



CHURCHILL
SCHOOL



PROSPECTUS

2021/2022



Dear Parents/Carers,

Welcome to Churchill School. We are a friendly, caring school where everyone is valued as an individual and where parents and the wider community are invited to share in school life. We aim to instil in all our learners a sense of pride. Pupils at Churchill School are at the centre of everything we do. We have high expectations for both behaviour and achievement and see that every learner has a unique personality and talents to be developed.

While at the school pupils are offered a curriculum which is not only broad and balanced but also exciting and challenging. Values and skills are taught together in a language-rich environment which is supportive and safe but also inspiring and exciting. Our school encourages students to begin to take responsibility for their own learning while recognising and respecting the needs of others.

We look forward to welcoming you and your child and hope that by working together with you we will provide a sound basis for the remainder of your child's education.

You are welcome to visit at any time so that we can answer any questions you may have. We look forward to meeting you and working with your child on their learning journey.

Mr C Komodromos
Headteacher
Summer Term 2021

CONTENTS PAGE

Welcome	Page 2
The School and School day	Page 4
Churchill Vision, Aims and Values	Pages 5 - 6
The Governors	Page 6
The Staff	Pages 7-8
Safeguarding of Pupils	Page 9
Accessibility	Page 9
Subjects and Qualifications on offer	Page 10
The Curriculum (all subjects)	Pages 11-25
Careers Education and Work Experience	Page 25
Occupational Therapy	Page 26
Speech and Language Therapy	Page 26
Enrichment	Page 27
Equal Opportunities	Page 27
School Discipline and Behaviour	Page 27
Home Learning	Page 28
School Uniform	Pages 29
Restricted Items	Page 30
Photographs and Videos	Pages 30-32
Your child's health	Page 33
Attendance	Page 34
Holiday Absence from School	Page 34
Parental involvement	Page 35
School Meals	Page 35
Charging Policy	Page 36
Liability and Personal Accident Insurance	Page 36
Complaints procedure	Page 37
Term Dates 2021/22	Page 38
Closure	Page 39

THE SCHOOL

Churchill School is a modern, purpose-built school. It comprises a range of different sized teaching areas which are equipped with appropriate furniture. There are individual work stations for pupils who benefit from working in this way as well as seating to facilitate 1-1 and small group work.

There are many features of the building which support an appropriate learning environment, including insulation to reduce noise, appropriate flooring and carefully chosen lighting. The decoration in the building is supportive of pupils' needs.

There are a number of specialist teaching spaces including a science lab, cookery room, graphics and textiles room and ICT suite. Pupils are also able to access the facilities of Samuel Ward Academy including the drama studio, music room and art barn. Throughout the building are a number of calming rooms, a cosy room and two sensory rooms: multi-sensory room and a swing room. The dining room provides opportunities to eat alone or in small groups – at tables or bistro style. Upstairs there is a life skills area.

Student need was at the heart of our building design.

THE SCHOOL DAY

School sessions match those at Samuel Ward Academy and are as follows

Arrival and Breakfast	8:15-8:40	25 minutes
Meeting time	8.40 – 8.55	15 minutes
Period 1	8.55 -9.55	1 hour
Period 2	9.55 – 10.55	1 hour
Break	10.55 – 11.10	15 minutes
Period 3	11.10 – 12.10	1 hour
Period 4	12.10-1.10	1 hour
Lunch	1.10-1.50	40 Minutes
Period 5	1.50-2.50	1 hour
Enrichment: Tuesday-Thursday	2.50-3.40	50 minutes



Churchill's Vision, Aims and Values

Our Vision

“Equipping our students for life beyond Churchill academically, socially and independently”

Our Aims

- As part of the Unity Schools Partnership Trust Churchill school will promote the trust values based around promoting ethical leadership, inclusion, excellent communication, endless ambitions, strong relationships and belief in success for all.
- To provide a relevant, broad and balanced education for every child.
- To create a culture of achievement, by stimulating a desire to learn, raising aspirations, opening up on a wide range of opportunities and working towards external accreditation for our pupils.
- To promote health, well-being, happiness, enjoyment, and independence in a stimulating, yet safe, secure and caring environment.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To value and respect individuals, recognising their strengths, encouraging them to develop their abilities, and helping them show positive attitudes towards others.
- To promote social interaction through developing communication, language and literacy and reducing anxiety and unnecessary stress.
- To prepare our pupils for the challenges and opportunities of a complex and technologically advanced society through creative, innovative and motivating approaches to teaching and learning.

Our Values

- **Responsibility** – Taking ownership of our own successes and understanding how our actions affect ourselves and others
- **Respect** – Valuing ourselves, others and the things around us
- **Resilience** – Staying strong when things go wrong. Bouncing back and trying again
- **Courage** – Being brave when faced with challenges of life
- **Compassion** – Caring about others and the world around us

THE GOVERNORS

The school governors are individuals representing the parents and public in important matters involving the school. The governors, in co-operation with the headteacher, are concerned with the educational facilities, the maintenance of the school building, the appointment of staff and the general administration of the school curriculum. The day-to-day details of teaching and management are the responsibility of the headteacher and the teaching staff.

Regular meetings are held which, coupled with frequent visits to the school, mean that the Governing Body is able to carry out their responsibilities.

Governing Body Membership

Mrs Rebecca Poynter	Community (Chair)
Mrs Denise O'Brien	Community
Mrs Rosie Smithson	Community
Ms Paula Allen	Parent
Mrs Jayne Attwell	Parent
Mr Liam Cattermole-Ward	Co-opted
Mr Chris Komodromos	Staff

THE STAFF

Trust Chief Executive Officer

Dr Tim Coulson

Headteacher

Mr Chris Komodromos

Deputy Headteacher

TBC

Teaching Staff

Miss Debie Ashman

Mrs Miriam Florian

Miss Rebecca Fahy

Mrs Maria South

Mrs Sian Bowyer

Mrs Georgie Crawford

Mr Steve Price

Mrs Lisa Cesaro

Administrative officer

Miss Claire Morton

Office Assistant

Mrs Elaine Naxton

Family Liaison Officer

Miss Clare Smith

Pupil Support Co-ordinator

Mrs Christine Woodley

Life Skills Co-ordinator

Mrs Paula Calver

Speech and Language Therapist

Mrs Kathryn Hadley

Miss Rebecca Harries

Occupational Therapist

TBC

Therapy Assistant

Mrs Victoria Ives

Teaching and Learning Assistants

Mrs Samantha Crouch
Mrs Debbie Richardson
Miss Amber Briggs
Miss Alice Edwards
Mrs Kerry Barlow
Miss Stacy Haytread
Mrs Sam Arbon
Mrs Lori Clark
Miss Emilie Wilkins
Miss Georgia Hack
Miss Destiny Jaggard
Mrs Lorna Ellington
Miss Louise Moore
Miss Abbie Power

