

## **PRIMARY SCHOOL PROSPECTUS**

Please read this Primary School Prospectus in conjunction with the General Prospectus, which gives an overview and general information regarding the whole School.

In the Primary School building we have fifteen classes, from Year 2 to Year 6 inclusive. Each class has a Class Teacher and, in addition, there are Learning Support Assistants. Children spend the majority of their time with their Class Teacher and Assistants, but they will also be taught by different teachers for certain subjects. The Primary School covers the second year (Year 2) of Key Stage 1, and the whole of Key Stage 2 (Years 3 to 6).

### **THE CURRICULUM**

The Primary School aims to meet the requirements of the 2014 National Curriculum for England (<https://www.gov.uk/government/collections/national-curriculum>):

The following criteria are used in framing the aims, objectives and content of the curriculum:

- The curriculum is planned and developed as part of a continuum for all children, including as far as practicable, for those with special educational needs.
- The curriculum is developed to match the stages of development of individual students rather than their chronological ages.
- The curriculum is essentially practical, to enable students to adopt a multi-sensory approach to learning.
- We believe that if children are to gain maximum benefit from their educational experiences, they need to work in a happy caring environment where they may grow in confidence, where they may be helped to develop a concern for others, and where they can achieve daily success in a wide range of enjoyable activities.

We aim to provide a broad range of worthwhile curricular opportunities that cater for the interests, aptitudes and particular needs of students, and to ensure progression in students' learning.

The curriculum aims to provide a greater awareness and understanding of different races, cultures and creeds, and to provide equal opportunity for all, regardless of race, gender, religion or social or economic differences.

We seek to build learning opportunities around the rich and stimulating activities we have always believed to be essential to a rich primary school experience.

### **ENGLISH**

Students are given many opportunities to use language skills in a variety of ways. These include:

#### **Speaking and Listening**

- Class/group discussions.
- Listening to audio.
- Role play/drama.
- Collaborative work.
- Stories and poems.
- Following instructions.

#### **Reading**

- Structured reading programme.
- Reading extension materials.

- Quiet reading times.
- Shared and guided reading activities.
- Study skills.
- Reading for pleasure.

### **Writing**

- Writing for a variety of purposes.
- Usage of punctuation/grammar.
- Writing for a variety of audiences.
- Development of drafting/editing skills.
- Use of literacy software.

### **Spelling**

- Use of dictionaries and word banks.
- Structured spelling programme.

### **Handwriting:**

- Study of letter formation and joining.
- Attention to presentation.

## **MATHEMATICS**

Students are given many opportunities to acquire mathematical concepts and skills and apply these in practical situations, e.g.:

- Number work including calculations.
- Problem solving.
- Shape and space.
- Using and applying maths.
- Measures.
- Data handling.

A variety of published schemes are used, and these are supplemented with enrichment materials which aim to extend the child's understanding throughout areas of the curriculum.

## **SCIENCE**

Science is an integral part of our curriculum. It stimulates and excites students' curiosity about phenomena and events in the world around them. Emphasis is placed on developing and evaluating explanations through experimental evidence and modelling. The School has a wide range of resources to enable Science to be delivered through practical activities and the use of the outdoor environment. The range of science topics covers the many aspects of natural and physical science as promoted by the National Curriculum.

## **MODERN FOREIGN LANGUAGES**

Formal lessons in Modern Greek continue in Year 2 and throughout Primary School, in groups according to ability. There are opportunities to change groups at a later stage if appropriate. In Year 3, students are also introduced formally to French through two lessons per week. Our aims in teaching children a modern foreign language include:

- Increasing linguistic competence through regular timetabled sessions.
- Exploiting cultural links and experiences when opportunities arise.
- Promoting positive attitudes towards language learning through a range of learning activities.
- Developing listening skills and phonological awareness.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

ICT is one of the core subjects in the National Curriculum and is given a high profile in the Primary School. The students have access to a suite of computers in the ICT Room, where the internet can be accessed in a safe environment. The interactive whiteboards facilitate whole class interaction with a wide range of software. In classrooms, students have access to PCs, the internet and the curriculum network, and teachers are able to access lesson resources using interactive whiteboards in all Primary School year groups.

