



# **Curriculum Guide**

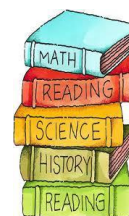
## **Academic Year 2023-24**

*"Windmill Hill is committed to lifelong learning within a caring environment. Together, we make a difference."*

## **Please take some time to read this booklet.**

This booklet is an important guide to our children's learning this academic year. It provides information about Educational Visits, Themed Weeks, Celebration Days and much more.

Also included in this booklet are Curriculum Maps for all year groups.



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September 2023

**Dear Parents and Carers**

Our curriculum guide will help you to see the range of fantastic opportunities given to all year groups throughout the year. As a school that constantly seeks to improve and develop each child, we will no doubt add to this during the year and in future years.

The guide will also help you to see the range of themed weeks, celebration days and typical school visits that happen during the course of the year.

The intention of the Windmill Hill Primary School Guide is to give you a comprehensive overview of the opportunities offered to your children.

Thank you for your continued, valued support, which is always very much appreciated.

Kind Regards



Miss P Newman  
Head teacher

## **Purpose of the Guide**

**The whole school curriculum guide is intended to give you information about:**

Some of the learning that your child will undertake in each half term;

Educational visits;

The Curriculum;

After school clubs;

School meals;

Other relevant information about our School.

**You and your child should find this guide useful as it will:**

Encourage home discussion about learning;

Encourage a growing independence towards learning at home;

Provide you with relevant information about our school.

Many of our educational visits are subsidised through the school budget and every effort is made to keep costs to a minimum, as they form a crucial part of our curriculum enrichment activity.

If you are a parent of a Key Stage 2 child and you wish for them to participate in residential visits, you are made aware of the costs with due time.

Please be aware that there may be additional opportunities for education visits to take place following the publication of this document.

No child will be excluded from any educational visit due to cost.

# Curriculum Statement

## 1. Curriculum Intent

Our curriculum intention is:

- Windmill Hill Primary School endeavours to offer a curriculum that develops a well-rounded, happy pupil. We have rich and varied opportunities that inspire our pupils and make them excited to learn. A broad and balanced curriculum is crucial. Our pupils are exposed to a wide range of life choices and opportunities.
- We want our children to come to school filled with enthusiasm and eager to learn every day. In order to do this, we want to arrange for the children to visit interesting places, experience live performances and offer opportunities that they would never have the chance to be exposed to. We know that this will impact on their learning and improve attainment in all subjects.
- We believe in a school where the origins to our plans for teaching and learning stem from the 'why' rather than the 'what'. We want to enable students to understand the world around them and the skills that they hold within, so that they can become passionate, fulfilled individuals and pro-active, conscientious citizens of Windmill Hill and the wider community. In order to achieve our goal, we will teach engaging, inspiring lessons that cover a rich and varied curriculum. We know that this will result in happy pupils with a thirst for learning that will see them reach their vast potential in whatever field they intend to pursue.
- We strive to ensure that a rich and engaging curriculum is accessible to pupils with special educational needs and/or disability and that they are supported in making effective progress academically and socially.

## 2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

### **3. Roles and Responsibilities**

#### **3.1 The Governing Board**

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

#### **3.2 Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

#### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Staff with responsibility for specific subject(s) will ensure that appropriate schemes of work are in place and relevant resources are provided.

Teachers are appropriately supported and that parents are informed about curriculum provision.

#### **4. Organisation and Planning – Implementation and Impact**

As a school, we place a great deal of importance on academic learning. We take the progress and attainment of each child very seriously. However, we also view each child as a complete person and our curriculum has been tailored to ensure that each child grows as a person and recognises their place in our community and in our ever- changing world.

Our curriculum has been designed to reflect that life at Windmill Hill Primary School inclusive, exciting, and challenging but above all, rewarding. This runs through all subject areas, including our blocked-unit, cross curricular approach to English and our Maths curriculum that builds upon knowledge gained over time and applied into problems and investigations.

