




2013-2014

**PARENTS'
INFORMATION
BOOKLET**



JMPS
JONES MEMORIAL
PRIMARY SCHOOL

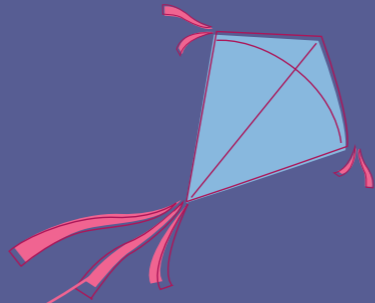


Our school is a place where children are guided and challenged to meet their full potential in a positive, caring, educational, learning environment.

- We hope that your child has a wonderful time this year.
- We promise that they will be taught in an innovative and stimulating way.
- We will endeavour to provide them with as many enriched experiences as we can.
- We will be aiming to develop the whole child.
- We will be aiming to produce children who are enthusiastic about life and learning, who are independent thinkers and open to new ideas. We will be encouraging the children to be responsible and self confident and respectful towards others.

As we all know children are always learning and therefore we will be encouraging close contact between the teachers and parents in order to enhance the continuity of learning. The actual physical environment is an important aspect of school life and we have worked very hard over the past number of years to get the school into a good state of repair. We will continue to have an eco friendly philosophy.

We welcome you to Jones Memorial Primary School Enniskillen for the year 2013 – 2014. In this handbook you will find important information about our school. This booklet will be useful throughout the school year.



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MEMBERS OF STAFF



Mrs Sandra Isherwood
Principal

Mrs Roberta Bailie
Vice Principal

- P7 teacher
- Numeracy Co-ordinator / Positive discipline

Mrs Claire Elder

- P1 & Reception teacher
- World Around Us Co-ordinator
- Phonographix

Mrs Edna Topping

- P2 teacher
- PDMU Co-ordinator
- Head of Key Stage 1 and Foundation
- Induction coordinator

Mrs Amanda Brown

- P3 teacher
- SENCo

Mrs Sarah McKane
Shared teacher with **Mrs Brown**

- PE Co-ordinator

Mrs Linda Emerson

- P4 teacher
- The Arts coordinator

Mrs Aishlin McGee

- P5 teacher
- WAU coordinator
- Deputy Child Protection Coordinator
- Sacramental coordinator

Miss Yvonne Sheerin

- P6 teacher
- School Council coordinator
- Assistant Sacramental coordinator

MEMBERS OF STAFF



School Secretary

Mrs B Gordon

Classroom Assistants

Mrs Y Bowles

Mrs L Jones

Mrs C Farrelly

Mrs C Doherty

Mrs J Balfour

Caretaker

Mr O Graydon

Mrs M Johnston

Kitchen Staff

Mrs A Rowley

Supervisory Assistants

Mrs B Gordon

Mrs J Balfour

Mrs K Donaghy and Mrs S Johnston

BOARD OF GOVERNORS

Mr R Forde

Mr D Graham

Canon Barrett

Mrs R Hamilton

Mrs D Wilson

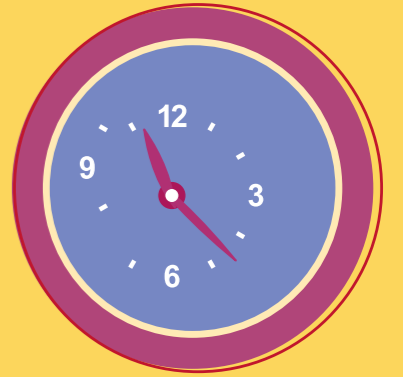
Mrs A Beattie

Mr S Fallis

Mr A Evans

Mrs E Topping

THE SCHOOL DAY



9.00am

Assembly on Tuesday and Thursday

9.20am - 11.15am

Morning lessons

11.15am - 11.30am

BREAK

11.30am

Bell rings for the end of break and the children are brought back to class by the Supervisors

11.30am - 12.55pm

Midmorning lessons

12.55pm - 1.40pm

LUNCH

1.40pm

Bell rings at end of lunch

1.40pm - 3.15pm

Afternoon Lessons

12.55pm

Hometime for Reception and P1

3.15pm

Hometime for P2 – P7

For health and safety reasons we would appeal to all parents to collect their children promptly at the appropriate time each day. We have an "Early Bird" system in place for working parents enabling children to be left in the school from 8.40am to avail of Breakfast Club. These children should remain in the dedicated zone until 8.45am when the other children arrive and then should make their way to their classrooms.