## **DESIGN AND TECHNOLOGY**

The development of Design and Technology capability is important in preparing all students for citizenship in an ever-increasing technological world. The ability to use technological skills is a vital life skill in modern society. Using these skills in a purposeful way provides the opportunity to extend and enhance teaching and learning experiences in the National Curriculum as a whole.

In Design and Technology, students acquire and apply knowledge and understanding of materials and components, including food, textiles, resistant and mouldable materials, mechanisms and control systems, structures, quality issues and factors relating to health and safety.

The students will:

- Develop their designing and making skills.
- Develop knowledge and understanding.
- Develop their capability to create products through combining their designing and making skills with knowledge and understanding.
- Nurture creativity and innovation through designing and making.
- Explore values about and attitudes to the made world and how we live and work within it.
- Develop an understanding of technological processes, products and their manufacture and their contribution to our society.

## **GEOGRAPHY**

All students will be given the opportunity to:

- Develop a positive attitude to Geography.
- Learn to use geographical skills and knowledge confidently through a process of enquiry and pleasurable creative activity.
- Develop interest in their surroundings and in the variety of physical and human conditions on the Earth's surface.
- Foster their sense of wonder at the beauty of the world around them.
- Develop an informed concern about the quality of the environment and the future of the human habitat, in order to enhance their sense of responsibility for care of the earth, and its peoples.

## **HISTORY**

History fires students' curiosity about the past in the UK and the wider world. Within our curriculum it plays an important role in helping students to:

- Develop a framework of chronology.
- Interpret past events and attitudes.
- Find evidence, evaluate it, and reach their own conclusions.
- Undertake research, sift through evidence and argue their point.

## **MUSIC**

Our work in this area of the curriculum encourages students to enjoy music through:

- Performing.

- Listening.
- Composing.
- Developing musical knowledge and understanding.

### **Musical Instrument Requirements for Year 3 - 6 Students**

All students in Years 3 - 6 must possess a melodic musical instrument for use in class and at home. This requirement remains for the first three years of Secondary School (Year 7 to Year 9).

#### **Students who already play a melodic musical instrument and have instrumental lessons**

The School encourages students continue to increase their competence through private tuition and practice. They may use their existing musical instrument in the timetabled Music lessons that are part of the school curriculum, as long as the instrument is portable to and from school (the School has a number of keyboards/pianos, so pianists need not worry about portability).

#### **Students who wish to take up a melodic musical instrument for the first time**

This is the ideal time for students to begin, develop skills, and aim for formal music qualifications. If your child has recently acquired such an instrument but has very limited experience of playing it, then you should ensure that he/she attends private lessons for that instrument if you also prefer your child to use this instrument for their classroom lessons.

#### **Instrument Loans for Year 5 and Year 6 students**

For Year 5 and Year 6 students who would like to take up a new musical instrument, the School has a range of instruments (violin, violoncello, flute, saxophone, trumpet and clarinet) available for loan as part of the School's 'Mission Orchestra' project. Students will be selected based on interest and a short interview with the Music Department and the instrumental teacher. The contractual agreement will include a commitment to private lessons with one of the School's instrumental teachers, and students with loaned instruments will be expected, once competent, to join the School Orchestra.

#### **Students who do not wish to formally take up a melodic musical instrument**

If your child does not already own and play a melodic musical instrument, and does not wish to take one up formally, the School would still like them to participate fully in the Music lessons that are part of the curriculum, so please ensure that your child is equipped with one of the following three instruments, all of which are relatively inexpensive, available from any music shop, and easily portable to school:

- Recorder
- Melodica
- Chromatic Glockenspiel

There will be a limited stock of good quality, reasonably priced melodicas, chromatic glockenspiels and recorders available to buy from the School Shop.

