

HISTORY OF HAWKINGE PRIMARY SCHOOL

Hawkinge Primary School was established in 1879 with a roll number of 19 children. As the village has developed so the number of children has increased and there are at present 394 children in attendance.

The school building has evolved over the years, with the original building being extended in the 1950's and again in the 1960's. The David Curtis Link was opened in 1995, an additional 2 further extensions were added in 2015 and the school now contains 14 classes and a large cookery room for the children to practise their culinary skills! The main hall is used for physical education and also as a dining area during the lunch break. The school grounds are quite generous and provide children with an area for games, an adventure playground and an all year round mini football pitch. Last year an outdoor gym was added to the playground which has become very popular! There is a further outside learning area for our Foundation Stage children and many vegetable patches!

Hawkinge Primary School today

Our school



Hawkinge Primary School is considerably different today than it was in 1879.

In June 2019 we were visited by Ofsted who graded us as an Outstanding School. This is something we are very proud about. We have included our Ofsted report in this pack for you to read.

We work hard to create 'lifelong learners' at Hawkinge Primary School and teach children the skills of learning, such as resilience, reflection, resourcefulness and reciprocity to ensure they can learn to the best of their ability today, tomorrow and for their future.

Visitors to our school always comment on the very friendly atmosphere. We aim to provide a happy, secure and stimulating environment in which children will be able to reach their full potential and develop as caring confident individuals.

The Curriculum



Staff, pupils and governors agree that our curriculum, extra-curricular activities and environment should achieve the overall aims and mission statements of the school.

We provide a quiet, purposeful working environment where children can reach their full potential. We aim to create 'Life Long Learners' and encourage pupils to develop lively enquiring minds, promoting their ability to question and challenge thoughts rationally.

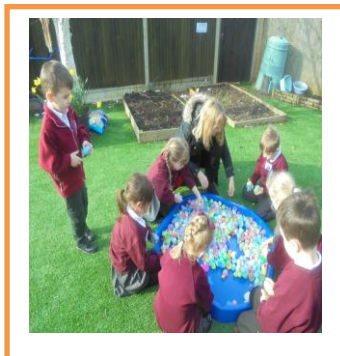
When Ofsted visited in 2019 they said the following about our curriculum:

Leaders ensure that pupils experience a rich and stimulating curriculum. Themes are skilfully planned to capture pupils' imagination and develop their knowledge and understanding through a range of subjects. The exciting, interesting and topical curriculum is designed to promote pupils' physical and mental health as well as underpinning outstanding outcomes for pupils. Pupils move seamlessly between subjects as they acquire the knowledge pertinent to the theme. Senior and middle leaders carefully monitor the impact of the curriculum and adjust it annually to enhance its relevance. They especially focus on how effectively subjects are linked together within a theme, so that pupils can build interconnected knowledge.

The school curriculum is based on a carefully balanced programme of teaching the National Curriculum subjects in a thematic way. We deliver a creative programme of study, relevant to our children and the society they live in. Each theme is 'Launched' in an exciting way and ends with a 'Landing Pad' assembly. Some ways in which the themes have been launched are:

Pupils in the 2 reception classes

The children in Yr R
Launch their new topic
'Egg Carousel'



Year 1 & 2 pupils

Key Stage 1 Launch their
theme for their Landing
Pad assembly
'What could you do at the
seaside in the past?'



Year 3 & 4 pupils

Pupils from a year 3/4
class taking part in a
'Treasure Hunt' as part
of their topic



Pupils in Years 5 & 6

Visit the Battle of Britain
Museum for their
Launchpad



Pupils in the Reception classes follow the Foundation Stage curriculum. They learn mostly by working in a practical way both inside and outside the classroom.



In the Foundation Stage children have short sessions of literacy, numeracy, art, history, music and science which are mostly practical. As the year goes on these lessons become more formal. Each day the children engage in many 'child initiated' activities. For example, the children might choose role-play, construction, investigations in the sand and water or games. The writing desk and listening centre in each classroom are very popular. The children participate in a range of physical activities – balancing and climbing on the adventure trail, controlling big toys and practising small apparatus skills. They also participate in lessons called 'Write Dance' to develop their muscles which in turn helps with fine motor control. Most of these activities go on in our outdoor classroom as well as indoors.



All of the children in the Reception class keep a diary which is theirs to keep at the end of their first year at school. It will be full of news of everything they do including photographs – a lovely memento to treasure.



Our Curriculum

English

When children start school, they will be at different stages of development. It is important to understand that carefully structured play activities at the early infant stages form an important part of language development. Imaginative and creative play, improvised drama and storytelling are used to stimulate and generate children's interest in language.

English is taught in line with the National Curriculum. Setting is used to group children by ability in Years 3, 4, 5 and 6 and in Years 1 and 2 pupils are taught in ability groups for phonics daily for 20 minutes.