COLLECTION PROCEDURE

At 1.00 O'clock

All parents should park on the side of the road and come into the school through the walking line entrance. Then proceed to the appropriate classroom area where some seating is available.

At 3.15pm

Similar arrangements will operate at 3.15pm. The car park should **only** be used by individuals who have a valid disabled pass or a taxi provision as outlined by the WELB. All children being picked up by a parent will leave the school through the walking line entrance. The teacher will ensure that the children will leave the school in an orderly manner. Any child who is up taking use of the bus service will be walked to the relevant bus and seated by the supervisor in charge.

We would appeal to all parents to collect their children promptly as the younger children especially can become very distressed.

Furthermore, Mrs Elder has other teaching duties from 2.00 – 3.00 it is paramount that she is with her next class as soon as possible.

We appeal to all parents to avoid parking on the corner right in front of the school we are worried that an accident may occur!



SCHOOL UNIFORM



Uniforms are available from:

In Stitches Design

Or from a store that can provide the essential items.

- Navy sweatshirt with school logo
- Plain grey trousers / skirt or pinafore (Girls are permitted to wear plain grey trousers)
- Black shoes/white socks/grey tights only
- Golden yellow polo shirt with school logo
- Navy shorts can be worn in the Summer term or girls may wear a blue checked dress (these dresses can normally be purchased in all stores and are stocked by In-Stitches, this item is optional, there is no obligation to purchase additional Summer uniforms)

There is an expectation that all children will wear their full uniform at all times apart from a few designated non-uniform days. Parents will be notified in advance if a non uniform day is being held.

We do not want our high standards to slip, please make sure your child always has their correct uniform on.

SCHOOL CALENDAR 2013 - 2014

School Re-opening

Monday 2nd September 2013 the school term begins for all classes at 9.20am.

Halloween

School will close on Thursday 31st October and re-open Monday, November 4th.

Training Day

Yet to be decided.

Christmas

School will close at 1.00pm on Friday December 20th and re-open on Monday 6th of January 2014.

Midterm Break

School will be closed on Monday, February 17th and re-open on Wednesday, February 19th.

St Patrick's Day

School will be closed on Monday March 17th 2014.

Easter

School will close on Wednesday, April 16th at 1.00pm and re-open on Monday, April 28th.

May Bank Holiday Week

School will be closed Monday, May 5th.

Last May Bank Holiday

School will be closed on Monday May 26th.



TERM ENDS
JUNE 30TH
2014

School will close at 1pm.

These dates are still flexible and at any time they may be changed slightly. In the event of any change being necessary parents will be notified in good time. We will notify parents of these through the newsletter and website.

WEBSITE

www.jonesmemorial.co.uk



Jones Memorial Primary School



@JonesMemorial

ENJOY EVERY EXCITING EDUCATIONAL EXPERIENCE

We are committed to developing a learning environment which is:

Happy Safe
Caring Exciting

And full of opportunities.



Jones Memorial P.S. is dedicated to pursuing excellence through:

- A stimulating and well resourced environment
- Enthusiastic and energised staff
- The development and encouragement of everyone at Jones Memorial P.S.
- Raising self esteem and awareness of others
- Encouraging respect

We aim to deliver an exciting and relevant curriculum through:

- Excellent and enthusiastic teaching
- Innovation
- Encouraging reflection and thinking skills
- Providing opportunities to broaden creativity and self-worth
- Celebrating achievements with each member of our school community, every step of the way.

WHAT DOES JONES MEMORIAL PRIMARY SCHOOL HOPE TO ACHIEVE?

At Jones Memorial P.S. we aim to foster the following attitudes and dispositions in our pupils:

Inquirers

Their natural curiosity will be nurtured. They will acquire the skills necessary to conduct purposeful, constructive research. They will actively enjoy learning and this love of learning will be sustained throughout their lives.

Thinkers

They will exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.

Communicators

They will receive and express ideas and information confidently, including the language of mathematical symbols.

Risk-takers

They will be encouraged to approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They will be courageous and articulate in defending those things in which they believe.

Knowledgeable

They will spend time in our school exploring themes which have global relevance and importance. In so doing, they will acquire a critical mass of significant knowledge.