### **Opportunities for all: Music Institute, Music Clubs and 'Mission Orchestra' Project**

**For all year groups there are many opportunities available to develop and extend musical abilities.** For any students who wish to take up a particular musical instrument for the first time, or improve their skills with their existing instrument, please be informed that the Music Department offers the following private and group instrumental lessons and after-school clubs as follows:

- |                                |                                   |
|--------------------------------|-----------------------------------|
| • Acoustic and Electric Guitar | • Electronic Music (Years 7 - 13) |
| • Bass Guitar                  | • Flute                           |
| • Clarinet (Years 5 - 13)      | • Junior Choir (Years 3 - 6)      |
| • Composition                  | • Piano                           |
| • Drums                        | • Rock Band (Years 7 - 13)        |

- Saxophone (Years 5 - 13)
- School Orchestra (Years 5 - 13)
- Theory
- Trumpet
- Violin
- Violoncello
- Voice

For further information regarding the 'Mission Orchestra' Project, details of instrumental lesson times and fees, and to contact instrumental teachers, please contact the Music Department at [musicinstitute@heritageschool.ac.cy](mailto:musicinstitute@heritageschool.ac.cy).

If your child takes ABRSM, Trinity Guildhall and similar formal qualifications in musical theory or a particular instrument, please do let the School know, and also provide us with photocopies of any relevant certificates, as this adds valuably to their school record of achievements.

## **ART**

We aim to provide opportunities for students to learn skills and express themselves in a variety of media and forms, such as:

- Painting.
- Model making.
- Printing.
- Drawing and sketching.
- Use of fabric.

Artistic creativity is included in most aspects of the curriculum, and visual displays throughout the Primary School stimulate interest and enjoyment. Students investigate a range of media and the work of particular artists.

## **PHYSICAL EDUCATION AND SPORT**

A variety of physical activities are offered to students throughout the Primary School, and we aim to give a balance of experience. This includes:

- Gymnastics.
- Movement and Dance.
- Athletics.
- Games.

All students are expected to take part in these activities unless excluded for medical reasons.

We aim to give all the students the opportunity to take part in sporting activities within the school day and through extracurricular activities, which are encouraged. In lessons, our youngest students are taught basic skills such as catching, throwing and kicking. These and other skills are developed throughout the Primary School so that all can participate to the best of their ability in our sporting programme. Students play football, netball, tag rugby, rounders, hockey and cricket. After-school sporting clubs including football, cricket, tag rugby and basketball are run by staff and coaches.

Sporting teams represent our school in cricket, football, tag rugby, and netball. Fixtures are arranged against other local schools and our teams have scored many notable successes.

## **HOMEWORK**

Most of the homework for the youngest children in the Primary School will involve Reading and Spelling, and we urge you to help the children by listening to them read. It is also very beneficial if you read to them on a regular basis. A Reading Diary will be sent home regularly along with a Reading Book which should be returned to school each day in a folder. Please also help children learn their spellings using the Look (at the word), Say (the word out loud), Cover (the word up), Write (the word from memory), Check (to see if it is correct) method. This should be repeated until the word is known.

A guide to the amount of time that should be spent per day is as follows:

Year 2	30 minutes per day
Year 3	40 minutes per day
Year 4	50 minutes per day
Year 5	60 minutes per day
Year 6	70 minutes per day

Emphasis will be also placed on general literacy and numeracy tasks, which benefit every subject area, and such tasks may be given in addition to the above subject-specific homework guidelines.

Each child will be issued with a Homework Diary. We ask you to read this each day to check the homework set and sign the diary regularly. The Homework Diary is also a useful means of communication between teacher and parent.

### **PSHE (PERSONAL, SOCIAL AND HEALTH EDUCATION)**

In the Primary School, the programme of Personal and Social Development and Citizenship also incorporates in Year 6 (age 10 -11) Sex and Relationships Education.

We aim to give the students awareness of their own bodies and of the gradual physical changes of growth towards puberty. It is school policy to teach sex education in a sensitive manner to students in Year 6. Parents/guardians have the right to withdraw their children from the non-compulsory elements of the sex education unit of work and parents/guardians are consulted prior to the sessions.

As part of the National Curriculum science work undertaken in school, all students are required to study human development, growth and reproduction.

### **EXTRA ENGLISH LESSONS**

There are opportunities for additional private or small group lessons in English for those who are non-native English speakers. This is particularly helpful for children who are in the early stages of learning the English language.

