

OUR VISION

Pear Tree School nurtures every child to enable them to achieve beyond expectations, develop into confident individuals with a lifelong love of learning and equipped with the skills they need to thrive in a rapidly changing world.



PEAR TREE SCHOOL LEAVERS WILL BE:

- Caring, respectful, with good social skills underpinned with honesty and integrity
- Imaginative individuals, thinking critically and reflectively
- Masters of the basic skills in all areas of learning
- Confident, independent and resilient learners for life
- Respectful of diversity and value all communities
- Secure in their own set of personal values and guiding principles.

ORGANISATION OF THE SCHOOL

Reception [Early Years Foundation Stage]	Red Class	Mrs Lucy Newman
Year 1	Orange Class	Miss Holly Redfern
Year 2	Yellow Class	Mrs Debbie Swallow
Year 3	Green Class	Miss Ayla Munro
Year 4	Blue Class	Mrs Abi Somers
Year 5	Indigo Class	Mrs Leanie O'Connor
Year 6	Violet Class	Mr Matt Greasby/Mrs Natalie Zatrakova

Acting Head Teacher:	Mr Greasby
Special Educational Needs co-ordinator:	Mrs Natalie Zatrakova
Business Manager	Mrs Taylor
Administrative Assistant	Mrs Nixon
Clerical Officer	Mrs Sheppard
Clerk to Governors	Mrs Stocks-Moore

Teaching Assistants:

Mrs Yeomans, Miss Butler, Mrs Barker, Mrs Howard, Mrs Vann, Mrs Logan, Miss Sketchley, Mrs Cliff, Mrs Costa, Mrs Boughey, Mrs Ryles, Mrs Beeston, Mrs McIlvenny,

SCHOOL UNIFORM

All polo shirts, sweatshirts, cardigans are available with the Pear Tree logo, from ‘Schools In’ shop in Nantwich or website. Our school uniform sales are organised by the PTA. “Reconditioned” uniform is often available.

The school uniform consists of the following:

Girls: grey/black skirt/pinafore or tailored grey/black trousers or shorts, pale blue polo shirt with pale blue sweatshirt. In summer, blue and white check dress with pale blue cardigan or sweatshirt. White socks or grey tights and black school shoes (sandals, if wished, in summer).

Yrs 5 & 6 black polo shirt.

Boys: grey/black trousers or shorts, pale blue polo shirt with pale blue sweatshirt. Black or grey socks and black school shoes.

Yrs 5 & 6 black polo shirt.

Children will also need a pair of slip-on pumps for younger children for outdoors or trainers, black T-shirt and black shorts, in a draw string bag, for P.E.

Please do not allow your child to wear heeled shoes in school and any form of jewellery is discouraged. For health and safety reasons, under no circumstances are earrings other than plain studs allowed in school.

Please make sure that all items of clothing have your child’s name clearly marked on them. It is very upsetting for the child if he/she cannot find his/her clothes and it is impossible for staff to tell which item of clothing belongs to which child if they are unnamed.

OUR SCHOOL ETHOS

We are very proud of the reputation we have at Pear Tree School, as a nurturing school with high standards.

Each class teacher is responsible for the children in conjunction with the Head Teacher, teaching assistants, lunch supervisors and support staff.

We all form part of a dedicated and caring team and will do our utmost to make sure your child is safe, happy and cared for in our school.

Pupils are encouraged to be responsible for their own behaviour and actions and as self-discipline is at the heart of effective learning. Your involvement is encouraged because a united approach to this issue is essential.

We reward good, positive behaviour with praise, extra privileges, positive consequences and extra praise from staff and the Head Teacher.

Sanctions for poor behaviour include loss of privileges, referral to the Deputy Head teacher or the Head Teacher, and in very serious circumstances, exclusion from school.

Pear Tree Golden Rules:

- We help ourselves and others to learn well
- We use kind hands, feet and words
- We take responsibility for all our equipment and belongings
- We are respectful
- We settle conflicts calmly and fairly.

EQUAL OPPORTUNITIES

Pear Tree School is committed to the general principles of equality of opportunity for all pupils irrespective of gender, race, age or disability and actively supports initiatives designed to further this principle. Equal Opportunities is seen as a fundamental aim of the school and the differences between people are seen as opportunities for learning.

