



WELCOME TO ARMITAGE CHURCH OF ENGLAND PRIMARY SCHOOL

We hope that this booklet will give you a picture of life in our school and will be of some help to you in becoming familiar with the school rules and routines - ensuring that you and your child feel at home here.

You are always welcome in school. We value any help and advice you can give us to help us to do the very best we can for your child.

We aim to provide a happy, safe and secure school environment in which every child is able to achieve their full potential. We encourage each child to work with other people, both adults and children, to be proud of their achievements and to appreciate each other's achievements.

Children are expected to behave in a responsible and co-operative way and our discipline is based on the principle of praise and reward for worthwhile efforts and achievements. We encourage courtesy, good manners and consideration for others.

If there is anything which you feel has been left out or you would like further information please get in touch with the office.

We look forward to a long and happy partnership between home and school.

This information is correct at the time of going to press. However, there may be changes in part or whole and details may be given through amendments notified to parents/carers as they occur.

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Staff List and Responsibilities

Gaynor Stubbs	Headteacher- Collective Worship, Staffing, Budget, Safeguarding Designated Officer, Building, Health and Safety, Teaching and Learning.
Sarah Proffitt	Deputy Headteacher - SLT, Numeracy Team, Mentor, Student Placement Co-ordinator, Professional Development, Extended Schools, Teaching and Learning, Staff Absence, Safeguarding, SEN Team, Computing Team, Community Team.
Matthew Cordwell	Assistant Headteacher - SLT, Gifted & Talented Co-ordinator, Assessment Co-ordinator, Community Co-ordinator, Interventions, Whole School Lunchtimes Safeguarding and EAL.
Ben Scott	Assistant Headteacher - SLT, Teaching and Learning, Literacy Team, Numeracy Team Lead, Professional Development, PSHE and C, NQT Manager and KS2 Co-ordinator.
Andrew Curvis	School Business Manager, SLT, Health and Safety, School Building and Computing Team.
Carolyn Doherty	SMT - Inclusion Manager, Literacy Team, Read Write Inc, SEN Team, Numeracy Team and KS1 Co-ordinator.
Ash Pettigrew-Stoll	SMT - Year Six teacher - Literacy Team Lead and KS2 Writing.
Kate Mockford (Maternity Leave)	Year Six teacher - P.E. Lead.
Al Costain	Year Five teacher - DT Lead and Topic Team.
Danni Barker	Year Five teacher - Dyslexia Lead and Literacy Team.
Sara Dooley	Year Four teacher - Lower KS2 Lead.
Kate Clark (Maternity)	Year Four teacher - SENCO and Performing Arts Lead.

Sally Goulden (Maternity)	Music Subject Leader, EAL Team and Computing Team.
Emma Byers	Year Four teacher and Literacy Team (Homework).
Layla English	SENCO.
Lauren Thomas	Year Three teacher.
Torrin Blazeby	Year Three teacher.
Amy Stewart	Year Two teacher.
Chelsea Klaassen	Year Two teacher.
Holly Robinson	Year One teacher.
Zoe Moore	Year One teacher.
Sophie Wright	Reception teacher - Outdoor Foundation, SEN Team and Art Lead.
Laura Bewley	Reception teacher.
Anna Gillan	SMT - Nursery teacher and Foundation Stage Leader.
Lisa Bardsley	Nursery teacher and Science Subject Lead.
Natalie Brooks	Pre-School Nursery Manager.
Kathy Haslem	Numeracy Support Teacher and Numeracy Team.
Rachel Bennett	KS2 Intervention Teacher.
Gemma Southworth	Higher Level Teaching Assistant Foundation Stage.
Elisha Sykes	Teaching Asistant Foundation Stage.
David Rankin	Art Therapist.