In addition, The Heritage Private School is an Examination Centre for Anglia Examinations England. The Anglia Examinations in the English language take place in January and June each year. The aim of these examinations is to motivate students to learn and master English within and beyond the classroom. Anglia’s progressive, step-by-step approach to testing encourages and motivates students to make clear and effective progress as they work through the levels. As with many other language testing systems, the Anglia examinations measure all four language skills: listening, reading, writing and speaking.



There are no minimum age requirements for the Anglia English examinations, and at the Heritage, lessons for Primary School students may be able to be taken either in the school day through English as an Additional Language (EAL) classes, or in very small groups after school from 1:20 p.m. to 2:20 p.m. as part of the Heritage Private Institute, entering at the level of study their teacher considers appropriate. Those who do not ultimately take one of the formal Anglia examinations will instead be presented with a Heritage certificate of attendance.

### **CELEBRATING ACHIEVEMENTS IN THE PRIMARY SCHOOL**

We believe it is essential in the Primary School to celebrate the achievements of individuals groups and the whole school community. Through such celebration, endeavour is recognised and those gaining recognition can feel valued and successful. This helps the development of confidence, which prepares students to take new risks and face further challenges as they progress towards their Secondary School years.

### **ENRICHMENT OPPORTUNITIES: EDUCATIONAL VISITS**

The Primary School arranges a programme of educational visits to places of interest on a regular basis. We hire coaches for transportation to and from such activities. There is always an educational aspect to such visits, although

we also try to make them an enjoyable and social experience as well. We try to maximise the curriculum links and use every opportunity to cross between different parts of the curriculum in one experience.

## **PASTORAL CARE**

In caring for our students, we aim to support them sympathetically and encourage positive attitudes to learning, school and life. Personal, social and moral education is seen as an integral part of each student's education. The range of topics covered throughout the Primary School help to meet the student's social and emotional development. To achieve this, students will participate in:

- Group work to foster positive relationships with friends and peers.
- Decision-making to help create independence of thought.
- Health education to promote self-awareness, nutritional needs and the importance of creative leisure activities.
- Safety education to apply this knowledge and skill to situations in the home, at school, on the roads and in the water.
- Community awareness to help develop a caring attitude socially and environmentally.
- Economic and industrial awareness.

## **PRIMARY SCHOOL DISCIPLINE**

A high standard of behaviour is insisted upon: mutual respect, good manners and cooperation are expected from all. We therefore have a **Positive Behaviour Policy** setting out our expectations regarding acceptable behaviour in school. Positive encouragement is provided through House Points, the display of students' work, the recognition of individual and team successes in Assemblies, and Headteacher's commendations. The Policy is based on the three principles of **Rules, Rewards and Consequences**. Our rules are kept to a minimum and they emphasise: respect for other students and all adults; respect for property; the expectation that students try to do their best at all times; and that we speak to and treat others as we would like to be spoken to and treated ourselves.

If any student does not conform to these expectations, the matter is dealt with initially by staff and, if necessary, parents/guardians will be notified. Close liaison and cooperation between home and school is sought in order to resolve disciplinary issues.

### **Code of Behaviour**

Students should:

- Be honest at all times.
- Be polite and show consideration towards each other and to all adults at all times – bad language is never respectful.
- Be prepared to take responsibility for their actions.
- Be responsible for looking after their own belongings brought to school – watches, pens, pencil cases, calculators etc.
- Only play on the playground, and not on the fences, trees, flowerbeds, etc.
- Walk and not run, in the interests of safety and not getting hurt – you never know who or what is around the corner!

Students should not:

- Play fighting games or piggy-back games.
- Play swinging, tripping or kicking games, because these activities are too dangerous and someone is likely to get hurt.
- Use physical or verbal abuse or any form of bullying – students should think how they would feel if it happened to them.

## **Anti-Bullying Policy**

Bullying incidents are taken seriously, and all incidents are investigated and recorded. We would ask that parents/guardians inform the School immediately if they suspect their child to be a victim or a perpetrator of bullying at school.