INCLUSION STATEMENT

At Pear Tree School we aim to offer excellence and choice to every member of our school community whatever their abilities or needs. We aim to do this through the removal of barriers to learning and participation across all aspects of school life. We want everyone to feel a valued part of our school community.

MEMBERS OF GOVERNING BOARD

Mrs J Hillman	Chairman / Co-Opted Governor
Dr R Jones	Vice Chairman/ Co-Opted Governor
Mrs A Wilkes	Parent Governor
Mr S Dale	Parent Governor
Vacancy	Co-Opted Governor
Mr D Gallagher	Co-Opted Governor
Dr J Angus	Co-Opted Governor
Mr M Greasby	Acting Headteacher

The Governors at Pear Tree School are involved in the work of the school and in the provision of effective support to the pupils and staff. The governors are easily contacted by telephone and during the year they come to parents' meetings so that parents can meet and talk with them.

POWER AND DUTIES OF THE GOVERNING BOARD

- Ensure clarity of vision, ethos and strategic direction
- Hold the Head Teacher to account for the educational performance of the school
- Oversee the financial performance of the school, ensuring value for money
- Promote the highest possible standards for Safeguarding
- Helping to establish the aims and policies of the school
- Setting the school budget according to our priorities
- Ensuring the provision of the National Curriculum and Religious Education are provided
- Appointing and supporting staff
- Acting as a link between local community and the school

ROUTINES AND ORGANISATION

SESSION TIMES

Foundation and Key Stage 1:	Morning	8:50 am – 12:10pm
	Afternoon	1:10 pm – 3:15 pm
Key Stage 2	Morning	8:50 am – 12:20 pm
	Afternoon	1:20 pm – 3.15 pm

Children should be at school by 8:45am

ASSEMBLIES

Assemblies are held regularly and cover a wide range of themes. Some are whole school, some just for Key Stage 1 or Key Stage 2 children, and some for River Family groups which may take place in the classroom. Members of staff take it in turn to lead school assemblies. On occasions you will be invited to join us for assembly.

You have the right by law to withdraw your child from collective worship or religious education. If you wish to do so you should speak to the Head Teacher.

EXTRA CURRICULAR ACTIVITIES - AFTER SCHOOL

When the season permits, extra activities are available for the children to attend. They vary from term to term but we endeavour to provide:

- Sports clubs
- Creative clubs
- Environmental clubs
- Language clubs
- Study clubs

The children are also involved in charity support during the year.

SAFETY IN AND AROUND SCHOOL - ROAD SAFETY GUIDELINES

The safety of our children is always of prime concern. Please follow these guidelines:

- Do not park near the school gates or inside the grounds.
- Do not park on zig-zag lines or opposite or where there are cones/fencing.
- Do not park on corners or obstruct driveways.
- Teach your children their kerb drill and general road safety.
- Exercise care and attention at all times.
- Be alert to the dangers of crossing roads outside and near school and the car-park entrance.

- Children and parents are requested to always use the pedestrian gates for entry and exit – children are not allowed in the car-park area unsupervised.
- Children riding bikes or scooters must walk their vehicles inside the grounds.

LUNCH TIMES

Balanced nutritious meals are prepared and served on school premises. Most children eat school meals, but you may send sandwiches if you prefer.

Dinner money may be paid weekly, half-termly or termly, online via our online payment system.

All Key Stage One children are entitled to a free school lunch.

ATTENDANCE AND PUNCTUALITY

Regular attendance and punctuality affect educational progress and the children's attitude to work. We ask parents to ensure their children attend regularly and arrive punctually. Classrooms open at 8.45am. Registers close at 9am and late comers are marked late in the register.

ABSENCES

Parents should advise the school if a child is unable to attend and a letter/email of explanation should be sent to the school office and copying in the class teacher. Messages can also be left on the school absence line. All schools are required to publish data referring to absence.

An authorised absence is one for which the school has received adequate explanation (illness, unforeseen circumstances etc).

Holiday absence requests – while we recognise the issues around costs for family holidays in term time we very rarely authorise such absences. Requests may be made to the Head teacher on the relevant form. Our holiday absence policy is on our website. Fines will be issued in line with Local Authority guidance guidelines this year if holidays are over ten sessions (singularly or combined over the year).