Cook

Mrs Jenna Moss

Kitchen Assistant

Miss Lisa Bridge

Mid Day Supervisors

Mrs Nikki Hyland
Mrs Stephanie Fitzpatrick

Cleaning Staff

Mrs Leanne Bronson
Mrs Sharon Howard
Mrs Sandra Ribeiro

Caretaker

Mr Terry Scammerton

SAFEGUARDING OF PUPILS

The health, safety and well-being of all our children are of paramount importance to all the adults who work at Churchill School. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

At Churchill School our teaching of RSHE (Relationships and Sex Education and Health Education), as part of the Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise risks in different situations and how to behave in response to them.

Our Safeguarding Policy ensures that all staff in our school, including non-teaching staff, are clear about the actions necessary with regard to a child protection issue. Its aims are:

- to raise the awareness of all staff and identify responsibility in reporting possible cases of abuse;
- to ensure effective communication between all staff when dealing with child protection issues;
- to lay down the correct procedures for those who encounter an issue of child protection.

It is important that children are encouraged to be brave enough to report any worries – about anything - as soon as possible to an adult at school. However, please note that school staff cannot offer unconditional confidentiality.

SWIFT AND EASY REFERRAL

The Common Assessment Framework (CAF) and Team Around the Child (TAC) enables families and the school to refer themselves for support. The referral is discussed by a panel of professionals who determine, with school and the family, what the most beneficial support would be. The support could involve Health, Social Care services or a variety of other agencies.

ACCESSIBILITY

All areas of the school are accessible by wheelchair users.

Subjects and Qualifications on Offer in Churchill School 2020-2021

Subject	Years 4-6	Years 7-8	Year 9-11				Year 12 and 13	
	KS2	KS3	Taught Curriculum	GCSE	GCSE Equivalent	Entry Level	A Level	A level Equivalent
English	✓	✓						
English Language				✓*		✓		
English Literature								
Maths	✓	✓		✓*		✓		
Science	✓	✓						
Core Science				✓		✓		
Additional Science								
Biology								
Chemistry								
Physics								
French								
History	✓	✓						
Geography	✓	✓	✓	✓				
Art	✓	✓	✓	✓				
Design and Technology	✓	✓						
Product Design								
Food and Nutrition			✓	✓				
Music	✓	✓						
ICT	✓	✓	✓		✓			
Religious Studies	✓	✓						
PE	✓	✓	✓				✓	
Life Skills	✓**	✓**/***	✓***				✓***	
RSHE	✓	✓	✓				✓	
Careers Education	✓	✓	✓				✓	

Via Samuel Ward with appropriate entry requirements.

*= Maths and English Language GCSE resit on offer in the 6th Form

**= AQALife Skills

***= ASDAN Bronze, Silver and Gold

For more detail about Haverhill Community 6th Form and the curriculum on offer go to: <http://haverhillcommunitysixthform.co.uk/>

The Curriculum

At Churchill every learner is entitled to a curriculum that is rich and varied, challenging and inspiring, which enables every individual to fulfil their potential to the highest possible standard.

At Churchill we recognise that many of our pupils first need to be equipped with the tools to learn; our curriculum teaches the basic skills such as focusing on a task, tolerating sitting beside another pupil, that are prerequisites to learning.

The curriculum, including the enrichment programme, is designed to meet the needs of our learners so they are developed intellectually, physically, socially and emotionally. We aim to raise aspirations and broaden the horizons.

- The Family Liaison Officer supports engagement with school, promoting good attendance and access to the school or classroom. Relationships between home and school are developed and enhanced.
- Teachers deliver an academic curriculum supported by high quality support staff. Learning is made real, exciting and inspirational.
- Speech and Language Therapists support the development of communication and social skills.
- An Occupational Therapist supports the development of fine and gross motor skills.
- Specialist staff, including the Pupil Support Co-Ordinator, assist students with the development of their learning behaviour
- The Life Skills Co-Ordinator fosters life skills essential to developing independence

The National Curriculum is followed as appropriate, but with flexibility to meet diverse and individual needs. For some pupils in some subjects, the Programmes of Study will be for their Key Stage. For others, the Programmes of Study for an earlier Key Stage may be more appropriate.

Our schemes of work in each subject are designed to ensure that pupils are able to access and progress through programmes of study that are appropriate to their levels of ability.

There is:

- a focus on raising aspiration so that every pupil makes excellent progress both academically and socially, whatever their starting point.
- teaching that engages all pupils so that each one participates, is creative, able to express their views and develops the emotional resilience to succeed even when facing difficulties. Some children, such as those with autism, need a lot of structure and security in order to function well. They need to know exactly what will happen in the day. We use visual schedules in order to help the pupils maintain their awareness of the timetable and use the Meeting Time to go through the day's demands

- a strong drive on improving learning through engaging with carers and the local community values, to support our principles of equality and access, also respect for local people and local culture.
- a strong emphasis on building children's repertoire of communication, spoken and written language so that they become confident and effective communicators, using systems such as visual strategies where appropriate; every interaction is seen as an opportunity to develop language
- personalised planning that enables pupils to access mainstream opportunities.

Organisation

Students are organised into teaching classes of up to a maximum of 11 or 12 students, according to a mixture of age and level of need, each with their own form tutor. During lessons a combination of whole class, group and 1-1 teaching may take place on any one occasion according to the demands of the task, supported by two or more teaching assistants.

English

KS2

The Primary Writing Project is used in KS2 to develop positive attitudes towards writing and therefore develop students' literacy skills further. Writing is taught through model texts which demonstrate outstanding writing, expand vocabulary and help to establish good reading habits. Guided reading groups help to reinforce the learning connected with the Primary Writing Project. Students experience a wide range of texts and genres which are in place to ensure that they have the skills necessary to be able to access the curriculum in KS3.