Principled

They will have a sound grasp of the principles of moral reasoning. They will have integrity, honesty and a sense of fairness and justice

Caring

They will be encouraged to show sensitivity towards the needs and feelings of others helping them to have a sense of personal commitment to kindness.

Open-minded

They will be asked to respect the views, values and traditions of other individuals and cultures and will have opportunities to seek and consider a range of points of view.

Well-balanced

They will understand the importance of physical and mental balance and personal well being. The PDMU programmes will facilitate this.

Reflective

They will be able to think about and consider their own learning and analyse their personal strengths and weaknesses in a constructive manner

THE CURRICULUM



In our school the curriculum refers not only to all that is taught in the classroom but to the learning experiences of the school community.

The intention of the Northern Ireland Curriculum is to help young people make use of the knowledge, and the associated skills, values and attitudes developed during the process of learning, to inform their lives.

By promoting learning experiences that are enjoyable, challenging and relevant, the Northern Ireland Curriculum aims to prepare young people to manage their own lives, relationships and lifestyles and also to engage positively with others in sharing and protecting the resources of the planet for now and future generations.

The aim of the Northern Ireland Curriculum is to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

Three curriculum objectives amplify this aim. They are to develop young people:

- **as individuals**
- **as contributors to society; and**
- **as contributors to the economy and the environment**

In accordance with our school aims the curriculum should also enable each pupil to realise his/her full potential and to develop all their interests and talents.

To this end the curriculum will be planned in such a way as to make the acquisition of knowledge and skills relating to Literacy, Numeracy, aesthetic appreciation, physical well being and technological awareness become a reality.

With this pupil centred approach and the establishment of a secure educational partnership between the school, the parents and the wider community, the curriculum at Jones

Memorial Primary School will be responsive to the needs of all our pupils.

Valuable research into the way we learn and how we can help children to learn best is filtering down through the education system. There is a growing awareness of the importance of providing the right learning environment and the right learning experiences for the children.

The world of today is like no other in history. We have entered the age of instant information. Our children's future depends on their ability to grasp new concepts, make new choices and go on learning and adapting through life.

Knowledge will not be as important as learning how to go about acquiring it. More information on the Revised Curriculum can be found at:

www.nicurriculum.org.uk

This shift towards a skilled based curriculum is just one of many changes that have taken place. There are many buzz words around at the moment and it is important that these are shared and explained to all stakeholders.

THE ENRICHED CURRICULUM

This term refers to enriching the learning environment to develop enthusiastic, highly motivated successful learners who are supported in their learning by sensitive, knowledgeable and skilful adults.

The organisation of an enriched classroom is different in that the children have free access to the equipment they need. The activities planned are more open ended and there is a greater use of thinking and discussion time.

As one teacher reported in an education pamphlet:

“Out went the worksheets; in came discussion and investigation, seizing learning opportunities as they arose.”

Despite fears, teachers in the programme have been reported as saying that reading; writing and maths skills are not suffering. We believe strongly in the benefits of learning through play. We provide opportunities for both indoor and outdoor play. There is a thematic approach used as this gives the children a feeling of connectedness to the learning.

WORLD AROUND US

You will hear the term, The World Around Us, where the traditional History, Geography and Science are all taught in an integrated, practical way linked to the topic.

PD&MU

Personal development and mutual understanding is a growing part of the Primary School curriculum which enables children to develop an awareness of, and to take increased responsibility for their own learning and to ultimately maximise their learning and social potential. It is now recognised and accepted that the role of any school is to prepare children for the world they live in rather than for the world we as teachers and parents lived in. Our use of the Living Learning Together program and the use of Circle Time will help the children to:

- Show comfort and confidence with themselves and show initiative and self-direction through their actions
- Follow classroom rules/working agreements/routines with responsibility and independence e.g. routines for wet playtime, arriving early in the morning etc.
- Set personal goals and be reflective
- Consider other viewpoints and feeling
- Work co-operatively and collaboratively in classroom and school activities
- Maintain close friendships without excluding others and interact easily with adults
- Show a familiarity with, and a knowledge of, current issues related to health and safety
- Use problem solving methods and make decisions that promote personal well-being
- Use discussion and compromise to resolve conflicts and seek help and use suggestions when unable to resolve them independently
- Use coping strategies to manage a range of feelings and situations
- We are very proud that we are a Rights Respecting School



LEARNING STYLES

This is one area of research that will unlock the enormous potential each child has within itself. There has been a lot of research on learning styles that look at how children learn and what affects their learning. It is now accepted that each person has a preferred learning style whether that be visual, auditory, tactile or kinaesthetic.

