



Mayflower Primary School

Headteacher: Ms. Alexandra Larue

Mayflower Primary School
Main Road
Harwich
CO12 4AJ

Tel: 01255 502444

E-mail: admin@mayflowerprimary.com

Website: <https://www.mayflower-pri.essex.sch.uk/>

Introduction and Welcome

Mayflower Primary School is a medium sized primary school for children aged 4-11 years on the North Essex coast. We are a mere stone's-throw from the seafront, situated in attractive grounds with an enormous playing field, which includes a mud kitchen, large sandpit and 'trim-trail' for the children to play on and a large dedicated space for the children in the reception classes to use. We also have a wildlife/woodland area for use in our outdoor learning and a special area for our Forest School sessions.

The school has 13 classes, two per year group, except Year Four. We have a large main hall with a stage, a separate dining hall, a purpose-built Early Years setting for Reception, a library bus, a Nurture (or wellness) room, activity areas and administrative offices. There is disabled access to the building, with a lift accessing the upper floors and disabled toilets.

At Mayflower we have high expectations and are developing a rich, broad and balanced curriculum. In addition to the acquisition of skills, knowledge and understanding, importance is placed on developing the child as an individual, capable of independent learning and self-discipline.

We pride ourselves on our positive, friendly atmosphere and caring attitude. The whole school works together, alongside our pastoral care team, to create a positive environment and a sense of community.



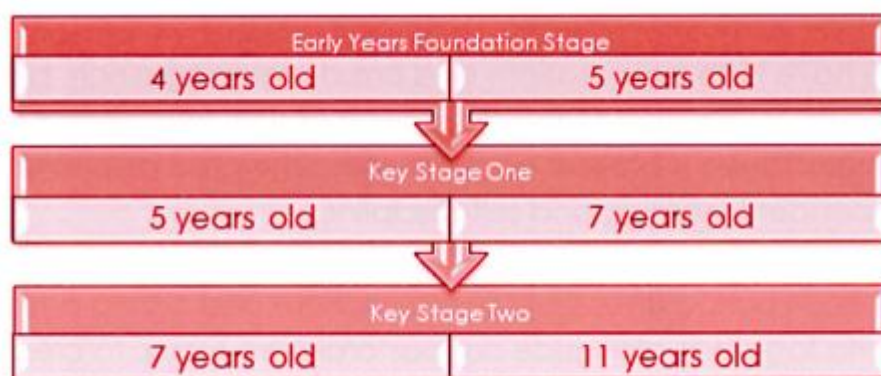
At Mayflower we strongly encourage parent partnerships and parental involvement; the involvement of our Family Liaison and Pastoral Care team aims to develop this further.



The teaching staff, Special Educational Needs Co-Ordinator and Head teacher are always willing to discuss matters concerning individual children. Parents are welcomed into school for various assemblies, celebration afternoons and special events. Some parents also help in school on a voluntary basis, hearing readers or just lending a helping hand. We also regularly take part in fundraising events; regulars such as the MacMillan Coffee morning, Children In Need, Red Nose Day and Sport Relief are always well supported.

School Organisation

Mayflower Primary School admits children between 4 to 11 years old. Being a primary school there are three key stages that your child will progress through.



We have 14 class bases, all named to match their Year Group and the initials of the class teacher, for example 3TA would be 'Year three, Mrs. T. Allday'.

The Local Authority is responsible for admissions to the school, full details of which can be found in the L.A.'s admissions policy and procedures, on the Essex.gov.uk website. We also have an admissions policy to complement this, which can be viewed on our school website <https://www.mayflower-pri.essex.sch.uk/>

Parents and carers of children seeking to join the school during the school year, should in the first instance contact the Admissions Team of the County Council.



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Our school day is organised to benefit the pupils and their learning. School starts are slightly staggered; the timings are in the chart below. The Head Teacher and Deputy greet the children every day. Children are encouraged to make their own way into the classrooms as we encourage independence.