KS3

Students study a range of topics throughout the year, integrating both reading and writing skills. Each unit is accompanied by the study of a novel in order to encourage and develop reading skills throughout Key Stage 3. Poetry and Shakespeare extracts are studied at KS3; these are linked thematically to the main novel being studied. Spelling, punctuation and grammar are embedded into schemes of work and revisited throughout each term. All units of work are linked to the GCSE assessment objectives, ensuring students have a good foundation and are as prepared as possible for KS4.

KS4

It is compulsory for all students to study English Language at GCSE level. We aim to inspire and instil a life-long love of literature in all students. We encourage students to read for pleasure, both at home and at school, on a regular basis as we believe that this will significantly increase their chances of accessing the curriculum and the accompanying examinations. In English Language GCSE, students study how to read competently a range of fiction and non-fiction literary texts. A range of challenging extracts from 19th, 20th and 21st century texts are used to teach students how to infer and analyse the

writer's language. Students develop their creative writing and their non-fiction writing, with a strong focus on crafting their work effectively for their audience. Spoken language is also assessed as a separate endorsement at GCSE. Students develop their speaking skills at KS4, focusing on using intonation, expression and pace effectively to engage their audience on a topic of their choice. (Some students may also work towards, and complete, Entry Level English as a separate award to their GCSE English Language.)

Maths

Progression takes the form of an increased knowledge base and a further developed understanding of number and the processes or operations which link it to reality throughout the five main topic areas of study. It is measured, not only through formal assessment but in the way that a student can explain their thinking to demonstrate their understanding to others. We do not have a set expectation of given grades by given times, instead, we have an expectation of measurable progress each term.

Maths lessons most commonly consist of a specific theme and within the lesson we differentiate the bulk of the tasks across at least three levels, although there may well also be additional levels of intervention and extension. At KS4 it is common that at least one student who has already progressed beyond what is required at GCSE foundation level for a topic, will be working on a completely different area to their peers.

The Programmes of Study follow a spiral of learning approach where we revisit topics to reinforce what they have learnt in the past.

Each Key Stage covers Number, Algebra, Ratio and Proportion, Geometry and Probability and Statistics. Every Key Stage starts with Number.

KS2

Mathematics is delivered in a variety of ways. A very strong emphasis is placed on understanding of mathematical ideas and concepts, promoting the use of mental strategies for solving problems and developing a range of calculation strategies. The Primary Framework is used to support teaching and learning across the school. Lessons are planned to allow children experience of all areas of mathematics in practical and everyday situations, to suit a wide range of learning styles. Problem solving and Speaking and Listening skills are integral to this approach and the children are encouraged to make links between areas of learning and discuss both strategies and findings confidently. Catch up Numeracy is utilised to ensure that the key concepts of Maths are securely embedded.

KS3

Students consolidate and extend their mental and written methods of calculation. They develop their understanding of fractions, decimals, percentages and ratios. Students further explore properties of

groups of numbers, such as squares, primes and cubes. In Algebra students develop their ability to manipulate algebraic expressions and solve equations. They explore connections between sequences, functions and graphs. Students discover shape and space and apply angle properties of 2D shapes and parallel lines. They learn how to transform 2-D shapes and calculate areas, perimeters, volumes and surface areas. Students also increase their understanding of a variety of measures. Students develop strategies for collecting, presenting and analysing data. They also explore theoretical and experimental probability.

KS4

GCSE Mathematics consolidates and builds upon concepts introduced in KS3. We study towards the Pearson, Edexcel GCSE qualification. Students will learn to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Understanding mathematics is an essential life skill. The curriculum and teaching addresses not only the mastery of basic skills and recording but also has a progressive focus on real life mathematics and the more advanced concepts. Mathematics provides a means for organising, communicating and manipulating information. The ability to communicate mathematically is fundamental and students learn how to communicate with others using the language/medium of mathematics.

Science

In Science students are encouraged to develop enquiring minds through exploration and observation of the world around them. Students are given opportunities to make predictions, test their ideas and draw conclusions through a range of practical experiments and theory-based lessons. We have a range of resources available to support the teaching of Science, and the school grounds are used to help develop an understanding of the natural world.

KS2

In Key Stage 2 science is focused on the National Curriculum Programme of Study. The students are taught in a combined class of years 4, 5 and 6 and the subject content is delivered in a way that builds up skills and knowledge in all students throughout the year.

Students will undertake a variety of topics, including:

1. The Biology of Living things and Evolution
2. The Organs of the Human Body
3. Light and Waves
4. Electricity
5. Forces and Energy
6. Introduction to Chemical Reactions

KS3

In KS3 students follow a scheme of work designed to increase their experimental and analytical skills whilst developing their knowledge of specific biological, chemical and physical concepts. Students are encouraged to apply and improve their scientific communication and ICT skills throughout the course. The Key Stage 3 Science units of work are be-spoke for our students' needs and have been developed on site by our Science team.

The KS3 topics taught through classes 2 and 3 include:

Class 2 (Year 7)

Living body/Reproduction
Elements, mixtures and compounds
Energy Resources
Electricity
Habitats and Organization
Common chemical reactions
Forces and Motion

Class 3 (Year 8)

How the body works
Structure of materials
Speed
Evolution and Inheritance
Chemistry on Earth
Magnetism and Waves
Inheritance

KS4

Science is a compulsory subject for all pupils in Key Stage 4. It is a valuable, practical-based and informative subject. Science allows pupils to gain an in-depth understanding of the world around us and beyond. It will give pupils an understanding about the 'how' and 'why' of many different concepts from curing diseases to predicting climate extremes.

The majority of pupils will study the AQA Combined GCSE Science course throughout Key Stage 4. Pupils will study equal proportions of Biology, Chemistry and Physics. Pupils will complete a variety of different practical activities while covering the concepts. Different mathematical concepts and skills are also covered in the course. The pupils will complete external examinations at the end of their course and earn two Science GCSEs.

The Science course covers a wide range of content and students are supported through the course which is planned to reinforce key ideas through each year at school. The content is regularly revisited throughout the course, and links to other subjects are explored thoroughly.

There is a large practical element to the GCSE course, and students work safely in our custom laboratory with trained staff to complete the required practical experiments within the GCSE where it is appropriate and safe to do so.