Research shows that 75 % of children are kinaesthetic, that is they prefer to learn by doing things, by using practical materials and by moving around. In contrast to this 65 % of teachers are auditory learners in that they can learn by listening without the need to move. There is an obvious challenge here; we must overcome our own preferences to suit the needs of the children. We have been doing just that and will continue to address the differences in learning styles in our rooms.

In Jones Memorial Primary School we are already well on the way to dealing with the diversity in our classrooms, we know that we have a mixture of auditory, visual, kinaesthetic and tactile learners. We recognise that some children can learn through the traditional formal teaching methods but for the majority this can cause disenchantment, negative attitudes can develop and discipline problems can rise.

We are already using brain gyms to stimulate brain activity. We recognise the negative impact of tube lighting and rely heavily on natural light. We value the use of music and practical materials in meeting the learning needs of the audio and kinaesthetic learners and the use of texts, pictures and recording the learning outcomes for the visual learner. We also promote the drinking of water at regular intervals throughout the day.

ASSESSMENT FOR LEARNING

The Northern Curriculum embraces the principles of Assessment for Learning, (AFL) and puts them at the heart of the learning and teaching process in both primary and post primary schools.

AFL is not about testing but provides a framework for teachers and pupils to discuss what will be learned i.e., the Learning Intention and the standard of work that will be expected, i.e., the Success Criteria.

Feedback will then be given to the pupils about their work and how well they have met the success criteria.

AFL promotes more effective questioning more time for thinking and more discussion among the children in what is called pair, share time.

During the following year you may well hear your child talking about learning intentions or W.A.L.T, i.e. We Are Learning To, or the Success Criteria or Wait Time and you will know that this all relates to this approach to teaching and learning.

Furthermore you may notice a change in how we mark books. Traditionally teachers and parents have been horrified when they see a wrong spelling or poor handwriting but in AFL teachers are asked to only mark and comment on the actual learning intention of the day and how well the children have met the success criteria. There are strategies in place that encourage the children to pay attention to the presentation and correctness of spelling, grammar etc as well.



In this process of AFL the children are encouraged not to put their hands up to answer a question but instead to place their hand on their chest or the teacher can choose to ask anyone.

The idea behind this is a simple one, in a classroom children are often intimidated by the child who always put their hand up first and it discourages the others from thinking. This simple change in classroom practice promotes greater involvement of all children.

THINKING SKILLS

The Curriculum stresses that when pupils use thinking skills they focus on 'knowing how' to learn as well as 'knowing what' to learn. Three combined processes determine success in thinking:

- **INPUT**
obtaining and organising knowledge through sensory awareness and perception to confirm 'what I know'
- **CONTROL**
thinking through a situation and making actions meaningful, for example, planning, decision making and evaluating
- **OUTPUT**
strategies for using knowledge and solving problems that combine 'what I do' with 'what I know', for example, remembering, and thinking about and generating new ideas.

Thinking skills are tools that help children to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that children's self-esteem and self-confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

Teachers are being asked to help children to develop thinking skills and personal capabilities by focusing on the following areas.

- **Managing Information**
- **Thinking, Problem Solving and Decision Making**
- **Being Creative**
- **Working with Others**
- **Self management**

BULLYING AND CHILD PROTECTION

WORKING WITH ISSUES OF BULLYING

The school has worked consistently over the past number of years to develop a more consistent approach to issues of bullying. It is a tribute to our pupils, staff, parents and the policies within the school.

We aim to develop common classroom 'working agreements' in terms of student behaviour that reflect our Golden Rules.

Research tells us that punishing the bullies does not seem to make things better. It often makes things worse; the bullies take revenge on the victim for getting them into trouble. It can make children frightened to talk about what has happened. Punishment may put the victim at risk and is not likely to encourage the bully to behave better. The most important thing is to stop the bullying and make the victim feel safe.

Using the 'bubble time' a teacher will take the time to listen to the child who is worried or anxious about something and will understand

how he/she is feeling. This conversation will not dwell on the past, but move forward into what can be done now. The next step will be a meeting with the group of students involved, not only the ones who have instigated the inappropriate behaviour, but also some who joined in and some who could be helpful.