Our approach to teaching across the whole curriculum puts children at the heart of their own learning: We ensure that they take an active part in lessons they are rich in language and cultural diversity.

We recognise that children have a thirst for knowledge and we are committed to nurturing young writers, performers, readers, international speakers, mathematicians, scientists, historians, geographers, artists, designers, musicians, sports persons, computer users and so much more!

We will ensure our children discover the connections within and between subject areas to build their learning over time, developing the key skills outlined in our Learner Profile.

We shall ensure, in implementing our curriculum, that we provide the building blocks of knowledge. This will enable the children to progress and follow their dreams through fostering the qualities of resilience and inquiry as well as planning opportunities for the children to know about keeping safe.

We also plan for and promote British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) to ensure the children are aware of their rights and responsibilities as a UK citizen. They are values that give a simple message to our young people: 'In Britain, no matter what your background, you can fit in, you can succeed and you can belong'.

Whilst these values are not unique to Britain or British society, they are integral to our ethos. Our implementation of 'Prevent Duty' within our curriculum focuses on tackling all points of the spectrum: political extremism to religious fundamentalism, recognising how the use of online propaganda can prey on a sense of isolation and alienation.

Our curriculum does not aim to force the children to adhere to British values and to disclaim all others, nor does it try to turn children against their parents or their cultural heritage, but looks to embrace and unite common thoughts and approaches.

Through our RS curriculum, we look to help children to understand where values overlap and where they diverge. The absence of this is often the basis for the tensions that can arise between and sometimes even within faiths.

Our curriculum aims to help children to understand the tensions that can arise between faith and other legally established rights, as well as understanding how their own faith relates to the wider world (both in terms of attitudes and the prevailing law).

In order to allow the children to fully develop these aptitudes, language is a key focus. We prioritise the development of the children's communication skills and also provide them with the rich and specific vocabulary (from across the curriculum) that underpins their knowledge and understanding.

We shall ensure that reading lies at the heart of all that we do to ensure that our pupils read with fluency and comprehension and achieve age-related expectations to be able to fully access a challenging and engaging curriculum

We are a school that proudly embraces change and does not shy away from the increasing use and dependence on ICT in the world. Everything that we do in ICT is geared towards removing the fear of using computers and the internet. Children use the internet and will continue to do so. Therefore, our responsibility is to prepare them for the digital world and motivate them to become responsible digital citizens. Staff members perpetually promote the importance of e-safety.

Learning is also enhanced by a carefully planned range of educational visits to enhance the curriculum. Our curriculum is also structured to use the wealth of local resources (including those further afield) to enhance the children's learning experiences. We ensure that learning is accessible and appropriately sequenced and paced for all levels of ability.

Our approach to assessment is built upon these milestones: we use a range assessment tools to monitor and support the children's learning over a number of years.

## **Impact**

Our impact will be measured by:

*Ensuring a high quality and challenging curriculum is delivered to all our pupils supported by the development of the 'Thinking School' approach to teaching and learning so that the children:*

- Achieve high standards in terms of academic, personal and social progress
- Will be better prepared for future learning in a rapidly changing world
- Will become more confident at using their own critical thinking skills



- Will be resilient, effective problem solvers
- Understand and develop the qualities that make them unique
- Have an awareness of their own and other beliefs and cultures
- Understand the importance of truth and fairness and respect the views of others
- Have respect for themselves and work co-operatively with others
- Will leave as more self-aware and self-regulating learners

At Windmill Hill Primary School, our children develop respect and understanding of people who have different characteristics to themselves: whether that be age, gender, disability or race. A rigorous, well-planned curriculum (delivered by inspiring staff in an ethos of love, care and support) enables our pupils to be well rounded, empathetic young people. We strongly promote self-respect for all in our school irrespective of race, creed or gender. Care will be taken to ensure that resources do not present stereo-typical images, rather role models from diverse backgrounds and cultures.

As the children's first teachers, we provide the very best learning opportunities for all pupils and ensure they continue to grow into happy fulfilled individuals. Parents/carers play a key role in our learning community and share the development of their children as caring, educated young citizens.