The topics covered through the course are shown below:

Class 4 (Year 9)	Class 5 (Year 10)	Class 6 (Year 11)
Cell Biology	Infection and Response	Forces and Waves
Organisation	Homeostasis	Chemical changes
Atomic Structure	Energy changes	Bioenergetics
Energy Transfers and Conservation	Particle model	Chemical analysis
Rates of reaction	Inheritance, Evolution and Variation	Energy, work done and springs
Ecology	Organic	Quantitative Chemistry
Using Resources (Chemistry)	Radioactivity	Rates of reaction

Geography

KS2

KS2 Geography aims to inspire students with an interest and fascination about the world and its people. Students are taught about the world around them, including the UK, Europe and the Americas; physical processes and features, including rivers and mountains and land use, including settlements. Students are taught to have a sense of place, why environments are as they are, how settlements are developed and to compare and contrast other localities with their own. Geographical skills are taught and embedded throughout.

KS3

KS3 Geography prepares students for GCSE Geography, which they begin in Year 9. Students begin Year 7 by looking at the key skills and knowledge a geographer needs. This includes using a range of maps, mapping techniques, analytical writing and statistics. This is brought together in a project about the local area. They then move on to study the world's environments with a focus on hot deserts, rainforests and mountains. Year 7 ends with a look at the development gap, with a focus on China and Lesotho.

In Year 8, students continue to build upon their geographical knowledge and skills by studying a range of human and physical topics. They begin with a focused study of Japan, looking at both population and then natural hazards, including earthquakes and typhoons. In the spring they further develop their knowledge of physical geography by studying river processes and flooding in different countries. In the summer term, following their study of a range of geographical topics, children consolidate their skills with the 'The Big Melt Down' topic looking at global climate change.

The KS3 Geography course aims to create global citizens as well as practising literacy, numeracy and geographical skills throughout.

KS4

Students begin the GCSE Geography course in Year 9. It is a varied, relevant and exciting course, which provides a balance between physical and human units of study, while making links between them. Through the units of study students will travel the world from their classroom using case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). The course begins with a study of natural hazards, including tectonic hazards, weather hazards and climate change, looking not only at the physical or human elements involved, but also the impact such hazards have on people, economy and environments. Students then build on their knowledge of human geography by studying the management of our natural resources; food, water and energy, before moving on to an in-depth study of the precious resource of water and how to ensure its sustainability for future generations. Moreover, they will investigate the challenges and opportunities faced by the UK and compare this with countries in poorer parts of the world.

The course continues with a study of our living world, exploring ecosystems, tropical rainforests and hot deserts, including the impact human activity can have on these environments. Students will then focus on UK landscapes, investigating the processes along the extensive coastlines and river systems and how to manage the challenges our coastlines and rivers face. The course concludes with two human geography units of study: urbanisation, including the issues and challenges associated with urban growth around the world and finally the changing economic world; looking at reasons of uneven economic development around the world and how to close the gap; the impact of rapid economic growth in LICs and NEEs and major changes in the economy of the UK.

There are three GCSE examination papers:

1. Paper 1: Living with the Physical Environment
2. Paper 2: Challenges of the Human Environment
3. Paper 3: Geographical Applications

Students will have the opportunity to experience a fieldwork study. This will involve collection and use of primary and secondary data to formulate into an enquiry and argument based on the data gathered. Moreover, they will also explore a topical issue, related to either a physical or human unit of study and apply a range of geographical knowledge and skills gained from these investigations in the 'Geographical Applications' exam.

Useful strategies:

- Take advantage of visual aspects of subject, e.g. maps and timetables
- Let pupils keep a photographic record of a local area or country abroad
- Let pupils use the Internet to find out about different countries and cultures
- Use food technology to develop an understanding of different countries
- Use pictures, artefacts and DVD/video
- Use drama and music to extend knowledge of different cultures.

History

KS2

Students are taught to recognise the difference between the past and the present, that change occurs over time and to have an understanding that the present is affected by the past. Topics taught include: Leisure and Entertainment, The Maya Civilisation, World War 2, The Stone Age and Iron Age, The Victorians, Ancient Egypt, Ancient Greece, The Romans, A Local History study, Ancient Sumer, Early Islamic Civilisation, Britain's settlement by Anglo-Saxons and Scots, Vikings and Anglo-Saxons. Students are encouraged to contrast and compare with the present day and to use artefacts and original evidence.

KS3 (Years 7&8)

During Years 7&8 students will study the following topics: What do we know about the Anglo-Saxons from what they left behind? Why did William win the Battle of Hastings and how did he keep control of England? What was life like in Medieval England? Why does Martin Luther matter and Black History Month, how did life change under different Tudor monarchs? Why was there an English Civil War and

why do people disagree about Oliver Cromwell? How did the Industrial Revolution change Britain? Should we apologize for empire? What should Billy Joel have included in 'We Didn't Start the Fire'? How far can we generalize about the experiences of African slaves? Who was most significant in ending the slave trade? Why did the world go to war in 1914? What makes a source useful to a historian? Who won votes for women? Why was WW1 not the 'war to end all wars'? What was the most significant event of WW2? How best should we remember the Holocaust?

Religious Education

Students have the opportunity to be involved in religious education lessons from KS2 up to Year 8. They learn about different religions and cultures, and are encouraged to show tolerance and empathy for them. Lessons follow the National Curriculum guidance and the Suffolk Agreed Syllabus. At Churchill, religious education is non-denominational in character.

KS2

At Key Stage 2, the RE curriculum aims to introduce students to the six main world religions: Christianity, Judaism, Sikhism, Islam, Hinduism and Buddhism. In line with the Agreed Suffolk Syllabus for teaching Religious Education in schools, our curriculum covers Christianity in greater depth to reflect the fact 'that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' (1996 Act, Ch 56 s375 (3)).

Students are taught about the main beliefs, customs and traditions of each religion and are encouraged to think about and understand the impact that belonging to a religion has on an individual's daily life. By developing pupils' knowledge and understanding of different religions we aim to instil the following four attitudes in our learners:

- Self awareness
- Respect
- Open-mindedness
- Appreciation and wonder

KS3

At Key Stage 3, the RE curriculum builds on the knowledge acquired in KS2 and explores religions in greater depth. Students are encouraged to ask more challenging questions about their beliefs and to develop their own sense of identity and belonging. The curriculum promotes spiritual, moral, social and cultural development through religious education.

Our aim is to provide students with the opportunity to not only learn about religions and beliefs but also to learn from religions and beliefs.

These two aims will:

- help students develop a positive attitude towards other people, respecting their right to hold beliefs different from their own, and towards living in a society of diverse religion and belief
- enhance their spiritual, moral, cultural and social development.