Two important things happen.

- The children who were joining in just to feel part of the group, are helped to understand how bad things are for the victim and they begin to think of ways to help make things better
- They then change the way that the group works; the bully can no longer behave in a nasty way because he or she has not got the power over the group. Ultimately this will lead to the victim being included into the group and feeling valued.

A definite positive solution.

- No-one will be interrogated or punished, but the whole group will be required to understand how hurtful the behaviour has been and asked to do something to put it right.

This method is not a 'soft' approach. It is a strong intervention which requires students to take responsibility for behaving in a socially unacceptable way.

If your child is unhappy in school, be sure to listen carefully and give plenty of time to hear their concerns .

Contact the school and arrange a time to talk to staff about it. Try to be calm and positive.

Bullying is an everyday event in all schools and it is very important for parents and teachers to work constructively together to make things better for your child.

The Circle Time Approach is not fail proof and does require a strong commitment from staff, students and parents for successful implementation.

A written record will be kept of the incident. If the child is involved in another incident parents will be notified.

If the behaviour persists, parents will be invited to meet with Mrs. Bailie, Positive Behaviour Co-ordinator and Mrs Isherwood as school Principal.



BEHAVIOUR

Within a 'family' of children some rules are essential; these are mostly matters of common sense, to ensure the safety of our children. The emphasis in the school is to praise good behaviour, attitude and effort and increase children's awareness of the need to make a positive contribution to their community. When sanctions are necessary they will be appropriate to the child and the incident.

In our school we follow the Golden Rules developed by Jenny Mosely. These rules are displayed in every classroom and around the school building.

THE GOLDEN RULES



Our school community has agreed to follow the school's golden Rules, which are:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest
- Do not hurt anyone
- Do not hurt people's feelings
- Do not waste your or other people's time
- Do not waste or damage things
- Do not interrupt
- Do not hide the truth

GOLDEN TIME

Golden Time is used to re-enforce and reward positive attitudes and behaviour. Children begin the day with an entitlement of 10 minutes Golden Time. At the beginning of the day the children plan and select a range of activities they would like to participate in during Golden Time.

If a child behaves inappropriately they are given a warning, in each class we have methods of doing this, for example in P1 they move to the sunny cloud, in Primary 4 they move to the amber light, if the behaviour continues the teacher then moves them to the dark cloud or the red light and they will have to forfeit Golden Time.

Children have the opportunity of course to move back to the starting area of the bright sun or the green light by modifying their behaviour and/or showing a significant effort to improve

COMMUNICATION LINKS



In our school we aim to work in close partnership with our parents and to have well established lines of communication.

We will keep you informed of all school events and news through:

1. Our monthly newsletter
2. Our Website
3. Information board within the school
4. Text messages, Facebook, Twitter
5. Notes

We also value the input of parents and this year we will host a parents evening and circulate a questionnaire as part of our School development Planning process.

Communication is also essential when things are not as effective as they should be.

If you have any concerns or issues we will endeavour to make sure that they are addressed in a professional way .

Please don't hesitate to contact the school if you have any concerns, big or small we would rather hear directly from the parents involved rather than hearsay or second hand....

The procedure for dealing with complaints etc. is as follows:-

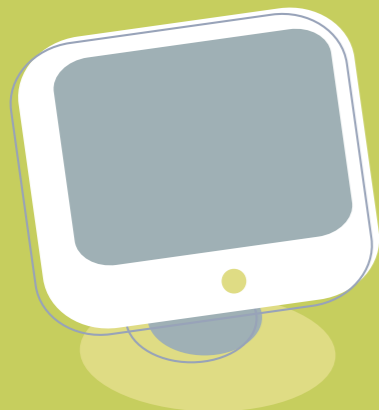
- If appropriate, contact your child's class teacher at a time that is suitable to their teaching day.
- Arrange an appointment through the office.
- Contact the school office to make an appointment with the Principal.

ICT

I.C.T. has been the focus for school development during the past few years in Jones Memorial P.S. and it will continue to grow in importance as we understand that Children of today are growing up in a technological world and we must prepare them for that.

We are very proud to have received the I.C.T. Accreditation over the last three years.

