham Agreed Syllabus for Religious Education. We aim to develop thoughtful, compassionate and respectful learners through our teaching of RE.

The children will develop knowledge and understanding of the multicultural society we live in, but also understand that there are those who have no religion and have no religious belief. They will be able to recognise that people have different faiths, practices and beliefs from their own, within the community where they live. We celebrate the fact that we are all different and have different beliefs, but the children learn the value of treating everyone equally and with respect.

Music



Music is like magic!

It is not something that can be seen, and yet it can be very powerful: it makes us want to move; changes the way we feel; it can motivate and energise us as well as lull us to sleep. It can console during difficult times but most of all it can unite us.

At Severne we provide a music curriculum that gives the children knowledge, skills and memorable experiences to understand music's place in the world and engage in the joy of making it.

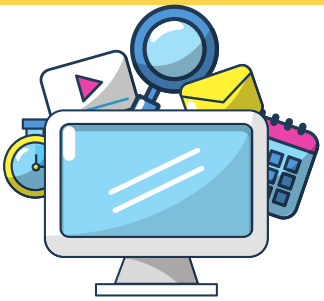
Modern Foreign Languages



Learning a foreign language at Severne Primary School provides an opening to other cultures. It supports a pupil's curiosity and deepen their understanding of the world. Pupils are provided with a valuable educational, social and cultural experience of the French language so that they may have the opportunity to continue with the interest of a foreign language in their future.

It raises their awareness of the multi-lingual and multi-cultural world we live in ensuring that they have a love of a language that is foreign to them. As they progress, pupils become aware that language has structure and that these structures differ from language to language. Finally, it prepares them for KS3 so that they continue to build on the skills and progression they have developed at Severne Primary School for the MFL of French.

Computing



At Severne we have designed a computing curriculum that aims for the children to be confident and have the ability to be prepared for a rapidly changing technological world.

Our curriculum aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible competent and creative user of information and communication technology



History

At Severne Primary, we aim to inspire pupils' curiosity about the history of the world in which they live. All children will leave us with a wide ranging and deep knowledge of the past; of places and people and significant events through time. Our curriculum ensures that children are equipped to ask perceptive questions, think critically, analyse evidence and weigh arguments.

Children's discovery of the world around them and their awareness of the passage of time begins in the Early Years Foundation Stage, where children are provided with opportunities to talk about past and present events in their own lives and in the lives of family members, to notice similarities and differences between things in the past and now, and to recall some important narratives and figures from the past through books read in class and storytelling.

Our KS1 and KS2 History Curriculum is carefully mapped so that all pupils are equipped with an understanding of historical periods, significant events and significant individuals from both Britain and the wider world. Pupils are provided with opportunities to acquire knowledge of key facts and concepts alongside developing skills such as asking perceptive questions, analysing artefacts and evidence, thinking critically and understanding different perspectives.



Geography

At Severne Primary School, our intent for the Geography curriculum is to inspire our pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The teaching of Geography will equip our pupils with knowledge about diverse places, people, resources, natural and human environments, together with a greater understanding of the Earth's key physical and human processes.

We encourage the children to show respect for their local (Acocks Green), national (United Kingdom) and international environments (the world). As our pupils progress through our school, they will begin to increase their Geographical knowledge and understanding of Europe, North and South America.

Extending their knowledge about the world's most significant human and physical features will help the children to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. We want our children to be confident and enjoy developing their skills further so that they can gain Geographical knowledge and understanding to explain how the Earth's features at different scales are shaped, interconnected and change over time.

Art

At Severne School, we believe that Art and Design is an important subject for developing every child's creative ability, critical thinking and expression. We understand its importance as part of a broad and balanced curriculum and want each child to be able to use their imagination, explore their ideas and have a safe space to take risks. Through our lessons, children will be taught key skills using a range of media and given opportunities to work in 2D and 3D forms. We aim to discover and explore the work of artists, designers, crafts people and architects from the local area, as well as those from different backgrounds, periods of history and cultures. We want the children to see art that reflects their own cultures and backgrounds, be inspired, develop a sense of self as well as respect for others. Most importantly, we want every child to recognise themselves as an artists and value the role of arts in our society. Through our Art and Design lessons, we endeavour to meet the aims of the National Curriculum Purpose of Study for Art and Design.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



PSHE



PSHE (Personal, Social and Health Education) is central to all aspects of learning at Severne School, both in the classroom and beyond. It is timetabled weekly across the school from Nursery to Year 6.

The curriculum has been adapted to meet the needs of our children, using resources from the national body for personal, social and emotional education, the PSHE association. It takes a spiral approach, gradually revisiting topics at a deeper level at each key stage or year group, whilst revising, emphasising and embedding the essential skills young people need to manage their lives, both now and in the future.

For the compulsory Relationships Education, we use the Birmingham approach which has been devised and approved by Birmingham City Council in partnership with other contributors such as the DfE and Ofsted.

We endeavour that our PSHE curriculum will help enable our children to become confident, independent members of society, with an awareness of their rights and responsibilities as individuals and as part of a diverse society.



PE

We aim to develop a love of sport and physical activity in all children and inspire them to become lifelong active people when they leave KS2.

We want all children to develop and improve the fundamental skills needed to access all physical activity.