DROPPING OFF			
RED ENTRANCE DOOR		GREEN GATE	
EYFS	8.30am	YEARS 3 and 4	8.30am
YEARS 1 and 2	8.40am	YEARS 5 and 6	8.40am
COLLECTING			
EYFS	3pm	YEARS 3 and 4	3pm
YEARS 1 and 2	3.10pm	YEARS 5 and 6	3.10pm

The School Day

Gate Opens:	8:30/8:40am
Gate Closes:	8:50/9:00am
Session 1:	9:00am
Morning Break:	10:30/10:45am
Session 2:	10:45/11:00am
Lunch:	11:45/12:00
Session 3:	12:45/1:00pm
Session 4:	2:00pm
School Finishes:	3:00/3:10pm



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The Curriculum

The School Curriculum has been developed with the staff over the course of 18 months and comprises learning and other experiences that we plan for our pupils, based on the 2014 National Curriculum. The central aims of our curriculum are to work in collaboration with families and the local community to provide opportunities for all pupils to learn and to achieve; to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Knowledge and skills underpin the curriculum, where revisiting prior learning and repetition support learning. We aim to expand vocabulary, making links and milestones for progression, creating a depth of learning. We have consistent approaches which meet the needs of our pupils, focusing on concepts rather than objectives, which can cap learning. We aim to widen horizons and expand cultural capital with learning outside the classroom at the same time developing their Social, Emotional and Mental Health.

The curriculum of the school is organised so that children are stimulated, encouraged and challenged to develop their individual potential and personality to the full. Through a well-planned and organised curriculum, effectively taught by qualified and enthusiastic teachers, pupils are helped to:

- Develop the attitudes, understanding and skills to become successful, independent learners.
- Foster their creativity.
- Develop lively, enquiring minds.
- Develop personal values, qualities and attitudes and be respectful of other people and their views and opinions.
- Develop appreciation and concern for the environment.
- Work co-operatively with others.
- Work towards achieving their potential.
- Develop the essential English and Maths skills they need to learn.

Our curriculum is designed to reflect our aims and to meet the requirements of the National Curriculum and other government guidance



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English



We follow the National Curriculum in English. In studying English, Language and Literacy, pupils develop skills in spoken language, reading and writing and vocabulary, which includes grammar, punctuation and spelling. This enables them to express themselves creatively and imaginatively and to communicate with others effectively.

At Mayflower Primary School we use a variety of teaching and learning styles within these key aspects to develop children's knowledge, skills and understanding. Where possible, we work in a cross-curricular way and the children experience a wide variety of written, multi-media and visual texts. We use a wealth of resources, including ICT, to enhance their learning and encourage children to use and apply their learning in English within all other areas of the curriculum.

We consider ourselves to be a reading school. We believe that reading is at the heart of, and key to, all other learning. In reading we use a variety of approaches which include the Read, Write Inc. Programme for the early teaching of synthetic phonics, and daily reading lessons across the school, called 'Reading Rockstars'. This is an evidence-based approach adapted from 'Hooked on Books' by Jane Considine. It involves celebrating the love of reading as well as developing the skills of comprehension through talk, modelling and written responses. Reading is also celebrated in weekly Reading Assemblies and pupils are rewarded for their reading at home by having their names entered into a weekly reading raffle with the chance to win a book.

For the teaching of writing, we use 'The Write Stuff' strategy, devised by Jane Considine, to bring clarity to the mechanics of writing.



This utilises the concepts of chunking and interleaving to teach ideas, grammar and style in context to inspire effective writers. This concept aims to engage children with short, intensive moments of learning that they can then apply in their own writing. These techniques further promote creative approaches to writing within the classroom with the modelling of writing inspiring the imagination as well as developing the skills of editing and improving their original thoughts and drafts. Links are also made to books, authors and reading skills to embed that writers are always thinking about the effect upon the reader.

Mathematics

We follow the National Curriculum for maths. Mathematics is a critical life skill. Here at Mayflower, we strive to make maths relevant, exciting and (feel) easy! Through teaching and learning in this area we aim to develop children's confidence and enthusiasm in using and applying mathematical skills and knowledge to the world around them. Mathematics is taught through a Mastery approach, where students are given time to think deeply about the maths and really understand concepts at a relational level using apparatus to support this deeper understanding rather than as a set of rules or procedures, moving through the processes of concrete, pictorial to abstract. This slower pace leads to greater progress



because it ensures that students are secure in their understanding and teachers don't need to revisit topics once they've been covered in depth. Each key stage follows a programme of work covering the following areas such as: number, measurement, geometry, statistics, ratio and proportion and algebra. We recognise the importance of cross-curricular links with science, technology, geography and other subjects, and opportunities to apply numeracy skills across the curriculum.



Science

We follow the National Curriculum for science. Science stimulates and excites pupils' curiosity about events and things in the world around them. It also satisfies this curiosity with knowledge because science links direct practical experience with ideas, it can engage learners at many levels. Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these in order to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living things. In science we cover such areas as working scientifically, plants, animals (including humans) and habitats, rocks, light, sound, forces, magnetism and electricity, evolution and inheritance, earth and space, which are all set out in the new National Curriculum.



Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.



Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology- at a level suitable for the future workplace and as active participants in a digital world (*National Curriculum 2014*). We believe that all children should be given opportunities to engage in a broad ICT-rich curriculum that provides motivation, enthusiasm and enjoyment; develops lifelong skills and raises standards in learning and achievement. We are well equipped with ICT equipment including laptops, iPads and interactive whiteboards in all classrooms.

Design and Technology

Design & Technology helps to prepare pupils to participate in tomorrow's rapidly changing technologies. Children are helped to develop the skills that enable them to plan, design, make and evaluate products and systems. Design & Technology also includes cooking and nutrition, where pupils are taught how to cook and apply the principles of nutrition and healthy eating.

Geography, History and Art



The teaching and learning of geography, history and art is through planned termly themes of Discover, Explore and Create which are incorporated into an overall curriculum framework. In geography pupils begin to develop knowledge about the world, the United Kingdom, and their locality. They are taught to understand basic subject- specific vocabulary relating to human and

physical geography and begin use geographical skills Including first-hand observation, to enhance their locational awareness.



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This is further extended to developing their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features.

In History, Key Stage 1 pupils are expected to develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, in Key Stage 2.



Specific time periods we have to include are:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils'
- chronological knowledge beyond 1066
- the achievements of the earliest civilization
- a non-European society that provides contrasts with British history

Art for most pupils is a natural form of self-expression and a source of great pleasure. We encourage children to develop their creative and imaginative talents by teaching skills and techniques using a variety of materials and tools. Pupils are taught to build their creative independence and are encouraged to experiment with colour, texture and techniques in their sketchbooks before creating a final product. Pupils have opportunities to work with professional artists and craftspeople. They are encouraged to evaluate their own work and learn to appreciate the work of others, using artistic language to describe paintings, sculptures and other artefacts. Praise is given to pupils for engaging in the creative process and, upon completion of a final piece, all children's work is celebrated and displayed.



Modern Foreign Languages - French

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life.

French is taught to all KS2 classes. The emphasis is on active learning to engage motivation and develop oracy (listening, speaking and spoken interaction) through the use of games, songs and activities.

Music



Music is essentially a practical subject. Children are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. The school provides opportunities for children to take part in a wide range of musical activities and performances, such as concerts and small-scale assemblies and seasonal productions.

Physical Education (PE)

Physical Education is concerned with the promotion of positive attitudes towards physical activity and well-being. At Mayflower Primary School children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit. All children take part in a minimum of 2 hours of high-quality PE and sporting activities each week provided by class teachers and/or professional sports coach.



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A well-balanced programme of sporting activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics, swimming, athletics and games.



Physical Education is enriched through a wide range of extra-curricular clubs and activities. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life.

All pupils in Year 6 have the opportunity to take part in a residential visit at an activity centre where a range of outdoor and adventurous pursuits are offered. We value these opportunities for our pupils to participate in physically challenging activities, believing they can make an important contribution to children's personal and social development.

Religious Education (RE)

Using the Essex SACRE (Standing Advisory Council for Religious Education) resources, we have adopted and developed our own RE syllabus which we feel caters for the needs of our pupils and community. Through RE we aim to enable children to understand the nature of religion, its beliefs and practices.

A daily assembly is held together as a school (or as key stages). It is an important part of our school day. Representatives from our local churches lead some assemblies, along with other occasional guests from the community.



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Friday assemblies are special because we celebrate children's achievements both in and outside school. Parents are regularly invited to join us in special assemblies. We have close links with the local church and frequently visit for special times of the year.

Personal, social, health and economic Education (PSHE) & Citizenship

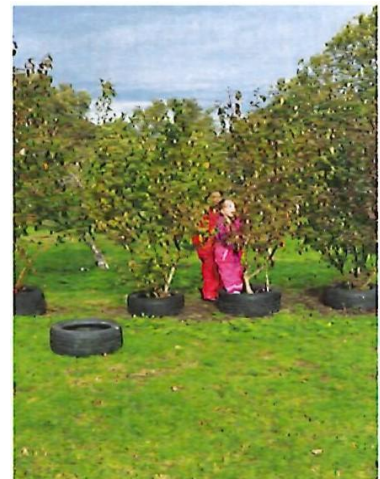
Although Personal, Social, Health and Economic Education and Citizenship is no longer a statutory part of the National Curriculum for Key Stages 1 and 2, we believe it is a vital area of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. This will be taught intrinsically throughout all other areas of the curriculum.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Outdoor Learning

We support, nurture and inspire a love of learning through our outdoor learning provision. Outdoor learning helps pupils of all backgrounds and abilities to reflect and learn about themselves, each other and their environment.