- We are delighted with the installation of the interactive whiteboards in every classroom.
- Every child has access to a digital camera, a digital recorder and microphone, a video camera and, where appropriate, a web camera.
- We have also received some laptops from the Department to assist the children in P4, - P7 who have to sit a computer based test in Mathematics and English.
- The results of these tests will form part of the teachers' feedback in the First term to parents. These tests will all take place in the first term and parents can find out more about them on the CCEA website.
- We have purchased a license for Education City and Purple Mash, programmes which helps reinforce the children's learning.



I.C.T. SAFETY

We wish to remind you of the Rules for Responsible Internet Use and we emphasise the need for supervision of your children when they are on the internet, it is a wonderful resource but it is also a very dangerous one.

We would encourage you to establish parental controls on your computers and to monitor closely the sites that are being used. Increasingly we hear about children in primary school with Facebook sites, parental controls are essential. We will also do our best to raise awareness of internet safety within school.

Mobile Phones

Mobile phones are not permitted in school at any time. Your child may phone home from the school office if necessary.

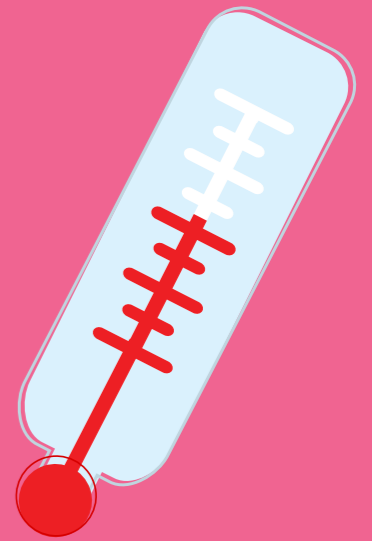
Mobile phones are not permitted on any school trips. Alternative contact arrangements will always be made as we understand that parents are anxious to have contact with their children.

www.jonesmemorial.co.uk

Our school website is an accessible method of communication within our own school community and beyond. Current newsletters, menus, holiday lists and information about our school are available on-line. As parents you can also contact the school through the email facility on the school website.

Each month we aim to set internet based homework to encourage the children to check the website or to do some research linked to their class topic.

HEALTH AND SICKNESS



Please ensure that the teacher has been informed of any illness or condition that your child may suffer from.

Children should not be brought to school if they are unwell. Please do not send sick children to school because they want to come.

There are good reasons for this:

- It is important that they enjoy their time at school and feel well enough to participate in all activities.
- If your child has a heavy cold, diarrhoea, conjunctivitis or other infections please keep him/her at home until it has cleared.
- It is necessary to prevent the unnecessary spread of infection to other children and staff.

A list of infectious diseases with incubation periods and exclusion periods are shown below:

Measles

Incubation: **10-15 days**

Recommended to stay off school for 5 days from onset of rash.

Chicken Pox

Incubation: **10-14 days**

Remain off school for 7 days after the rash disappears.

Mumps

Incubation: **12-28 days**

Remain off school for 7 days after swelling subsides.

German measles

Incubation: **14-21 days**

Back to school only when cleared by a doctor.

HEALTH PROMOTING SCHOOLS INITIATIVE



At school level we will continue to emphasise the importance of personal hygiene, clean nails, regular hair checks etc.

At times, outbreaks of head lice are widespread in school and communities. If you find lice on your child's head, please begin treatment and inform the school secretary immediately. The child must remain at home until free of lice and nits. Check all family members, including yourself. Don't be embarrassed.

Tell the families of playmates when your child gets head lice so they can check too. The chances for preventing an epidemic outbreak increase with prompt and early treatment of lice and by keeping children with lice/nits at home until completely free of lice.

The Health Promoting School initiative will continue to revolve around an action plan which we have put together and we will continue to focus on making an active playground, increasing access to healthy options in the canteen, fruit for all our children, making water available to staff

and pupils and generally putting procedures in place which will make our school a safe environment for all.

BREAK AND LUNCH

Each morning the children have a snack and a drink at 11.05am. Children should bring a healthy snack, (fruit, yogurt, or a sandwich).

At lunch time the emphasis is on healthy eating. We have been selected by the WELB as one of their healthy eating schools. This means that the cooks have to offer a very balanced meal each day with a choice of fruits and milk based desserts. A menu is displayed and a copy is available on request. School lunch is priced at £2.30 per day.