Children will understand the importance of healthy competition against either themselves (personal best) or other children, the importance of an active and healthy lifestyle and the role that physical activity plays in achieving this, how to swim, basic survival skills in water and life skills such as team work, independence and resilience.

Special Educational Needs and Disability

How is the Special Educational Needs and Disability organised at Severne?



Severne School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during their school career. Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The Special Educational Needs and Disability Code of Practice identifies a graduated response to supporting those with additional needs and we follow these procedures in the following way.

Identification of a child's Special Educational Needs and/or Disability may happen in a variety of ways:

- parents may raise concerns
- the class teacher or other adults may raise concerns
- the annual Audit process may indicate 'inadequate progress' against the standard criteria.

Following this, a decision will be made as to where the child's needs place him/her on the graduated response grid, about appropriate provision and whether a referral is needed to facilitate the involvement of professional external agencies that can offer advice and support e.g. Speech and Language therapists, Pupil and School Support and Educational Psychologist. We inform parents of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special needs.

There are times though when, to maximise learning, we ask the children to work in a small group, or in a one-to-one situation outside the classroom with a learning assistant.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs, and there is a named Governor for Special Educational Needs and Disability. The governors ensure that all teachers are aware of the importance of providing for these children.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy, which is also in line with the national policy of inclusion.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

The Head Teacher and the SENDCo meet annually to agree on how to use funds directly related to EHCPs. The SENDCo draws up the resources bid when the school is planning for the next school improvement plan.

We have regular meetings as needed (taking into account the parents' circumstances) to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The SENDCo monitors the movement of children within the SEN system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo and the named governor with responsibility for special needs also meet regularly.

Privacy Notice

(how we use pupil information)

Privacy Statement

How Information About You Will Be Used

The personal data collected on this form will be stored and used by us to provide our services to you. We will share relevant data with Children Safeguarding Partner Organisations also involved in providing services to you. We will collect store and use your personal data in line with the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

For further information on how your information is used, how we maintain the security of your information and your rights in relation to the information we hold about you please see our full privacy notice at www.severne.bham.sch.uk

- School Information
- Privacy & Data Protection
- Privacy Notice Pupils Families Severne Primary School

Why do we collect and use pupil information?

Severne Primary School holds the legal right to collect and use personal data relating to pupils and their families. We may also receive information regarding them from their previous school, Local Authority and/or the Department for Education.

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number, address and contact details)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information e.g. National Curriculum assessment results
- Special educational needs and disability information
- Relevant medical information
- Behavioural information – e.g. number of temporary exclusions
- Pastoral Information (e.g. referrals to agencies who support children and families)

Why we collect and use this information

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to safeguard pupils

The lawful basis on which we use this information

We collect and use pupil information in order to meet legal requirements and legitimate interests set out in the **GDPR** and UK law, including those in relation to the following:

- **Article 6 (1)(e)** of the **General Data Protection Regulation (Regulation (EU) 2016/679).** 'Processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller';
- **Article 9(2)(g)** of the **General Data Protection Regulation (Regulation (EU) 2016/679).** 'Processing is necessary for reasons of substantial public interest, on the basis of Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject';
- **Section 537A** of the **Education Act 1996**
- **Regulation 5** of the **Education (Information About Individual Pupils) (England) Regulations 2013**

Further information can be found in the census guide documents on the following website https://www.gov.uk/education/data-collection-and-censuses-for-schools

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing Pupil Data

Personal data relating to pupils at Severne Primary School and their families is stored in line with the school's **GDPR Data Protection Policy.**

In accordance with the **GDPR**, the school does not store personal data indefinitely: data is only stored for as long as necessary to complete the task for which it was originally collected.

Who we share pupil information with

We routinely share pupil information with:

· Schools that pupils attend after leaving us
· Our local authority
· The Department for Education (DfE)
· Schools / other education providers
· NHS
· Other local authorities
· Health and other professionals working with specific pupils

Why we share pupil information

- We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.
- We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.
- We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under **section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.**

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to https://www.gov.uk/education/data-collection-and-censuses-for-schools.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: https://www.gov.uk/data-protection-how-we-collect-and-share-research-data

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: https://www.gov.uk/government/publications/national-pupil-database-requests-received

To contact DfE: https://www.gov.uk/contact-dfe

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at https://ico.org.uk/concerns/

Contact

To make a request for your personal information, to be given access to your child's educational record or if you would like to discuss anything in this Privacy Notice, please contact **Laraine Dillon** (School Business Manager) at **l.dillon@severne.bham.sch.uk** or on **0121 706 2743.**

Term Dates

School Year 2026 - 2027
Autumn Term 2026 **Term starts**: Tuesday 1st September 2026 **Half Term**: Monday 26th October 2026 to Friday 30th October 2026 **Term ends**: Friday 18th December
Spring Term 2027 **Term starts**: Monday 4th January 2027 **Half Term**: Monday 15th February 2027 to Friday 19th February 2027 **Term ends**: Thursday 25th March 2027
Summer Term 2027 **Term starts**: Monday 12th April 2027 **Half Term**: Monday 31st May 2027 to Friday 4th June **Term ends**: Wednesday 21st July 2027

Please note that these are Birmingham City Councils standard term dates. Severne Primary School's Teacher Training Days and Voting Day will be announced to parents via our **newsletter**, the **News & Events >> Calendar** section of our website, our X feed, Facebook page and on our school's landline greeting message.