This in turn impacts academic achievement, personal and social development, care for the environment, career and professional development, wellbeing and mental health.





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Forest School



Forest School helps children to undertake practical physical activities which encourage them to be more active and help to develop gross and fine motor skills. They are starting to understand and appreciate the natural world and environmental issues. Children are also working together to complete challenges, take turns and problem-solve. Developing communication and learning new vocabulary alongside becoming resilient, independent, enquiring and creative learners. Children learn to assess risks and make informed decisions alongside developing imagination and

creativity. Forest School can appeal to children who are less engaged in the classroom and can improve behaviour, motivation, concentration and confidence and enjoying better levels of mental health and well-being.

Opal



Opal is our 'Outdoor Play and Learning' initiative aimed at promoting creativity, problem-solving and exploration in an outdoor environment during lunchtimes. Through Opal, children develop their physical, cognitive and social skills while learning about the natural world around them.

We have a wide range of resources and areas for the children to use including a mud kitchen, reading hut, sand pit, re-purposed boats and much more which enables them to embark on imaginative adventures while encouraging their teamwork and communication skills.





Special Educational Needs and Disabilities (SEND)

At Mayflower we aim to support all children and their individual needs. SEND at Mayflower Primary School comes in a variety of different forms. Each pupil is unique and therefore needs to be reviewed as an individual, not a diagnosis or difficulty. As a school we ensure high quality teaching is at the heart of any classroom. We believe that every child has the ability to succeed and as teachers and support staff we are there to facilitate and provide the resources to enable this to happen.

We offer many different support strategies in school. Below are just a few of those that are on offer;

- Full Time Speech and Language Support Assistant (SALSA) who liaises with NHS SALT
- 2 full time Parent Liaison and Child Emotional Support Assistants (PLACES)
- Chunk, our school dog
- High quality teaching in the classroom
- A wealth of technology to support learning in the classrooms
- Forest school and outdoor learning

In addition, we have been awarded Communication Hub status and will be working with Essex County Council SLCN to promote communication within the local area.

Our SENCO, Miss Oddi, is a fully qualified teacher with a wealth of experience. She holds both the National Senco award and a Masters in SEND and Inclusion. Miss Oddi is on the gate at the start and end of school to answer quick questions but you can also make an appointment to speak to her.

Children with SEND may be identified through concerns raised by their class teacher or parental concerns. Once a concern has been raised, we will closely follow the 'assess, plan, do and review' process as stated by the SEND code of practice 2014.



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Our Staff

Teaching Staff

Ms. A. Larue	Headteacher
Miss. E. Stephens	Assistant Headteacher/ Year 1
Miss. S. Bowers	Assistant Headteacher/ Year 5
Miss. L. Timms	Reception/SLT
Miss. M. Garlick	Reception
Miss. H. Smith	Reception
Mrs. C. Black	The Cove
Miss. L. Farrow	Year 1
Mr. B. Childs	Year 2
Mrs. J. Wilkinson	Year 2
Mr. C. Curry	Year 3
Mrs. T. Allday	Year 3/SLT
Mrs. Katherine Crawford	Year 4
Mrs. A. Lloyd	Year 5
Mrs. R. Haveron/Mrs. J. Simmonds	Year 6
Mr. S. Snelling	Year 6
Miss. D. Oddi	Senco



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Support Staff

(LPSA = Learning and Pastoral Support Assistant)

(HLTA = Higher Level Teaching Assistant)

(PLACES = Parent Liaison and Child Emotional Support)

(SALP = Speech and Language Practitioner)