Reading should be an enjoyable and informative experience for every child, irrespective of their ability. We make every effort to ensure that each child achieves their potential in this area. Reading is taught within a guided reading session, which is outside the daily English lesson. There is an extensive selection of reading books in the school which cater for all abilities and interests. Early reading activities will build on the oral language and experiences which children bring from home. Home links are encouraged – during the Foundation Year the children bring home a book each day in a special folder and the parent communicates with the teacher through a joint record sheet. As the children's reading skills develop, they will be encouraged to refer to information books, dictionaries or data on computers to widen their experience of the world in which they live.

Children will enjoy a rich and diverse curriculum, where the opportunities for creativity through the use of poetry, drama, speaking and listening activities and group work will be numerous. They will also have the benefit of extensive IT facilities and resources which can be used to encourage creativity. Children are introduced to a range of high quality texts in a variety of genres and have frequent opportunities to write in different contexts and for different purposes.

When Ofsted visited in June 2019 they said the following about our English Curriculum:

Teaching successfully develops pupils' love of reading. The expert teaching of phonics contributes well to younger pupils' strong progress in reading. Teachers make sure that pupils' reading books closely match their reading ability. Confident reading and the use of high-quality texts provide the foundation for the teaching of English. Building on research, curriculum leaders have introduced quality fiction linked to personal, social, health and economic education, and science, to reinforce learning and working memory development.

Maths

The National Curriculum for Maths is the basis for all mathematics teaching within the school. Maths is taught daily throughout the school, for 50 minutes each day in KS1 and for an hour a day in KS2.

At Hawkinge Primary School we aim to provide each child with the concepts and skills in maths which enable them to develop their ability to problem solve and undertake investigations. We develop pupil's confidence and enthusiasm and their ability to apply Mathematical skills and knowledge to the world around them.

Much of the work is related to and supported by practical activities in order to develop a sound knowledge and understanding in calculation, measurement, shape and data handling. Setting is used to group children by ability in Years 3, 4, 5 and 6.

Science

In Science we aim to promote and foster a lifelong interest of the subject by drawing on the children's inherent interest of the world around them. The children will develop and extend their scientific knowledge and skills by carrying out a wide range of practical activities both inside the classroom and in the wider environment.

Using an extensive range of materials and apparatus the children will build upon their scientific processing skills such as observing, predicting, fair testing and experimenting.

In 2018 we were awarded a 'Gold Accreditation' for our science curriculum in recognition of its exceptional quality.

Computing

Computing is vitally important in today's world. We aim to develop every child's confidence and competence in the use of computers by giving them as much opportunity and experience as possible. We believe IT is integral to learning in today's education system and therefore have over 100 laptops that are used by classes on a daily basis. All classes have interactive whiteboards and visualisers for daily use offering opportunities to use IT across the curriculum.

We are lucky to have Video Conferencing facilities in school and use this to enhance the learning across the curriculum – for example children video-conference with Tudors who have worked on the Golden Hind, and other children have video conferenced with children in other schools. Last year the pupils in Reception classes 'video conferenced' with the REAL Father Christmas and pupils in Years 5 and 6 have had lessons to teach them how to speak Chinese using the video conferencing facilities led by a teacher in Beijing.

RE (Religious Education)

Religious Education seeks to enrich each child by learning about different groups of people and their beliefs and practices. It encourages the learner to consider and challenge their own beliefs through discussion, reflection and debate. RE is taught in accordance with the Education Act 1988 and follows the Kent Agreed Syllabus, adopting a non-denominational approach. Pupils often visit St Luke's Church in Hawkinge as part of their RE curriculum and Reverend Grinsell comes to school / gives talks at the church about varying aspects of the Christian Religion.

Design and Technology

Design and Technology is a practical, activity based subject using a wide range of materials. It offers opportunities for the children to develop their designing and making skills. Working independently or in small groups, the lessons promote creativity and innovation. On completion, the end product is evaluated for strengths and weaknesses. Children are then given the opportunity to implement the improvements that have been identified.

The National Curriculum promotes the skills of cookery – these are lessons our children really enjoy. We are very lucky to have a Cookery Suite built in the school for the children to use for their Design and Technology lessons – they have enjoyed cooking all items from biscuits and burgers to a 'Great Hawkinge Bake Off'. We also have 'parent and child' cookery workshops which are very popular! The children are encouraged to grow the food they cook. Pupils have planted carrots, celeriac, onions and pumpkins in the summer term and are now using these vegetables to make soup!

History

We aim to stimulate the children's interest and gain a good understanding in their historical and cultural knowledge both local and national. To encourage children's interest in the history of the people, places and events we use stimulating replica artefacts and ensure we make links to the important events in history.

PSHE and Citizenship

PSHE and Citizenship is taught through termly topics that encourage the personal development of each pupil at an age appropriate standard.