Joann Neilson	Family Worker and Extended Schools, Higher Level Teaching Assistant Key Stage 2 and EAL Team.
Julie Mekloufi	Higher Level Teaching Assistant Key Stage 1 and Lower KS2, TA Manager, ECO Schools Co-ordinator and School Grounds.
Enola White	Teaching Assistant Foundation Stage.
Luke Finn	Teaching Assistant, 1:1, Art/DT Subject Leader, Topic Team, Reading Team and SEN Team.
June Hand	Teaching Assistant Key Stage 1 and Key Stage 1 Lunchtime.
Angela Caton-Greasley	Teaching Assistant and 1:1 Support.
Janice Prunty	Teaching Assistant Reception.
Donna Guy	Higher Level Teaching Assistant Foundation Stage and EAL Team.
Douglas Allan	Learning Mentor. Therapeutic Support Worker, Computing Support, Computing Team and Science Team.
Martin Goulden	Computing Subject Leader, Computing Team, Science Team and Fire Marshall.
Hayley Robinson	Teaching Assistant, 1:1 TA Manager and SEN Team.
Yasmin Khan	Teaching Assistant, 1:1 TA Manager and SEN Team.
Ryan Corless	Higher Level Teaching Assistant Key Stage 2 and P.E. Team.
Haydn Bettles	Higher Level Teaching Assistant Key Stage 2.
Stacy Sykes	Teaching Assistant Key Stage 2.
Sofina Afzal	Family Worker.

Amanda Downing	Part Time Teaching Assistant, 1:1 Support and SEN Team.
Laura Burrows	Higher Level Teaching Assistant Key Stage 2 and French.
Dai Higgins	Higher Level Teaching Assistant Key Stage 1 and 2 and P.E. Team.
Ashlee Goodall	Teaching Assistant, EAL Team and Lunchtime Organiser.
Natasha Ledsom	Teaching assistant Foundation Stage.
Tracy Jackson	Lunchtime Organiser.
Guy Drabble	Teaching Assistant - Key Stage Two.
Cloe Mailaird	Teaching Assistant - Key Stage Two.
Sam Wilberforce	Teaching Assistant - 1:1.
Shaheen Dar	Teaching Assistant - 1:1.
Claudia Adjekum	Teaching Assistant - Reading.
Nicola Tutan	Teaching Assistant - Key Stage Two.
Alice Phillips	Teaching Assistant - 1:1.
Mehwish Zeeshan	Teaching Assistant - Key Stage Two.
Diana Varghese	Teaching Assistant - Key Stage One.
Toni Williams	Higher Level Teaching Assistant - Key Stage One.
Sarah Hubbard	Teaching Assistant - Key Stage One.
Ivana Stajnarova	Teaching Assistant - 1:1.
Soraya Headlam	Teaching Assistant - 1:1.
Aimee Duffy	Higher Level Teaching Assistant - Pre School.
Saima Choudry	Teaching Assistant - Pre School.

Sam Gordon	Higher Level Teaching Assistant - Pre School.
Haleema Khan	Teaching Assistant - Pre School.
Carmel Lewis	Teaching Assistant - Pre School.
Rebecca Day	Higher Level Teaching Assistant - Gardening.
Julie Edwards	School Administrator, Budget.
Sharon Blissett	Admin Assistant (part-time) main office.
Chris Mummery	Admin Assistant, Attendance Lead and Reading Team.
Recardo Nguty	Admin Support Assistant
Mark Jeffreys	Site Manager.
Cath Petrie	Deputy Site Manager.
Richard Knowles	Assistant Site Manager
Philip Geldard	Chair of Governors.

The Governing Body

Philip Geldard	Chair of Governors	Appointed 1/12
Philip Geldard	Foundation Governor	Appointed 9/02
Rev. Craig Smith	Ex-Officio Foundation Vice Chair	Appointed 11/15
Jean Doyle	Community Governor	Appointed 1/12
Sarah Proffitt	Associate Governor	Elected 09/18
Matthew Cordwell	Associate Governor	Elected 09/13
Ben Scott	Associate Governor	Elected 09/13
Andrew Curvis	Associate Governor	Elected 09/14
Zanaba Annan	Parent Governor	Elected 03/17
Doug Allan	Co-opted Governor	Appointed 12/18
Hamza Al-Qasmi	Co-opted Governor	Appointed 03/18
Lydia Norman	LA Governor	Appointed 12/17
Aneesa Rahman	Co-opted Governor	Appointed 12/18
Alexandra Smith	Co-opted Governor	Appointed 12/18
Anna Strachan	Staff Governor	Elected 05/18
Gaynor Stubbs	Ex-Officio Headteacher	Appointed 09/09
Vacancy	Parent Governor	
Mrs Sue Kilroy — Clerk to the Governors		

NB

Some Governors have special responsibility for different areas of school life, such as: -

Literacy, Numeracy, Special Educational Needs, Looked after Children, Healthy Schools, Gifted and Talented and Child Protection

These governors are appointed by the full governing Body at the first meeting of each school year.