Through termly NFER assessments and other assessments, we ensure teaching is matched to learning needs and pupils build learning blocks and competences as they grow. We also mentor their attitudes to self and school and enhance their personal development.

**See our EYFS policy for information on how our early years curriculum is delivered.**

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Head Teacher Reports
- Visits
- Subject lead reports

Subject Leaders monitor the way that their subject is taught throughout the school by:

- Learning walks and book scrutiny
- Subject leaders also have responsibility for monitoring the way in which resources are stored and managed

This policy will be reviewed annually by the Governors' Curriculum Committee. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives
- Relationships Policy

# Learner Profile

## Developing Young Learners

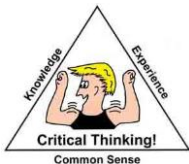
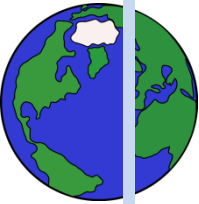


### Inquirers

We shall nurture curiosity, developing skills for inquiry and research. They will know how to learn independently and with others, to learn with enthusiasm and sustain a love of learning throughout life.

### Knowledgeable

They shall develop and use understanding, exploring knowledge across a range of disciplines. They will engage with issues and ideas that have local and global significance.



### Thinkers

They shall use critical and creative thinking skills to analyse and take responsible action on complex problems and exercise initiative in making reasoned, ethical decisions.

### Communicators

They shall express themselves confidently and creatively in more than one language and in many ways. They will collaborate effectively, listening carefully to the perspectives of other individuals and groups.



### Principled

They will act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere, taking responsibility for their actions and their consequences.

### Open-minded

They shall critically appreciate our cultures and personal histories, as well as the values and traditions of others and seek and evaluate a range of points of view, and are willing to grow from the experience.



### Caring

Will show empathy, compassion and respect with a commitment to service, and to act to make a positive difference in the lives of others and in the

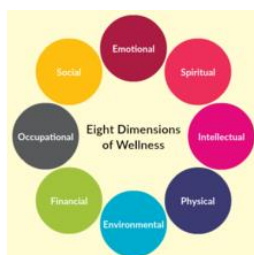
world around us.

### Risk Takers

They will approach uncertainty with forethought and determination; work independently and cooperatively to explore new ideas and innovative strategies, be resourceful and resilient in the face of challenges and change.



### Balanced



They shall understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others and recognize our interdependence with other people and with the world in which we live.

### Reflective

They shall thoughtfully consider the world and our own ideas and experience. They will work to understand strengths and weaknesses in order to support learning and personal development.



**We shall aim to prepare our children to be confident, happy people who can contribute to our local, national and global communities in our increasingly connected world.**

## Reading

### Intent

Reading is an essential skill and allows children “.... *a chance to develop culturally, emotionally, intellectually, socially and spiritually.*” (National Curriculum 2014).

At Windmill Hill, we understand the importance of reading and its benefit on a child’s education, their social and cognitive development, their wellbeing and their mental health and we have assumed the responsibility of championing this across our curriculum.

We are committed to embedding a positive reading culture throughout the school that inspires and promotes a love of reading, both for pleasure and purpose. Through the

provision of a print, rich environment and the modelling of positive reading behaviours, it is our intention to instill a passion and enthusiasm for reading in every child, opening up opportunities to explore the world around them and widen their experiences and imagination.

We intend to ensure that every child leaves Windmill Hill armed with the tools to become independent lifelong learners by being able to read fluently, confidently and with understanding.

## **Implementation**

### **Phonics**

At Windmill Hill Primary School we have developed a bespoke programme to support the systematic teaching of phonics. Children begin their phonics journey at the start of the Reception year and continue with daily phonics throughout Key Stage 1.

Phonics is delivered in whole class groups and pupils participate in speaking, listening, reading and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure pupils are stretched and challenged and to identify children who may need additional support – interventions are then provided accordingly.