Parents may, if they wish, withdraw their child from the arrangements for Religious Education. They will need to put their request in writing addressing it to the Headteacher.

ICT

ICT (Computing) is taught throughout the school and in all year groups. Students have a weekly lesson timetabled in the ICT suite but laptops are available for use in other lessons to ensure that ICT is cross-curricular.

KS2

At Key Stage 2, the ICT curriculum primarily focuses on Information Technology to teach students basic functional skills in programs such as Word and Paint. The curriculum gives the students the opportunity to use the tools within word processing and drawing programs to present a range of data and information creatively.

Our intent is to equip students with the key skills, such as touch typing, mouse control and being able to access publishing and editing tools so that they can become confident and competent computer users.

Our curriculum also aims to teach students how to use technology safely, respectfully and responsibly therefore online safety is taught every term. Students are taught to recognise acceptable and unacceptable behaviour and ways to report concerns.

Students are also given the following Computer Science and Digital Literacy opportunities:

- to design, write and debug programs that accomplish specific goals with the intention of introducing them to the world of coding.
- to send and receive emails to see how technology can be used for communication
- to learn about the inside of a computer and how a network works to offer collaborative working

KS3

At Key Stage 3, the ICT curriculum is intended to build on and develop the skills learnt in KS2. Students continue to further their skills in programs such as Paint and Word but are also introduced to Excel and PowerPoint. The aim is to increase the students' knowledge of a range of software and begin to think about which software to use for an intended audience and/or purpose. As in KS2, we aim to

instil the importance of online safety in our pupils so every term they are taught about digital citizenship. Our intention is that students are shown how to be responsible when using social networks, technology and other online tools.

Students are also given the following computing and digital creativity opportunities:

- to learn about binary letters and numbers so they have a greater understanding of how a computer works
- to develop their coding skills by creating a website using HTML script and experimenting with Python
- to further their understanding of how a computer works by identifying input and output devices and learning about software, hardware and operating systems

KS4

At Key Stage 4, students complete coursework tasks for their IT User Skills qualification provided by TLM. This qualification is intended to provide students with basic functional IT skills so that they can efficiently use technology to improve their productivity and work in all subject areas thus equipping them for further study or the world of work.

Students complete the following units of work:

- Unit 1 – Improving Productivity Using IT
- Unit 4 – IT Security for Users
- Unit 8 – Using the Internet
- Unit 10 – Presentation Software
- Unit 13 – Using Email

These units have been specifically chosen to meet the needs of our learners.

Our aim is for all students to leave Churchill with the following skills and attributes that can be used in their everyday lives and in the world of work:

- how to be a safe and responsible computer user
- how to use IT effectively to improve productivity
- knowledge of how the internet works, is used and impacts on our lives
- able to use email proficiently
- able to create and present PowerPoint for an intended audience and purpose

Art

KS2

Art and Design encourages students to develop their creativity and imagination and allows for freedom of expression. Students are given opportunities to explore the art forms of different times and cultures and to focus on the work of a variety of different artists, craftspeople and designers. Through this they develop their critical awareness. Students are taught specific skills enabling them to feel confident using different media and processes to create work in 2 and 3D. Students are encouraged to express their ideas and feelings through observation, imagination and memory and to think about the impact of their – and others’ – artwork on the environment.

KS3

In Key Stage 3 students develop the important skills in order to improve technique. They do this by studying art around the world as well as exploring and employing techniques used by a range of famous artists. For example, students research Aborigine art and look at Picasso’s blue period. The artistic styles students develop include portrait painting, Pop Art, surrealism and still life. Art has proven to be an effective way to help improve both fine and gross motor skills as well as to express ideas and feelings in a creative way.

KS4

The Art and Design course follows a Fine Art route leading to a GCSE in Art and Design. This allows students the freedom to explore many different types of art specialisms whilst on the course and choose their own direction of study. This enables us to build a personal curriculum around the interests of each individual student and at the same time rapidly develop with them high order technical and creative skills to guarantee they achieve very high standards.

Strategies that help can include:

- Visual details of the sequencing skills required to construct a model or carry out an activity
- Keeping a portfolio of work to boost self-esteem and to encourage discussion and interaction with others.
- To instil a sense of pride and achievement, students’ work will be promoted in high profile art displays around the school.

Design Technology

KS2

At Key Stage 2 Design and Technology offers pupils the opportunity to develop their designing and making skills. Students are encouraged to explore and evaluate existing products and structures and to plan and create designs of their own. Through this subject, students will be acquiring and refining their practical and creative skills – working safely with materials, components, tools and processes – as well as applying cross-curricular skills such as questioning and explaining, interpreting and evaluating, fair testing and measuring. Students will also develop their use of ICT, using controls to make things happen and handling data.

KS3

At Key Stage 3, students build on the skills they acquired during Key Stage 2 and will study Design and Technology alongside Food and Nutrition. In each subject area they will design, make and evaluate their own products. In Design and Technology pupils develop skills in all areas of the design process and learn to value the world they live and work in, one that considers sustainable designing and making. They are taught to consider real problems and how the design process can help them in analysing, researching, designing, modelling, developing and evaluating possible solutions to problems. In Food and Nutrition students follow basic recipes with increasing independence, learn about a range of cooking processes such as selecting and preparing ingredients, using utensils and electrical equipment. They learn about the importance of healthy eating and the basic principles of nutrition.

KS4

At Key Stage 4 students follow the GCSE Food Preparation and Nutrition scheme of work. A wide range of skills are taught to cover all basic food preparation skills such as fruit and vegetable preparation, meat preparation and cookery, up to more advanced skills such as sauces, pastries, enriched bread dough making and shaping. This will allow students to be able to independently produce a range of dishes both sweet and savoury.

Performance Arts (Music and Drama)

KS2 and 3

In Music, students have the opportunity to develop a variety of skills focusing on both practical and theoretical aspects of music. They learn to play a variety of different percussion instruments as well as develop their skills on the keyboard. Through the practical elements they also learn about some of the more technical aspects of music, including composition, and develop a growing musical vocabulary.

Drama and Music lessons feature on the weekly timetables for students at Key Stage 2 and 3. During these sessions students are engaged in a variety of different activities from music appreciation to music

production, using and performing with play scripts, to learning to use the lighting/sound desk for a performance and creating props/costumes and scenery.