JEWELLERY AND MONEY

We would prefer children to wear no jewellery other than a watch and a pair of stud earrings. Jewellery is not permitted during PE and Games lessons. We strongly advise any money brought to school is contained in a purse or wallet and marked with the child's name. Nail polish is not allowed.

PERSONAL PROPERTY

Please do not allow children to bring to school any toys or money, in excess of the immediate needs to school. It is sometimes difficult to trace such expensive property and much 'heart-

break' will be saved if such 'treasures' are left at home. Children do not usually need pencil cases. Mobile telephones are not allowed in school except on written request under exceptional circumstances.

CHARGING POLICY

A policy for the school has been approved by the Governing Board for visits which take place within the normal school day. The law does not allow schools to insist that parents pay a reasonable sum towards the cost of coaches, admission fees and insurance.

We therefore ask parents to make a voluntary contribution towards the cost incurred in arranging certain trips which we consider to be of educational value. If insufficient funds are forthcoming we may have to cancel visits, as we are unable to cover costs from school funds.

Parents are asked to pay for peripatetic music lessons. The Head Teacher will be happy to provide further details.

OUT OF SCHOOL CARE – PIP's

Pear Tree Primary School has its own before and after school club. Contact the school office for a registration pack. Care is provided at school from 7:30am and until 6pm.

HOME SCHOOL PARTNERSHIP

Parents are always welcome at Pear Tree. At the beginning of each school year we have class meetings in which the teacher explains what will be covered during the year and how you can support your child's learning. In addition, in the autumn and spring terms you will be invited to come and discuss your child's progress and achievement with his or her teacher individually. In the summer you will have the opportunity to discuss your child's annual report and to meet your child's new teacher. You may also be invited to visit the school when your child is taking part in an assembly or other special events.

The Head Teacher, staff and governors are committed to working in partnership with parents and to communicate as effectively as possible.

PARENTS AND TEACHERS ASSOCIATION (PTA)

The school has a very active P.T.A. The members of the committee are elected at the Annual General Meeting. New members are most welcome to come and get involved.

The P.T.A. involves itself in supporting the activities in the school, especially improving the environment and providing resources to help make it a stimulating environment.

They organise several events during the course of the year and support many school events. They all work very hard on behalf of the children and have provided lots of additional games and equipment. For example: books, playground equipment, support for trips and music lessons for whole classes.

Do come and support them, it can be hard work at times, but also good fun and very rewarding.

COMPLAINT PROCEDURE

We follow guidelines laid down by the Secretary of State for Education and Cheshire East Authority. There are three levels at which a complaint can be made. The procedure is:

1. In the first instance parents should approach the class teacher and if necessary the Head Teacher. Most complaints can be dealt with satisfactorily on this informal basis.
2. If satisfaction is not obtained a formal complaint should be made in writing to the Chair of the Governing Board.
3. As a last resort a formal complaint can be made to the local education authority.

LEARNING AND TEACHING

Our school curriculum is based on the National Curriculum, our experience and knowledge of children's learning, and local and global issues that are important for our children.

All children study:

- Communication Language and Literacy – reading, writing, speaking, listening, spelling and phonics.
- Mathematics
- Social, Moral, Spiritual, Cultural & RE
- Time and Place – History and Geography
- Science and Technologies
- Physical Education
- Creative Development - Art, Music, Drama, Dance

We ensure that each year builds upon the work of the previous year and as such the Early Years Foundation Stage undertaken in Reception is a vital part of this process.

We plan so that the aspects of learning are linked – usually through a theme, project or topic e.g. The Great Fire of Nantwich, which could include English, History, Design Technology, Art, Music, Dance, Geography, RE and Science! Children learn better when they can link ideas together.

THE EARLY YEARS FOUNDATION STAGE [EYFS]

This is the children's first year in school

The foundation stage provides a well-planned and resourced curriculum offering children a wide range of different experiences to take their learning forward. It provides opportunities for all children to succeed in an atmosphere of care and for them to feel valued. Monitoring each child's progress throughout the foundation stage ensures that their achievements can be celebrated.

The curriculum for the foundation stage underpins all future learning by supporting, fostering, promoting and developing children's individual ability.

The Early Years curriculum is organised into seven areas of learning:

Prime Areas	Specific Areas
Personal, Social, Emotional Development	Literacy
Physical Development	Mathematics
Communication and Language	Understanding the world
Expressive Arts and Design	

The Reception classroom is organised in smaller areas or workshops which promote specific areas of learning. For example, role play areas, writing corners and creative areas.