Pupils work through the different phases, learning and developing their phonics sounds and knowledge, following a set lesson format of Revise and Rehearse, Learn, Apply, and Challenge.

### **Early Reading**

The reading process in our school begins with sharing stories and modelling good reading behaviours and this is at the heart of our reading pedagogy throughout Windmill Hill.

Children in both reception and across KS1 have regular story time, which is their opportunity to listen to and become lost in a good book. Each half term these classes introduce their 'Super Six', which have been specifically chosen to engage and excite the children. These stories are re-read regularly so children can engage and connect with the stories, allowing them to dive deeper into the book, promoting important reading behaviours and developing a thirst for reading. EYFS and KS1 pupils also engage in 'Steps to Read' sessions that focus on the skills and knowledge needed to be a proficient and confident reader.

## **Early Communication Intervention**

At Windmill Hill, we recognise that children's early language is fundamental to learning (and becoming a skilled, confident reader) so we provide a range of interventions that concentrate on supporting children's communication development – this includes Wellcomm. We also work closely with external agencies, such as Chatterbug, to support our children with the greatest needs. We have also employed a private Speech and Language Therapist to assess and support our children who have speech and language delay.

## **Reading interventions**

At Windmill Hill, we have identified the children reading below age related expectation (lowest 20%) and introduced opportunities throughout the day for additional practice.

## **Engaging Parents**

At Windmill Hill, we encourage parents to engage in children's reading and play an integral part in their reading journey

Parental engagement is given through:

- information relayed during open evenings
- invitations to Reading/ Phonics workshops in school
- clear expectations on listening to their child read at home
- information around reading events and activities within school and how to support children with reading at home on our website/ newsletter / Dojo communication platform

## **Independent Reading**

At Windmill Hill, we believe that the breadth of reading is important. Initially we use the 'Bug Club' reading programme to allow the children to apply their phonetic knowledge when reading.

All books are banded in order to ensure progression and challenge for all children. We also have a vast array of quality non-scheme based books for those children who no longer need the structure that a scheme provides. Children who are "free readers" can utilise both class and school libraries to enhance their love of reading. Children will be encouraged to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.

Pupils will have the opportunity to explore our literacy heritage, modern fiction and books from other cultures and traditions. All children read to an adult on a weekly basis to inform

teacher judgement and ensure an appropriate level of challenge and variety in the books selected.

### **Shared Reading**

Steps to Read is used as planning support for whole class Shared Reading throughout the school. The units of work also help to provide curriculum knowledge for foundation subjects. The units empower teachers to teach *all* aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts.

Steps to Read provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.

The primary aim of Steps to Read is to teach reading comprehensions skills and strategies explicitly.

Steps to Read:

- Is sequenced, coherent and progressive
- Uses language-rich texts for vocabulary teaching
- Includes all elements of comprehension, taught sequentially across an academic year
- Has a clear focus on the skills and strategies needed to be a proficient and confident reader
- Uses engaging texts to promote a life-long love of reading
- Includes poetry, non-fiction and fiction that enhances knowledge learning across the curriculum

### **Reading for pleasure**

Research shows a positive link between reading frequency and enjoyment and educational attainment. Our school fosters a culture of reading for pleasure, ensuring every child finds enjoyment in reading through a range of initiatives:

- Encouraging staff to be teachers who advocate reading and actively promoting this around school
- Encouraging all pupils to be readers through actively promoting it around school and recommending books to peers
- Purchasing current, popular children's literature.
- Ensuring there are a variety of quality texts which allow pupils to build on their knowledge of the wider curriculum
- Staff reading regularly to pupils.
- Through the teaching of 'Read to Write' and 'Steps to Read' units we ensure quality texts are used in English to engage pupils in reading and writing
- Providing opportunities for pupils to be immersed in silent, sustained reading which allows not only for reading pleasure, but also for developing reading stamina.
- The development of a Reading Buddy scheme where pupils from UKS2 pair up with younger pupils and share a book

- Engaging in reading events such as World Book Day, school book fairs, author visits, library access.
- Creating a stimulating and inviting reading area in every classroom which contains texts suitable for their reading age
- Encouraging pupils to use the library
- Actively promoting reading for pleasure in the EYFS outdoor provision areas and during KS1 & KS2 playtime
- Celebrating Reading

## **Environment**

At Windmill Hill, our print rich environment helps to foster the skills needed for reading and enriches the literacy experiences of our children. Our well stocked library is one of the keystones in developing an effective reading environment and is used to raise the profile of reading in school.