Mrs. S. Tallowin	Welfare and Safeguarding Manager
Mrs. H. Garner	HLTA
Mrs. G. Powell	HLTA
Mrs. J. Tedder	HLTA
Miss. M. Chopping	HLTA
Mrs. L. Pearson	HLTA
Mr. J. Whittingham	Sports Coach
Mrs. T. Bowers	Class LPSA
Mrs. K. Smith	Class LPSA
Mrs. J. Evans	Class LPSA
Miss. J. Humphries	Class LPSA
Mrs. K. Hall	Class LPSA
Mrs. C. Gooding	Class LPSA
Miss. J. Calvert	Class LPSA
Mrs. Y. Bennell	Class LPSA
Mrs. H. Curry	Class LPSA
Ms. J. Alston	Class LPSA
Mr. M. Deller	Class LPSA
Miss. S. Gow	Targeted Pupil Support
Mrs. K. James	The Cove
Miss. P. Badham	The Cove
Mrs. S. Smith	PLACES / Forest School
Miss. Y. Parker	PLACES / Forest School
Mrs. N. Knight	SALP - Speech & Language Practitioner
Mrs. T. Cochrane	School Business Manager
Mrs. E. Griffith	Personnel & Administration Officer
Mrs. K. May-Erskine	Admissions / Attendance Officer/Designated Allergy Lead
Mrs. F. Campbell	Administration Officer
Miss. M. Firth-Bernard	GDPR/Compliance Officer
Mr. J. Williams	Caretaker
Mr. M. Short	Caretaker
Mrs. J. Chopping	Catering Manager
Mrs. G. Newberry	Assistant Catering Manager
Miss. K. Furness	Catering Assistant
Ms. M. Scotney	Catering Assistant
Mrs. A. Ireland	Catering Assistant



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Uniform

We are firm believers in the saying '**dress smart, think smart**' and in that vein we pride ourselves on our school uniform and the way in which the pupils present themselves, both in terms of uniform and in their work. Our school uniform colour is a combination of red and grey/black. Most items can be bought from High Street shops or supermarkets, there is also a link on our website to a uniform shop and we also have a uniform swap shop in school which is open from 10:30 daily to help you find everything you need.

Grey or black skirt/pinafore dress/shorts/trousers (not jogging bottoms) or red and white checked dresses

White blouse/shirt or polo shirt

Red sweatshirt or cardigan, without a hood, either plain or with the Mayflower logo

Plain white, grey or black socks/ plain black, red or grey tights

Black sensible, low heeled school shoes (no canvas / trainers) (no canvas / trainers)

P.E kit

- black or red shorts
- white T-shirt* or polo shirt (different from their one worn as part of their daily uniform)
- a pair of plimsolls and trainers (for outdoor PE)
- jogging bottoms and sweatshirts or track jackets for outdoor lessons in cold weather

Outdoor Learning

In addition to the uniform list we also require parents to supply each child a **waterproof jacket, waterproof over-trousers and wellington boots**, from September 2020, for outdoor lessons and Forest School sessions.

These should remain in school at all times and will be stored by us.

School uniform and book bags that carry the school logo are available to buy from the school website.



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Lunch Times

Our school lunches which are catered for in-house using only locally sourced produce, provide healthy, nutritious hot lunches daily. All pupils in Early Years and Key Stage 1 are entitled to Universal Free School Meals and families from Y3 who are in receipt of benefits may also be able to claim for free school meals; the application form can be found on our website. Children usually eat in the dining hall and are encouraged to mix with other year groups and socialise in a polite and respectful way. When the weather permits, we allow pupils to eat their packet lunches in our picnic area in the school grounds.



Breakfast Club

We run two breakfast clubs at Mayflower. One starts at 7:30 for parents that need to drop children off early and one from 8am which is free for all students. Pupils, can get a healthy breakfast in a friendly caring atmosphere with activities for the children daily.

MAYFLOWER PRIMARY SCHOOL

BREAKFAST CLUBS!

A GREAT START TO THE SCHOOL DAY!

Time	Cost	Details
7:30-8:00am	£3.00	a healthy breakfast and activities included
8:00-8:30am	FREE	for all students

HEALTHY BREAKFAST
Delicious and nutritious food to fuel the day.

FUN ACTIVITIES
Games, crafts and time with friends.

GREAT START
Helps children feel ready, focused and positive.

GOOD FOOD, GREAT FUN AND A POSITIVE START EVERY MORNING!



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After School Clubs



We have a variety of after-school clubs on offer at Mayflower, often with a waiting list! Your child can attend anything from art club, to film club to gymnastics! We offer several sports clubs, choir and even a cookery club! These clubs often change termly, so look out for details in newsletters and communications from the office.

Pastoral Care

Our Pastoral Care Team is the pride of Mayflower. We have a dedicated team who are able to support pupils who need that extra bit of help, whether it be with their mental health needs, their well-being or their family concerns, Mayflower is here to help.

Although we have endeavoured to put as much information in here as we can, there are obviously going to be questions you may need to ask! Please feel free to come into school, have a look around and meet some of our dedicated staff.

Also have a look at our website: <https://www.mayflower-pri.essex.sch.uk/>

Other Information

Attendance

We promote school attendance and have systems in place to support families who are finding difficulty in attending school.

Applying for a place

Please apply online at

<https://www.essex.gov.uk/apply-for-a-primary-school-place>