## **SCHOOL HOURS AND SECURITY**

Our aim is to make our school welcoming and open, but at the same time a safe and secure place for everyone. We would like to remind all parents/guardians that the school door will be opened from **7:40 a.m.** and not before, as our teaching day begins at 7:50 a.m. The Primary School cannot accept any responsibility for students arriving before 7:40 a.m. and we therefore kindly ask that parents/guardians stay with their children until this time. On arrival to school each morning Primary School students should wait outside in the playground until the bell sounds at 7:50 a.m., although on wet mornings, they may enter the school building from 7:40 a.m. Once a teacher is on duty in the playground we ask parents/guardians to leave their children and say goodbye for the day. We hope you appreciate that this makes it much easier for us to bring the children into school at 7:50 a.m. in a calm and orderly manner.

If a parent/guardian wishes to speak with their child's class teacher first thing in the morning it is usually possible, but if not, please make your request through the Primary School Office.

It is the responsibility of parents/guardians to ensure that their children arrive at school on time. Frequent lateness can be upsetting for the child and can disrupt the teaching sessions for other students. If children do arrive after registration they will need to visit the Primary School Office in order to be signed in. Similarly, if children need to leave the premises before the end of sessions they must be signed out in the office before leaving. We ask all visitors to the Primary School to report to the Primary School Office. It is our aim to keep the students and staff as safe as possible.

We appreciate that for new children the first few days can be quite daunting. However, once the initial settling in period has passed, we ask parents not to enter the classroom. You are more than welcome to arrange appointments and speak to members of staff privately.

## **UNIFORM**

Please see the attached uniform policy for the Primary School students, which is dependent on year group.

## **BOOKS, EQUIPMENT AND STATIONERY**

Exercise books are provided for the children by the School. An annually updated list of book requirements is available from the School Office, and is dependent on your child's year group. All text books are available to purchase from the School Shop, located in the Secondary School building.

Please could you provide your Year 2 to Year 6 child with the following items:

- A school bag – not too large please, as children need to carry them easily
- Book Bag – for their reading book and homework
- Art apron
- Pencil case
- Sharp pencils
- Coloured pencils – no felt-tipped pens, please
- Eraser/Rubber
- Ruler – 30cm long marked in cm and mm (not the very flexible type)
- Sharpener
- Glue sticks
- Small scissors
- A USB stick

In addition each year group will need the following items:



## **Year 2**

5 plastic folders to store worksheets  
Plastic folder for Greek

## **Year 3**

Small lever arch file with dividers  
Plastic folders for French & Greek  
A whiteboard pen  
Musical instrument (please refer to Music curriculum section above)

## **Year 4**

Small Dictionary – English  
Thesaurus  
Highlighter pens  
A whiteboard pen  
A4 lever arch file  
1 x 10 part file divider  
Plastic folders for French & Greek  
Musical instrument (please refer to Music curriculum section above)

## **Years 5 & 6**

Small Dictionary – English  
Thesaurus  
180 degree protractor  
2 small lever arch files  
1 x 10 part file divider  
1 pack of A4 plastic pockets with holes to put in files  
Small calculator  
Highlighter pens  
Plastic folders for French & Greek  
Blue handwriting rollerball ink pen  
A whiteboard pen  
Musical instrument (please refer to Music curriculum section above)

## **SNACKS**

All children are asked to bring a snack to school, which is eaten during first break time (10.00 - 10.20 a.m.). We ask you to send healthy snacks at all times, e.g. fruit, and not sweets, chocolate or fizzy drinks. A drink (no glass bottles, please) should be included, and there are water cooler machines available for extra water. It is a useful idea to provide a plastic bottle which can be refilled at the water machines, but please label the bottle with your child's name and class. If parents and children would like to eat a hot meal together at the end of the school day, the School Cafeteria in the Secondary School building offers a range of food.

## **LOST PROPERTY**

A lost property box is situated outside the Primary School Office.

## **PARENT HELPERS**

The Primary School is always keen to accept parent volunteers who may wish to assist with reading groups, in classes other than their own child's. Please inform the School Office of availability times, if you would like to help.

# PRIMARY SCHOOL UNIFORM POLICY

For items of uniform supplied by the School Shop, no substitute uniform is allowed. No mixing of summer/winter uniform or PE kit is allowed.