Children learn to respect and understand our common humanity, diversity and differences so they can go on to form effective fulfilling relationships that are an essential part of life and learning. At Hawkinge Primary we are committed to the teaching of Sex and Relationships Education (SRE). Our SRE programme of teaching is led by the aspect of 'Relationships'. Other aspects of the scheme of work focus around the body and will include how the body grows/changes and to consider the emotions they will experience. (Have a look at our school website for more information).

Geography

Geography is valued highly within the school. We have a history of being recognised by the Geographical Association for the richness and quality of our geography curriculum and geography teaching. We were awarded the Primary Geography Quality Mark Silver award in 2007, the year this accreditation started and since then have been awarded Gold three times!

We recognise the lifelong skills that effective geography teaching and learning provides for our children and strive to ensure that those skills are taught. Children have opportunities to explore the school grounds and the local area on a regular basis to develop these skills and on occasions venture further afield. Geography resources such as maps, atlases and photographs are an integral part of geography teaching at Hawkinge Primary. The use of IT is embedded in geography teaching and learning through the teachers' use of resources from the use of digital cameras, video cameras, video conferencing, multimedia presentations, data handling software and the use of the internet to research. The school promotes fieldwork in each unit of work.

Art

Art is a fundamental part of learning at Hawkinge Primary School. Links are made with many curriculum areas to ensure art is embedded in children's learning. We were very proud to have been awarded a Gold Arts Mark award in recognition of the high standards of the Arts Curriculum three times and are applying again for this accreditation next year. We hope that when you come to visit us you can see many examples of good quality art work around the school.



Music

All children are involved in all aspects of music making. The musical skills of singing, rhythm and pulse, listening, composing, performing and appraising will be developed through weekly music lessons.

There are after school recorder groups which children have the opportunity to join if they wish. In KS1 pupils have the opportunity to join a singing club and in KS2 the School Choir. We often invite visiting musicians to school to work with the children, especially at Launch Pad events range from the 'Digeridoo Man' to the Djembe drummer. The children love these experiences.



P.E. / Games

Our main aims in P.E. are to help the children develop physically to the limits of their capacity relevant to their stage of development and to develop an awareness of how to develop a healthy body. In Games we encourage team spirit, social relationships, tolerance and the experience of winning and losing, alongside developing the appropriate skills to take part in a variety of games. Games include activities such as football, netball, athletics, basketball, rugby, hockey and rounders. The activities will be part of the normal and extra-curricular activities of the school. We enter many teams for a variety of competitive sport tournaments – from the Herald Cup (football), Round The Houses Race (running) and various dance, gym and sporting tournaments organised by schools locally.

We work closely with The Churchill School. Once a term children compete against each other in inter-school tournaments or to show case what they have learnt in their dance lessons to each other! Have a look at our school website for more information.



Swimming

Children go swimming in Years 5 and 6. They travel to Folkestone Leisure Centre by coach. When your child is due to start swimming you will receive a separate letter giving full details.

Modern Languages

During Key Stage 2 your child will have the opportunity to learn French as part of the school day. We believe this is important to help the children become valued citizens in the wider European and Global Communities. The co-ordinator for Primary languages has been recognised as a leading teaching within the local authority and works with other schools in the Shepway area to support them with their language teaching.

Transfer to Secondary School

In this area of Kent a Secondary selection process operates. Parents decide if they would wish their child to take part in the testing procedure. Children transfer at 11 years either to a high school or a grammar school. Children usually transfer to schools in Folkestone, Hythe or Dover.

Homework

To promote independence and create more links with parents, children in Years 1-6 are given a 'longer' piece of homework half termly that can be done weekly, but handed in at the end of each half-term – a project approach. In addition to this homework, children are given maths homework on a Thursday that should be handed in on a Tuesday. On days when the homework activity is something other than reading, children should be encouraged in addition to read – on their own or with others – for at least 10-20 minutes depending on age. There are examples of the 'longer' homework activities on the school website on each class page.

Additional Needs

Some children in our school have special, or additional, educational needs: these may be medical or learning. They may have difficulty with their school work in all subjects, difficulty with one subject, for

example, with reading or may be in need of some temporary help with a particular problem. Each child is given the additional support / intervention they need. We seek to provide children with additional support by the use of teaching assistants under the direction of the class teacher. If we consider that a child has particular difficulties, after parental consultation and consent, we involve the School Psychological Service or other relevant outside agencies. For more information go to our school website – click on the TAB – More about us / then the link entitled SEND.

Extra-Curricular activities

We are fortunate that our teachers are prepared to offer a wide range of extra-curricular activities. These activities take place either during the lunch break or after school. If your child attends an after school activity will you please ensure his/her safe arrival home. Keep an eye on the school website www.hawkingeprimaryschool.co.uk for updates.