Physical Education

Students at Churchill have 2 lessons of PE a week and are able to access a range of sporting activities. These are

- Pop lacrosse
- Tri golf
- Dance
- Gymnastics
- Health Related Exercise (HRE)
- Invasion games such as netball, tag rugby, basketball and hockey
- Striking and fielding – cricket and rounders
- Net games – tennis, badminton, volleyball
- Athletics
- Outdoor Adventurous Activities (OAA)
- Fitness & Circuits
- Boccia
- New Age Curling

Within these sports, students are taught the main skills for each sport before participating in any team games.

Another important aspect of the PE programme is opportunity to engage in therapeutic programmes, based on advice from the school's Occupational Therapist, to improve students' fine and gross motor skills.

Life Skills

KS2

In Key Stage 2, students follow a bespoke AQA Unit Award Scheme programme, Skills for Life, written specifically for our students by our Life Skills Coordinator.

KS3

In Key Stage 3, students follow the ASDAN Key Steps programme, which is a comprehensive programme of activities in a range of topic areas covering Citizenship, PSHE, Environment Education, Personal Finance Education, Enterprise, and Internationalism. Activities are presented in

the form of personal challenges and encourage students to develop their personal skills and take responsibility for their own learning, earning the students up to three certificates.

KS4

In Key Stage 4, students follow ASDAN's Personal Development Programmes (Bronze, Silver and Gold) which offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. All three programmes link to nationally recognised qualifications.

ASDAN courses motivate and enhance learners' confidence, self-esteem and resilience. In addition, learners develop core skills in teamwork, communication, problem solving, research and self-management.

Both programmes are structured courses that promote active learning and progression and reward achievement.

Relationships, Sex and Health Education (RSHE)

The RSHE programme is designed to support students to develop the skills and attitudes they need to make positive decisions outside of the classroom. The three key areas taught in each year are health and wellbeing, relationships and living in the wider world.

As part of this subject, students will have opportunities to understand, concepts that they may find difficult to understand, such as developing and maintaining relationships and understanding personal space, and gain a better understanding of others and how their actions can impact those around them.

CAREERS EDUCATION AND WORK EXPERIENCE

At Churchill we view careers guidance as an integral part of our work. Our vision is to develop a learning community that broadens horizons and raises aspirations through meaningful and powerful links and contact with local employers and local businesses. Learners will develop and apply a range of employability skills throughout their time in school and sixth form and develop knowledge and research skills to ensure future pathways are fully informed and allow a clear sense of direction.

A comprehensive programme of Work Experience begins in Year 9 with all pupils having equal access to work shadowing.

OCCUPATIONAL THERAPY

Paediatric Occupational Therapists help children and young people to function with maximum independence in their daily roles and occupations. The focus within the school environment is on supporting students' functional skills development and engagement with the curriculum.

Students are assessed by a qualified Occupational Therapist upon entry to Churchill School to identify any areas of need. These areas may include; gross or fine motor skills, self-help skills, visual perception or sensory needs.

Interventions are then planned if required, and these are tailored to meet each student's individualised needs. Progress is monitored on an ongoing basis. Feedback is provided regularly through liaison with parents and school staff, the use of formal written reports and contribution to annual reviews.

Students at Churchill School benefit from access to an equipped sensory lights room, swing room and sports hall. If required, equipment to support students to manage their sensory needs within the school setting is provided.

SPEECH AND LANGUAGE THERAPY

Supporting our pupils to become effective communicators is the primary focus of Speech and Language Therapy at Churchill School.

Our Speech and Language Therapists assess the speech, language and communication needs of all pupils on entry to the school. When a need is established then a child-centred planning approach is used to identify targets for therapy which are functional, meaningful and motivating for the individual. We believe that this approach increases the effectiveness of therapy and ensures that our pupils are kept as central to their own development.

Our Speech and Language Therapists work alongside parents, class teachers and teaching assistants, ensuring a whole school approach exists which encourages an environment where speech and language can flourish. This means that our pupils can receive one-to-one support, become members of speech and language skills groups or simply be exposed to speech therapy support in and around the school.

ENRICHMENT

We believe that enrichment opportunities are an essential part of our pupils' education. Three afternoons a week, after the end of the formal day, there are opportunities for pupils to access a programme of curriculum enrichment activities.

EQUAL OPPORTUNITIES

At Churchill School we are committed to all children having an equal chance to thrive and learn. We are committed to an inclusive approach to education and wish to incorporate all children into the full life of the school. We aim to achieve this through the following:

- All children have the right to learn and achieve without being disrupted by others. Staff will do all they can to uphold this right.
- We believe that children should learn to respect each other and treat everyone they come across with kindness and respect. Everyone has the right to attend a school where they feel safe and secure.
- We are committed to ensuring that all individuals at every stage of learning, regardless of ability, ethnic origin, linguistic background, sex, religion or class are offered the opportunity to participate in a full curriculum which takes proper account of their needs and abilities.
- We are aware of the damaging effect of racial discrimination in society and we seek to challenge the force of racism in all ways possible. The staff in our school are aware of the legal and moral responsibility to ensure racial equality in education. We are committed to challenging any form of unlawful discrimination. All racial incidents are reported to the Headteacher and dealt with according to the policy.
- We believe that children's self-esteem and feelings of self-worth can be raised by helping them to achieve and feel proud of their achievement.

SCHOOL DISCIPLINE AND BEHAVIOUR

We believe students should be able to learn safely and happily at school and that school and home should co-operate to enable this to happen. We believe this is helped by having clear guidelines as to what is acceptable in lessons and at informal times such as break and what steps will be taken if children do not behave well. All classes follow the same set of school rules.

The school must maintain discipline and good conduct to secure an orderly learning environment in the interests of all the children. The school behaviour policy sets out a corporate statement of purpose, the boundaries of acceptable behaviour and the likely consequences of misbehaviour. A copy is available on request from the office.

HOME LEARNING

‘Homework is widely accepted as an essential and valuable element of learning ... good practice in homework builds upon and reflects broader changes in education thinking, relating to learning as a life long process.’ (DfE) As a general rule homework will only apply to those children integrating into the Academy, however we encourage all students to engage in some self-study at home and particularly those students working towards GCSEs. Specialist staff will be happy to provide further help and advice and GCSE Pod is available via the website for all Churchill students.