		SUMMER UNIFORM	WINTER UNIFORM
YEAR 2	GIRLS:	<ul style="list-style-type: none"> <li>School summer checked dress</li> <li>White ankle socks</li> <li>Black shoes (no sandals, trainers and shoes resembling trainers)</li> </ul>	<ul style="list-style-type: none"> <li>School dark grey pinafore with school unisex checked shirt</li> <li>School blazer (to be worn at all times)</li> <li>School burgundy jumper (as an extra layer when feeling cold)</li> <li>School elasticated tie</li> <li>Black or burgundy thick tights or long white socks</li> <li>Black shoes (no boots, trainers and shoes resembling trainers)</li> </ul>
	BOYS:	<ul style="list-style-type: none"> <li>School dark grey shorts</li> <li>School ivory Polo shirt</li> <li>Grey or white socks</li> <li>Black shoes (no sandals, trainers and shoes resembling trainers)</li> </ul>	<ul style="list-style-type: none"> <li>School dark grey trousers with school unisex checked shirt</li> <li>School blazer (to be worn at all times)</li> <li>School burgundy jumper (as an extra layer when feeling cold)</li> <li>School elasticated tie</li> <li>Black shoes (no boots, trainers and shoes resembling trainers)</li> </ul>
YEARS 3 – 4	GIRLS:	<ul style="list-style-type: none"> <li>School summer dress</li> <li>White ankle socks</li> <li>Black shoes (no sandals, trainers and shoes resembling trainers)</li> </ul>	<ul style="list-style-type: none"> <li>School winter unisex shirt (Year 6 girls entitled to female fit checked winter blouse)</li> <li>School blazer (to be worn at all times; Year 6 are entitled to wear the Secondary School blazer)</li> <li>School burgundy jumper (as an extra layer when feeling cold)</li> <li>School tie</li> <li>School elasticated grey winter skirt (Year 6 girls entitled to female-fit non-elasticated skirt)</li> <li>Black/grey/burgundy tights or long white socks</li> <li>Black sensible shoes (no boots, trainers or shoes resembling trainers)</li> <li>School scarf (optional, but no other scarves allowed)</li> </ul>
YEARS 5 – 6	GIRLS:	<ul style="list-style-type: none"> <li>School off-white blouse to be worn over skirt (any clothing worn under the blouse should be white in colour and not be visible)</li> <li>School dark grey skirt</li> <li>White ankle socks</li> <li>Black shoes (no sandals, trainers and shoes resembling trainers)</li> </ul>	
YEARS 3 – 6	BOYS:	<ul style="list-style-type: none"> <li>School Polo shirt (Year 6 boys entitled, as an alternative, to wear school off-white summer shirt, to be worn tucked into trousers; any clothing worn under the shirt should be white in colour and not be visible)</li> <li>School grey trousers</li> <li>Grey or white socks</li> <li>Black shoes (no sandals, trainers and shoes resembling trainers)</li> </ul>	<ul style="list-style-type: none"> <li>School unisex checked shirt</li> <li>School blazer (to be worn at all times; Year 6 are entitled to wear the Secondary School blazer)</li> <li>School burgundy jumper (as an extra layer when feeling cold)</li> <li>School tie</li> <li>School dark grey trousers</li> <li>Grey socks</li> <li>Black sensible shoes (no boots, trainers or shoes resembling trainers)</li> <li>School scarf (optional, but no other scarves allowed)</li> </ul>
YEARS 2 – 6	PE:	<ul style="list-style-type: none"> <li>School T-shirt with school burgundy PE shorts (students should own at least <b>two</b> sets of school T-shirts and shorts)</li> <li>Protective PE-quality predominantly white trainers</li> <li>Summer cap</li> </ul>	<ul style="list-style-type: none"> <li>School tracksuit, worn over school T-shirt (any clothing worn under the T-shirt should be white in colour)</li> <li>Protective PE-quality predominantly white trainers</li> </ul>

Jewellery must not be worn, with the exception of wristwatches, medical bracelets, and a pair of stud earrings by girls who have pierced ears (one earring only in each ear lobe). Religious symbols should not be visible. *All students are expected to be properly dressed and groomed and adhere to the Uniform Policy and all other relevant regulations in full.*