## **Supporting Staff**

At windmill Hill, we ensure that the deployment of all staff is effective in supporting children with their reading. We equip staff with the skills and knowledge they need to teach children to be accomplished and keen readers.

## **Developing partnerships**

At Windmill Hill, we work collaboratively with the local library to encourage children to become members. We attend reading events and staff utilise the facility to access reading resources to support curriculum delivery.

## **Impact**

At Windmill Hill, reading forms the core of our curriculum and we are determined that every pupil will learn to read regardless of their background, needs or abilities. By the time children leave our school, they are competent readers who have a love of reading for both purpose and pleasure.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school and expand their knowledge of the wider world they live in.

Attainment in phonics is measured at the end of Year 1 through the Phonics Screening Test and the percentage of our children meeting the expected standard, exceeds the attainment of pupils locally and nationally. Reading attainment is measured using a range of methods including the Salford Reading Sentence Test, Fluency Rubric, NFERs and Standard



Assessment Test (SAT's) and our attainment is improving year on year. A reading profile has been developed for children in KS1 and KS2 to allow teachers to record pupil's voice and reading development. However, our reading curriculum goes beyond the results of the statutory assessments. We know learning to read is the foundation for future educational success and at Windmill Hill, we are committed in our stated intent.

## **Long Term Curriculum Plans**

The yearly plan can be found on our school website.

## **Curriculum Plans**

Each term, a curriculum plan will be available on the school website.

## **Forest School**

At Windmill Hill the outdoor education is an important part of the curriculum. We are fortunate to have our own forest school which contains a tree house, an amphitheatre, musical instruments and wooden sculptures.

### **Impact of Forest School**

- To rebuild children's appreciation of nature and respect for wildlife.
- To encouraging sociable, healthy and active lifestyles.
- To foster independent and creative learners.
- To helping families spend more time playing together outdoors.
- To educating children with the natural environment.
- To provide an enriched education.
- To allow children to play outside with their friends.
- To building self-confidence and emotional intelligence skills.

## **Forest School Timetable**

(Subject to change)

<b>Day</b>	<b>Year Group</b>
Monday	Y5 and Y6
Tuesday	Y4
Wednesday	Y3
Thursday	Y4
Friday	YR and Y1

**Please ensure your child is dressed appropriately. Long trousers, long sleeved top, waterproof coat and old trainers or wellies.**

## **Swimming**

The guidance in the National Curriculum in relation to swimming is clear and can be seen below. Swimming and water safety – all schools must provide swimming instruction in Key Stage 1 or Key Stage 2.

In particular, pupils should be taught to:

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).

Perform safe self-rescue in different water-based situations.

The attainment targets should be measured and recorded by the time pupils leave in year 6.

### **Swimming Timetable**

<b>Date</b>	<b>Year Group</b>
Autumn 1	Y6
Autumn 2	Y5
Spring 1	Y4
Spring 2	Y3
Summer 1	Y2

## **Our Clubs**

At Windmill Hill Primary School we strive to be as inclusive as possible in everything we do. We always bear this in mind when we are organising different clubs and activities for the children to take part in, as such a lot of our clubs are open to all of the pupils.

We try to host as many different types of clubs as we can, most of which are held after school hours. We hold a Breakfast Club every school day from 8:30am on a rota basis. The Breakfast Club not only offers a great way for children to see their friends before the normal school day resumes, but it also comes in handy for parents and carers that start work at 9 o'clock.

It is beneficial for the school too, as it not only gives the children a chance to prepare themselves mentally for the day ahead, but it also helps us to maintain a higher standard of punctuality from the pupils.