In addition to this, the class area has direct access to outdoor and indoor play areas.

ENGLISH

The key to achievement in all curriculum areas is the ability to understand and use English effectively.

SPEAKING - We develop the speaking skills of the children during question and answer sessions in the classroom, group activities, assemblies and dramatic productions. Drama is also a learning method in other areas e.g. history and RE

LISTENING - The children are encouraged to ‘understand from listening’ to class lessons, stories, presentations by outside speakers, online, assemblies and musical events to name but a few.

READING - We encourage a lifelong love of literature, so reading is a key skill. As enjoyment is a key factor to motivate children to read we provide a huge (and ever growing) range of printed material to cater for all tastes. Parents are given guidelines on how to support their child’s reading in the reading diaries.

WRITING - We encourage children to express their thoughts and feelings on paper from a very early age. It is a very complex skill and we recognise that learning to write is like learning to speak – children have to practise and receive encouragement for their efforts.

As children become confident in putting pen to paper, we introduce the conventions of spelling, handwriting, punctuation and grammar in a manner appropriate to their age and ability.

Daily ‘Sounds and Letters’ takes place in Key Stage 1 and we teach spellings daily in Key Stage 2. The phonics scheme we use is Little Wandle Letters and Sounds.

Each day there is a ‘Guided or Whole Class Reading’ session which involves each class participating in a variety of reading activities including independent reading and comprehension work.

Literacy is incorporated into other areas of the curriculum so that children use it as a cross curricular tool. Research, writing, speaking and listening skills are used in RE, Geography, History, Science etc. Each child has a reading diary which they keep alongside their reading book. Parents are requested to share the reading experience and communicate through their children’s diaries regularly.

MATHEMATICS

Maths at Pear Tree is an exciting subject. We use a range of ICT and practical resources to enthuse children with a love of number, shape, problem solving and questioning. Maths is learned through real contexts. We aim for children to have a ‘mastery’ of maths.

In Early Years Foundation Stage and Key Stage 1 pupils develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They

learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills and use these in different settings. They learn about shape and space through practical activity which builds on their understanding of their immediate environment. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

During Key Stage 2 pupils use the number system more confidently. They move from counting reliably to calculating fluently with all four number operations. They always try to tackle a problem with mental methods before using any other approach. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

GEOGRAPHY

Geography is an important aspect of our curriculum at Pear Tree. It develops knowledge of places and also environments through geographical enquiry. Through Geography children learn and encounter different societies and it can inspire them to think about their own place in the world. They enjoy learning about communities and relationships between people and landscapes.

From Year 2 onwards children go on residential visits (Covid permitting) and take part in geography enquiry in another environment.

HISTORY

In the History curriculum the pupils' curiosity about the past in Britain and the wider world is encouraged. Wherever possible we make links to local History.

Pupils are taught to consider how the past influences the present, what past civilisations were like and how beliefs and cultures had an effect on the people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people.

In History pupils find evidence, analyse it and reach their own conclusions. To do this they need to be able to research and sift through evidence.

The use of artefacts is encouraged to learn how the past is different from the present.

They learn about change and continuity in their own area, in Britain and in other parts of the world. Pupils use different sources of information to help them investigate the past.

SCIENCE

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It can satisfy their curiosity with knowledge and it engages learners at all levels.

Our Science curriculum is broad and balanced covering these main areas of Science.

- Life Processes and Living Things
- Materials and their Properties
- Electricity, Sound, Light, Forces and the Earth and Beyond

We deliver the curriculum with emphasis on the two main aspects of children's learning in Science:

- Learning how to investigate the world around them
- Learning to make sense of the world around them using scientific ideas and knowledge

All pupils' learning is progressive and developmental and most of all stimulating to their general interest. We develop skills of creativity, perseverance and co-operation so that work in science enhances the child's ability to learn confidently in all other areas of the curriculum.

DESIGN AND TECHNOLOGY

Design and Technology aims to prepare pupils to participate in tomorrow's rapidly changing technologies.

Our Design and Technology curriculum aims for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They will learn to look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems using the thinking skills approach.

Pupils are taught skills in using tools and techniques in combining materials. They then use these in the production of their designs. Built into this process of designing and making is evaluation of their own work and the work of others improving speaking and listening skills.