The Purpose of Home Learning

- Building and maintaining an effective partnership between the school and the parents in pursuing the aims of the school
- Consolidating and reinforcing skills, knowledge and understanding
- Exploiting opportunities for learning of all kinds at home and in the community
- Ensuring progression towards independence and individual responsibility. This is vital given the importance for pupils in the future of lifelong learning and adaptability
- Improving the quality of learning experience offered to pupils
- Managing the demands of examination courses such as GCSE coursework

SCHOOL UNIFORM

As a school we believe that uniform is important – looking smart contributes to a positive ethos and is compulsory for all students with the exception of Sixth Form. We understand that some pupils may experience sensory issues and therefore have worked hard to offer a range of alternatives to most items.

All uniform is purchased through the school.

- Pupils may wear a watch and 1 pair of small earrings, one in each ear, which must be removed before PE lessons for health and safety reasons
- A thin plain navy blue hair-band to hold hair in place may be worn

Boys	Girls
Navy/royal blue suit (Years 7-11) Navy trousers only for Years 4-6	Navy/royal blue suit (Years 7-11) Navy trousers only for Years 4-6
Plain blue long / short sleeved shirt Or polo shirt	Plain blue long / short sleeved reversed neck blouse Or polo shirt
Plain navy blue tie	
Plain navy blue v-neck jumper (available in 3 different fabrics) or Plain navy blue v-neck sleeveless jumper (available in 3 different fabrics) (optional)	Plain navy blue v-neck jumper (available in 3 different fabrics) or Plain navy blue v-neck sleeveless jumper (available in 3 different fabrics) (optional) Navy Cardigan (available in 3 different fabrics) (optional)
Black, plain, leather style shoes(not trainer/plimsoll style) Black/navy socks	Black, plain, leather style shoes(not trainer/plimsoll style) Black/navy socks
Churchill badge	Churchill badge
PE Boys	PE Girls
Grey hooded sweatshirt	Grey hooded sweatshirt
Grey polo shirt Or grey round neck t-shirt	Grey polo shirt Or grey round neck t-shirt
Navy jogging trousers with elasticated bottoms or straight leg	Navy jogging trousers with elasticated bottoms or straight leg
Navy shorts (available in 3 different fabrics)	Navy shorts (available in 3 different fabrics)
Navy socks	Navy socks

RESTRICTED ITEMS

We apply the following rules very strictly and do not allow:

- boot cut style trousers. All trousers must be ankle length. No leggings, jeggings, crops, skinny trousers or black jeans or trousers of a linen material
- hats or other headgear
- trainers (except for PE) or unsuitable footwear e.g. plimsolls other than the ones provided by the school
- excessive make-up or jewellery
- body/face piercing
- false nails/nail varnish
- team football strips for PE
- coloured/two-tone hair/hair shorter than no. 3/hair with logos/tramlines
- high heels or clog shoes without backs

The School reserves the right at all times to judge what is acceptable in terms of appearance/uniform.

PHOTOGRAPHS AND VIDEOS

The Trust and our schools are obliged to comply with data protection legislation when we take or publish photographs or video recordings of our pupils. We will always try to act in the best interest of the pupils and, as far as we legally can, will take parental preferences into account.

We will not normally seek consent for any internal use of photographs or video recordings as the processing of such personal data is in accordance with the statutory functions of the Trust in providing an education to the pupil and is therefore lawful on the grounds of public interest. However, we will take into account any parental preferences expressed. The pupil may also exercise their data protection rights in respect of photographs and video recordings as set out in the privacy notice for pupils and our data protection policy. We will respond appropriately to any pupil or parental request to exercise those rights.

The Data Protection Act gives children rights over their own data when they are considered to have adequate capacity to understand. Most children will reach this level of understanding at around age 12. For this reason, for most pupils in our school, it will normally be up to the individual child to decide whether or not to be photographed or videoed. Where the school considers that the child does not have the capacity to make such a decision the school will act as it considers to be in the best interests of the child and in doing so will take account of any stated parental preference.

If you wish to express a preference for your child's school to avoid taking or publishing photographs or video recordings of your child in certain circumstances, then you will have the opportunity to do so.

Ordinarily the following rules will apply to photographs and video recordings in our schools:

Photographs and Video Recordings for Internal Use

- The Trust and our schools will take photographs and video recordings for our own use. Photographs will usually be unnamed and will generally be for internal use but may also include photographs or video recordings for publication, such as for prospectuses, or to show at an event for parents. Unnamed photographs may also be used on display boards which can be seen by visitors.
- When the photograph or video recording is taken, whenever reasonably possible the pupils will be informed that a photograph or video recording is being taken and told what it is for so that they can object if they wish.
- If we want to use pupils' full names with photographs we will obtain specific consent first. For most pupils this will be pupil consent as explained above, but parental wishes will be taken into account.
- Our staff may photograph or video pupils for assessment or therapy. This may be on an individual basis or in a group with other pupils.
- Photographs or video recordings may be used for staff training.

Website use

The Trust and our schools will only use photographs or video recordings of children on our websites with consent. This consent must be the consent of the child when the child has sufficient understanding to make the decision for themselves (generally age 12 onwards) but we will take into account any parental preference expressed and so will not ordinarily publish against the wishes of parents. In cases where both parents of the child cannot agree but the child is consenting, we will make a decision based on the best interests of the child, after careful consideration of the circumstances and after having taken legal advice.

Media Use

- We will give proper consideration to the interests of our pupils when deciding whether to allow external organisations to take photographs or to film.
- When the media are allowed to be present in our schools or at school events, this will be on the condition that they observe this policy.
- Where the media are allowed to be present at a particular event the school will make sure that pupils and their parents or carers are informed of the media presence. If no objection is received, then the school will assume that unnamed photographs may be published.
- If the media entity wants to publish named photographs, then they must obtain specific consent from those pupils with capacity to consent or the parents of those without capacity. The school will require the media entity to check with the school before publication so that the school can check that any objections have been taken into account.

Family Photographs at School Events

- It shall be at the discretion of the school whether photographs may be taken at a school event.
- Family and friends taking photographs for the family album will not be covered by data protection legislation.
- Where the school decides to allow such photography, the family and friends will be asked not to publish any photographs showing children other than their own on the internet.

YOUR CHILD'S HEALTH

The specialist nursing team are available to provide support for pupils in school.

Parents have a duty to inform the school if their child has any medical condition which may affect the child's well-being. Parents should tell us of any allergies and current treatment, if any.

If children suffer a bout of sickness and/or diarrhoea they should be kept at home for 24 hours after they are symptom free.