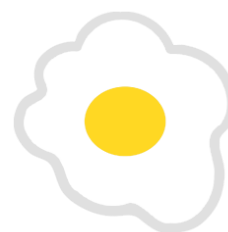
For the children who do not attend breakfast club they can enjoy a bagel from our bagel bar each morning.

After School Clubs are run on Tuesday and Thursday of each week, please see below for more details.

### **Breakfast Club**

Breakfast Club is on every weekday and allows parents the chance to drop their children off at 8:30am. Children can catch up with their friends and socialize before school starts.

- Y4, Y5 and Y6 Monday, Wednesday and Friday
- Y1, Y2 and Y3 Tuesday and Thursday
- Starts at 8:30am.
- Ends at 9:00am.
- Every weekday.
- Toast, cereal and fresh fruit is prepared for the children.
- Children do not need to bring anything with them for Breakfast Club.
- Breakfast Club is completely FREE.
- No need to book.



### **Dance Club**

Dance Club is a selected participation after school club.

- Years 3 through to year 6.
- Starts at 3:00pm.
- Ends at 3:50pm.
- Every Tuesday.
- No food is necessary but water is essential.
- Dance Club is completely FREE.



### **Multi Sports/Gymnastics**

Multi Sports/Gymnastics is an after school club for KS2 on a rota basis

- Starts at 3:00pm.
- Ends at 3:50pm.
- Every Thursday for KS2.
- No food is necessary but water is essential.
- Multi Sports/Gymnastics is completely FREE.

***KS1 pupils have the opportunity to take part in Multi Sports Club after school in the summer term.***

## **Awards and Achievements**

Every Friday, all children take part in 'Celebration Assembly'.

Awards include:

- Attendance. The class with the highest attendance receives the attendance trophy. If the class has 100% attendance, the children receive a 100% attendance sticker. Any pupil who has 100% attendance at the end of term, will take part in the attendance party.
- Star of the Week. This award is presented to a pupil who has displayed exceptional behaviour and all round effort throughout the week.
- Awards from outside school. The children are encouraged to share their achievements from clubs that they attend in their own time. We have some very talented children in our school.
- Class dojo award.
- Fun day at the end of every term.

## **School Meals**

If you have children in Reception, Year 1 or Year 2, they are entitled to free school meals regardless of your household income, under the Universal meals scheme.

From Year 3 onwards your children may be entitled to Free School Meals, if you are receiving one of the benefits below:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get) at the

time of your application. If your income goes above the threshold in the future, but you remain on Universal Credit, your child will still be eligible (see below). If you applied before 1 April 2018 there was no household income threshold for Universal Credit claimants.

Parents can now apply for free school meals online. If you believe that your child may be eligible to receive free school meals, please make an application using the following link –

<https://www3.halton.gov.uk/Pages/EducationandFamilies/Schools/FreeSchoolMeals.aspx>

If you have more than one child in the school, you must make an application for each child.

School will then be notified if your application has been successful.

For each child that is eligible to receive Free School Meals, the school receives money which can be used to purchase resources and equipment for school. Therefore, it is vitally important that you check if you are eligible as this money supports our school budget and enables us to offer a more varied curriculum to our children.

Please find school menus here:

<https://windmillhill.school/school-meals/>

## **Educational Visits**

In order for parents to budget for contributions towards educational visits, we try to plan our trips in advance. Throughout the year, there may be additional visits that take place. You will receive further details closer to the date of each school trip.

- Autumn Term – Y2 Weaver Hall, Northwich.
- Autumn Term – Y4 Tattenhall.
- Autumn Term – Y5/6 Safety Central.
- Spring Term – Y4 Liverpool World Museum.
- Spring Term – Y5 Jodrell Bank.
- Summer Term – EYFS, Y1 and Y2 visit to 'Imagine That!'
- Summer Term – Y3-5 Adventure day at Petty Pool.
- Summer Term - Y6 Residential Trip to Petty Pool.