COMPUTING

Computing is an integral and important part of school life. Children at Pear Tree have some dedicated computing lessons using our interactive whiteboards, laptops and i-Pads. They also use IT in a range of other lessons to support and enhance their learning. It is vital that children develop research skills, investigational skills and many other cross-curricular skills during their studies.

Computing is a dynamic subject where children learn to use a range of programs, software and resources to create, research and record. IT is developing in our society at a phenomenal rate and the children are familiar and comfortable with sophisticated and complex technology. We try to use their skills and experiences to enhance and develop their thinking and learning skills. We also teach children about care that is needed online and how to protect themselves when engaging with social media.

PHYSICAL EDUCATION

Physical Education develops pupils' physical competences, and their ability to use these to perform in a range of activities. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Our outdoor curriculum provides the challenges and skill building necessary for our children to develop critical decision making skills and personal resilience. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. Pupils participate in dance, games, gymnastics, swimming, athletics and other outdoor activities and through these they learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

ART AND DESIGN

Through art, we give the children an opportunity to explore and develop their practical and thinking skills using a variety of media and techniques. They also have an insight into the working methods of known artists and the influences of different cultures throughout the world, past and present. Children have opportunities to develop ideas across the arts making exciting links between visual arts, language, music, dance and drama.

Children may visit galleries and artists work alongside the children in school to enrich this area of the curriculum.

MUSIC

In music lessons the children are involved in making and responding to music. We develop each of the interrelated skills of performing, composing and appraising in all activities and extend these skills by applying listening skills and knowledge and understanding of music. It is important to develop the idea that music is fun and is for life.

At Pear Tree singing is very important – the voice is our musical instrument!

The children have opportunities to experience a wide range of live music, both in school and at other venues, such as Manchester Arena. They also perform their own music for an audience, thus developing their self-confidence and sensitivity towards others. As part of our extensive programme of extra-curricular activities, we encourage children of all ages to join our choir.

RELIGIOUS EDUCATION

Religious Education is linked to the themes which draw together the other areas of the curriculum. Children learn about three major world religions Christianity, Judaism and Islam

and they are encouraged to develop an understanding of the spiritual dimension of human activity. We encourage them to respect the views of others and aim to equip them to make a positive contribution to our diverse and multi-faith society. This approach complies with the 1995 Agreed Syllabus of Religious Instruction and the 1988 Education Act. Much of the children's learning in RE takes the form of storytelling, drama, discussion and visiting places of worship.

You have the right by law to withdraw your child from collective worship or Religious Education. If you wish to do so you should speak to the Head Teacher.

FOREST SCHOOL AND CURRICULUM PLEDGE

By following our Facebook page, you will see photographs of all our Pear Tree adventures from class lessons, welly walks, forest school, sporting events, trips and visitors to school.

Residential visits take place in Y2, Y4 and Y6. The programme takes our children to Beeston to learn about castles, dragons and being away from home without mum and dad. In Y4 your child will visit the Conwy Centre on the Menai Straits where they will take part in adventurous activities such as kayaking, cliff traversing and high ropes. In Y6 we offer a city visit where your child will experience historical museums, York Minster and experience the sights and sounds of being in a city.

For more information on our rich and vibrant curriculum please see our 'curriculum pledge', over the page. In order to be 'Our Best Selves' we have devised a curriculum pledge to run alongside our curriculum. Our pledge is to provide your child with a number of skills to run alongside our curriculum that will encourage them to take risks, become resilient and to give them a range of experiences from getting mucky, learning outside the classroom and helping others.

SPECIAL EDUCATIONAL NEEDS

Initial responsibility for identifying and supporting children with learning difficulties lies with class teachers. They formulate programmes of work to support such children and will keep parents informed

If difficulties persist they consult the school's special needs coordinator, who advises on further programmes of work.

Whenever we believe a pupil requires further support we call upon services available from the local authority. These include advisory teachers, support teachers and educational psychologists.

INFORMAL AND FORMAL ASSESSMENT

Our pupils are assessed by their teachers in a variety of formal and informal ways on a continuous basis, which helps to decide how your child's learning can be taken forward. In line with National Assessment arrangements children at the end of each Key Stage (Years 2 and 6) will have a more formal assessment. Your child's achievements and progress are included in the annual report and you are welcome to discuss this with your child's teacher.