Breakfast Club

Usually, the school runs its own breakfast club starting at 07:45am. Currently, in light of the Covid regulations, the breakfast club has limited spaces. This continues to be reviewed. Any parent who is interested in taking advantage of this should in the first instance contact the School Office. A small charge of £2 is made for this service. Breakfast club runs a two weekly menu, which changes according to the term. We provide a varied and healthy breakfast in a friendly and sociable setting.

Attendance

The school has to indicate on the attendance register whether a child's absence is authorised or unauthorised. It is therefore essential that every time your child is absent, for whatever reason, the school is notified of the absence and the reason for it. Attendance checks are made on a daily basis. If we have not received notification of the reason for a child's absence you will be contacted wherever possible by telephone or text. If a child has a poor attendance rate without any acceptable reason then under new legislative laws parents may be prosecuted for their child's non-attendance.

Children may with the permission of the Headteacher be withdrawn from the school for unavoidable visits to the Dentist, Doctor, Hospital, etc. Application for withdrawal should be made to the school office beforehand, either by telephone, in writing or in person. For safety reasons a child is not permitted to leave the school during school hours with an adult other than their parent, unless that parent has spoken to the school office/teacher or written to request that the person can collect the child

School Meals

Standard Meal

A midday meal of very good quality is prepared and cooked on the premises and eaten in the school hall. This meal break is taken in five sittings.

Children from Reception to the end of Year 2 are entitled to Universal Free School Meals. Pupils in Years 3 – 6 must pay for their meals unless they are eligible for Free School Meals. Meals must be paid for in cash on a daily basis (preferably weekly). They currently cost £2.30 per day. We actively encourage payments to be made on a Monday of the week and if you wish to pay by cheque please make it payable to Hawkinge Primary School. Any parent in receipt of Income Support or Income Based Job Seekers Allowance is eligible to apply for free school meals. Please enquire at the school office.

Packed Lunch

Although we strongly encourage all children to have a school meal, facilities are provided for children whose parents wish them to have a packed lunch. Food should be enclosed in a plastic box clearly marked with the child's name. No glass containers or fizzy drinks should be brought to school. We are a 'Nut Free School' and would ask you to respect this rule.

Children are free to have a combination of a school dinner and packed lunch throughout the week.

School Uniform and Equipment

When the children wear school uniform they look smart, are aware of belonging to the same group and can develop a sense of pride and loyalty towards our school. Trainers do not form part of the general school uniform and should only be worn during playtime or games lessons.

All school uniform can be brought from 'Channel Uniform' or 'Springers' – please have a look on our school website for more information.

Boys

Maroon school sweatshirt or maroon fleece
Maroon reversible waterproof/fleece lined coats
(optional)
White polo shirt without tie
Grey/Black school trousers
Sensible shoes (not trainers)

Girls

Maroon school sweatshirt or maroon fleece or cardigan
Maroon reversible waterproof/fleece lined coats (optional)
White polo shirt
Appropriate skirt or pinafore dress or grey/black trousers
Sensible shoes – (no trainers, high- heels or sling-backs please)
Summer wear optional: Gingham checked dress

Games and P.E. Equipment

- PE shorts – preferably black
- Plimsolls – black
- PE top – when you join our school you will be allocated a house and are asked to buy a corresponding coloured t-shirt. More details to follow!

The plimsolls for younger children should preferably be of the slip-on type. A P.E. bag should be provided in which to keep the P.E / Games clothing and footwear. Children are encouraged to take part in outdoor physical activities throughout the year. During the colder winter months they should bring in tracksuit bottoms and a top.

Earrings and Jewellery

No jewellery should be worn to school. Studs or rings in pierced ears must be removed for P.E and games. Please do not have your child's ears pierced in term time – only the beginning of the summer holidays.

Working With Parents

At Hawkinge Primary School we really encourage strong partnerships between parents and the school to ensure your child has the best opportunities. The headteacher and deputy headteacher welcome you into school each morning and all staff will want to get to know you well! We have a superb Family Support Officer (Miss Tappenden) who can support you and your family with specific issues. We also encourage parents to attend a range of workshops that either Miss Tappenden or the teachers put on during the school year. We have included a copy of the type of workshops we offer for you to have a look at.

Ofsted June 2019 said:

- *Leaders are committed to supporting families and offer an impressive range of provision for partnership working.*
- *Leaders have created a happy and secure environment and pupils love coming to school. Many parents commented on how happy their children are at school.*
- *The family support worker and an emotional-well-being consultant offer a comprehensive and well-targeted provision for pupils and their families to support pupils' emotional health and well-being*
- *Staff have established strong relationships with pupils and families. This helps pupils to feel safe and trust staff. Pupils are confident that any adult at the school will listen to them and help them if they are ever worried about anything. They say that instances of bullying are rare, and staff act swiftly to resolve any issues.*