This year we are continuing to promote the drinking of water. Water will be available in every classroom and regular water breaks will be given. The children in P4 – P7 should have

a water bottle in school each day. The younger children have access to beakers which they use during water breaks.

We ask that no carbonated drinks be brought to school at any time. The children may drink water, fruit juice or milk. Chewing gum is not permitted in the school at any time. Milk is available in school everyday. Milk money should be paid promptly.

HEALTHY HINTS FOR CHILDREN WHO TAKE LUNCH

The media is full of stories about childhood obesity, an over reliance on junk food etc. We are striving to meet national standards within the school canteen so we would appeal to all parents to help us keep the balance right by taking a little extra time to think of what is in your child's lunch box. We were so impressed with the success of this scheme last year so please keep up the effort.

A healthy lunchbox should help to improve your child's attention, behaviour and learning throughout the day and into the afternoon. It should provide one third of your child's daily requirements of nutrients.

It should contain:

- a source of protein to keep children alert
- complex carbohydrates for slow-release energy
- calcium for growth, healthy bones and teeth
- fruit and vegetables for vitamins and mineral

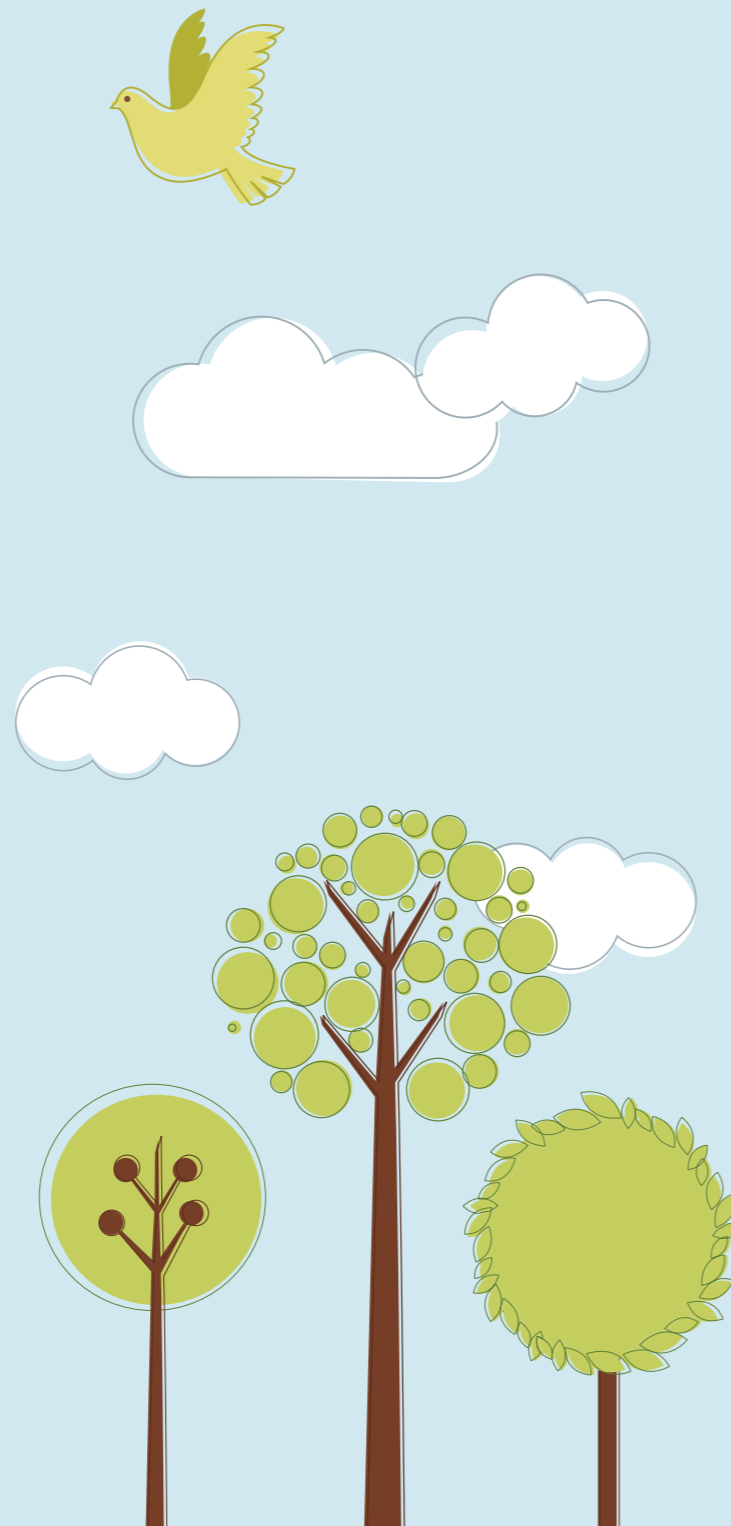
SHARED EDUCATION

We are one of the Fermangh schools in the WELB area who have been involved in the Fermangh Shared Education Programme. FSE is a cross community partnering programme helping schools to strengthen their sustainability.