Several staff hold current First Aid certificates. We are only allowed to administer First Aid. If additional treatment is necessary we will contact you. We treat all injuries as serious. You will be contacted if your child's injury is a cause for concern. If necessary we will seek medical advice or treatment if you cannot be contacted.

Medicines

If a child needs to have any form of prescription medication during the school day, a member of staff will administer this. Medicines must be brought to the office in the morning and collected from the office at the end of the day. Parents must complete and sign a medication form giving full details of dosages and times etc. No medication can be given unless parents have completed a Medication form.

By necessity, some children are required to take long-term daily medication and this should be brought to the office for safe-keeping; preferably no more than two weeks' supply should be held in school at any one time. Parents will have to complete the Medication form detailing dosages and times; the school office must be informed of any changes in this information.

For the safety of all the children, medicines may not be kept in the classroom.

Asthma

It is expected that pupils suffering from asthma will have suitable medication available in school. Children will normally take responsibility for the safe keeping of their own medication near to hand. It is the parent's responsibility to monitor use and arrange for replacements to be made in good time.

ATTENDANCE

Attending school on a regular basis is the key to your child doing well at school and will set them up with good routines for later life and the working world, as well as giving your child the opportunity to:

- Make lots of friends and feel included;
- Learn new things and develop many skills;
- Increase confidence and self esteem;
- Improve social skills;
- Achieve potential and fulfil aspirations.

If children are absent we are required by the Education (Pupil's Attendance Records) Regulations 1992 to record absence as either authorised or unauthorised. If your child is absent please inform the school by telephone on each day of absence.

All pupils' attendance is monitored by school staff and the Educational Welfare Officer (EWO) The Educational Welfare Officer meets with the Headteacher half termly to monitor children whose attendance is under 95%. The EWO is able to offer support and guidance. Please do not hesitate to ask if you feel you would benefit from this advice.

HOLIDAY ABSENCE FROM SCHOOL

Our general policy is not to give leave of absence for a holiday other than in the most exceptional circumstances. Such circumstances would include, for example, members of the armed forces where holiday is restricted, or pupils suffering from family break-up or bereavement.

Holidays taken without prior permission will be recorded as unauthorised absence and reported to the Educational Welfare Officer. The reason for the policy is the high correlation between attendance and attainment; pupils who are absent for 2 or more weeks a year tend to perform significantly less well in external examinations.

PARENTAL INVOLVEMENT

You, as parents/carers, are valued as your children's first and most important educators and we work hard to develop a strong partnership that continues throughout their school life. Your child's education and welfare is a shared responsibility between home and school. If, at any stage, you have concerns, please discuss them with the most appropriate person, for example the class tutor, subject specialist or therapist. Where problems are of a more serious or persistent nature additional help may be enlisted from the Headteacher.

Regular Parentmails are sent giving information about current school activities. If you feel you may have missed one, please contact the school office. The school App is also a great way of keeping up to date and informed.

Formal parents' consultations take place in the Autumn and Summer Term. Written reports are available termly on Go4Schools, and, once again, if you have any queries with the report please make an appointment to discuss it.

DOCUMENTS FOR PARENTS

Documents such as Ofsted Inspection Reports, policies and other related information are available on request or can be viewed on the school website.

SCHOOL MEALS

Hot meals and snacks are provided by the canteen

Students may bring packed lunches. These are eaten in the dining area. It is expected that a lunch box will be provided and litter deposited in appropriate bins.

To apply for free school meals, please contact the school office. If you are claiming Income Support or Income Based Job Seekers Allowance free school meals are available.

Water is available to drink throughout the day.

For pupils staying on after 16, a maintenance allowance (a Bursary) may also be available. There may be other ways the school can help or give advice. Please contact us in confidence if you would like to discuss this.

CHARGING POLICY

Under the Education Act (1988) charges may only be made for board and lodging on residential visits, individual tuition in the playing of a musical instrument, or activities taking place wholly or mainly outside school hours.

Voluntary contributions will be invited in respect of other activities organised by the school.

Parents will be asked to pay if a pupil loses or damages school property. Under certain circumstances parents will be asked to pay for examination fees, but not where a pupil sits for the first time a prescribed public examination for which she or he has been prepared by the school.

For all educational visits there is a scheme to assist parents/guardians who are in receipt of Income Support or Income Based Job-Seekers Allowance. Further details are available from the school.

LIABILITY AND PERSONAL ACCIDENT INSURANCE

Pupils should not bring expensive items or large sums of money into school and all clothes and personal items should be clearly named. The school cannot accept responsibility for valuables or personal property. We do appreciate that students will often bring in electronic devices, including phones for use in the taxi. These are kept in a deposit box and locked away throughout the day.

COMPLAINTS PROCEDURE

Our aim is to make sure that your child gets the best education possible. If you have any complaints, comments or problems about any area of your child's education, it is probably best to discuss it as soon as possible. If you prefer, you can write or email.

Most problems can be sorted out without further action. However, if you are not happy with the outcome, ask us how to make a complaint. In most cases, the Headteacher and Governors are responsible for putting matters right. The school and the Governing Body wish to deal with complaints concerning curriculum and other matters quickly and effectively.

The chair of Governors (Mrs Rebecca Poynter) can be contacted at the address below:

Churchill School
Chalkstone Way
Haverhill
Suffolk
CB9 0LD

Tel. 01440 760338

TERM DATES 2021/22

Autumn Term

Begins	Wednesday 1st September 2021
Half term	Monday 25th October 2021 to Friday 29th October 2021
Ends	Friday 17th December 2021

Spring Term

Begins	Tuesday 4th January 2022
Half term	Monday 21st February 2022 to Friday 25th February 2022
Ends	Friday 8th April 2022

Summer Term

Begins	Monday 25th April 2022
Half Term	Monday 30th May 2022 to Friday 3rd June 2022
Ends	Thursday 21st July 2022

PD Days

Wednesday 1st September 2021
Thursday 2nd September 2021
Friday 3rd September 2021
Tuesday 4th January 2022
Thursday 21st July 2022

The information and particulars contained in this brochure relate to the school year 2021/22 and are correct at the time of publication. Changes in circumstances could render parts of it inappropriate. The brochure is produced to inform parents and visitors about Churchill School. We hope that it will give parents confidence when making the important decision in choosing the right school for their child. A visit whilst our school is in operation will, I am sure, help you to make this decision, or visit our website at www.churchillschool.co.uk