Holy Trinity, Ennsikillen Integrated and Lisbellaw are our partner schools and we will continue to work with them in shared staff development, shared classes for the children both during school. We are currently working together in Numeracy Development.

All of these ventures not only broaden the horizons and experiences of the children but as such activities are subsidised there is an economic saving.

This year we are fortunate to be able to employ a teacher between the four schools, this will open up new opportunities for our Shared Education programme.



HOMEWORK



The aim of our current homework policy is to promote learning at home as an essential part of good education. Homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, including the habits of enquiry and investigation.

THE QUESTION IS HOW BEST TO ACHIEVE THIS?

Very often homework tasks are written tasks which can often be time consuming. We have heard from parents how homework time can often be very stressful and when the children are experiencing stress then they are not learning.

We aim to make homework appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs.

We will endeavour to ensure that:

- tasks will be wide-ranging and structured and their purpose explained to pupils
- homework will be monitored regularly and marked in line with the school marking policy, which will be revised regularly
- the quality of completed homework is monitored and reviewed at regular periods in consultation with pupils and parents.

We expect:

- homework to be completed on time
- supported by parents
- a good standard of presentation e.g. in pencil
- pride in their homework books and their finished work

THE SCHOOL BUILDING

The pupils and teachers of Jones Memorial P.S. work very hard in maintaining our school environment, inside and out! An attractive environment is so important to our school.

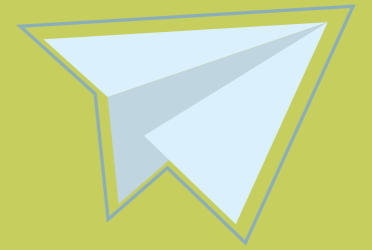
We are currently completing some planting around the school and we are especially proud of how well our willow hut has been maturing which is in line with our commitment to being an eco-school as well as providing a quiet seating area for many children.

We have a new outdoor storage area. We have invested in new surfacing around the multi gym area. An attractive environment is so important in a school and we will continue to make efforts to maintain and improve the state of the building and grounds.

We ask all members of the school community to take an interest in taking care of our school. We thank you for your vigilance.



PARENTS CHECKLIST



- I have read and will discuss the importance of the school's Golden rules with my child/children
- I will support the school in relation to the health initiatives including dental hygiene, personal hygiene and will observe the guidelines in relation to children being off school when they are unwell.
- I am committed to working alongside the school in promoting a healthy break and lunch policy, I have read and understand that Friday is Treat day and everyone can have one treat in their lunch boxes.
- I am aware that there needs to be monitoring of the children's use of the internet especially in relation to sites such as Facebook
- I am aware that the school operates a no mobile phone policy at all times.
- I know that the older children will take part in tests in the first term, known as NILA and NINA.
- I know that the school will keep me informed through a monthly newsletter and the school website which is updated every month.
- I know that the school will use Education City and Purple Mash as a learning tool both in school and for homework.
- I am aware of the correct procedures to follow if an issue arises.
- I understand that the school will have a new shared teacher this year as part of their ongoing shared education project with Holy Trinity P.S., Lisbellaw and Enniskillen Integrated PS.

In recent years teachers have organised meetings for parents in the evenings and afternoons to inform parents on current changes in the curriculum and methods of teaching. This year we would like to offer the parents the chance to have an input into the focus of these meetings, if you have any specific requests please record them below.

Each year we hold some fundraising events which help to raise money for the school but also get the parents and Community involved such as the fire side quiz, raffle and summer fete ..Have you any ideas for events?

Over the past years we have tried to open the school to the wider community in the evening by offering programmes and classes. Are you interested in the school continuing to offer courses/ classes? What type would you like to see offered?

CONTACT DETAILS

Name

Address

Tel No.