The School and its Aims

Armitage is a Church of England primary school for children aged three to eleven. It is financed and controlled by the Manchester City Council Education Department. As a Church of England school we have a Christian ethos, which forms the cornerstone of our religious teaching and way of life within the school. We foster respect and tolerance of other peoples beliefs, cultures and religions.

Our children come from a diverse social, cultural, religious and racial background. The school is strongly committed to Manchester's Equal Opportunities Policy.

There are currently 12 classes plus a 125 place Foudation Stage Unit and a pre-school nursery for 2 - 3 year olds. The planned total number for the school is 515 children (including 30 full time places in the pre-school nursery) and the standard designated number of children for each class is set at 30 children, with the exception of the school nursery which is 65 across the 2 classes.

Mission Statement of Armitage C.E. Primary School

We aim for everyone in our School Community...

- To have a modern outlook to embrace the cultural diversity of our school whilst celebrating British beliefs and values.
- To engage children in their learning, fostering a desire for knowledge and information.
- To inspire children to believe in themselves and the belief that they can stand up and make a difference.
- To promote equality and create opportunities for everyone through fairness and tolerance.
- To be part of the local community in order to develop a dynamic interaction between home, school, residents and parish to ensure children are prepared for life in the wider community.
- To use positive communication to promote friendship, co-operation and trusting relationships.
- To develop an understanding of religious integrity, forgiveness, honesty and respect in order to encourage everyone to 'Aim High'.

Absence

It is your responsibility to inform school if your child is absent. You need to telephone, call in or use Parentmail to notify school. If this procedure is not followed you will receive a phone call from the school asking you to explain your child's absence.

We are required by law to account for all absences and inform parents/carers of the school's record on attendance and the percentage of unauthorised absences. An unauthorised absence is counted when we have no explanation for an absence, therefore the cooperation of all parents/carers is most important. Please see our Attendance Policy for more information.

Accidents

It is vital that we have up to date contact numbers as accidents may happen or children may become ill. Small cuts and bruises we can cope with as we have qualified first-aiders on the staff, but if there were ever a real emergency, a telephone contact number is essential for your child. We can take children to hospital if necessary, but doctors are very reluctant to give treatment unless a parent/carer is present.

If your child is in Foundation stage, KS1 or Lower KS2 we send a note home at the end of the day/send a notification via Medical Tracker if they have bumped their head during play. This is just in case a reaction develops later and causes you concern.

Admissions

The policy for admissions is the responsibility of the Local Authority (LA), implemented by the headteacher. Places in Reception are allocated by the LA. You will receive forms before your child is due to start school, which you must fill in and send to the LA to ensure your child has a place in Reception. If your child is already in the Foundation Stage Unit it is not a guarantee that they will get a place in the Reception group.

Procedures for Admission

The names of all children due to enter Reception are placed on a waiting list

maintained by the Local Authority.

Please note that the date on which a parent/carer enters the names for admission has no bearing on the child's position in the priority order. A child already in the Nursery class CANNOT be GUARANTEED an automatic place in the Reception class.

Parents will be notified of an offer of a place as early as possible in the term before the child is due to start.

Admission of children to other classes in the school will follow the same criteria in the event of the class being already full.

Appeals

If a request for a place at the school is turned down by the headteacher or the LA then as a parent/carer you do have the right to appeal against the decision. Completed appeal forms are forwarded to the Education Offices at Overseas House where an appeal committee considers the appeal. The decision of the panel is final and school and parent/carer must abide by its judgement.

Assemblies and Religious Education

The religious teaching within the school is based on the Manchester Diocesan R.E. Syllabus. All children have a Religious Education lesson each week within their own class.

There are in addition, acts of worship for all children which can take various forms such as class, or whole school assemblies. Parents/Carers are particularly encouraged to join in our Friday morning assembly (9.10 am start) when the whole school, including our Foundation Stage, meets to worship and celebrate children's achievements. During the year each class takes it in turn, each Thursday, to showcase their work.

Should you as a parent/carer wish to withdraw your child from Religious Education or the assemblies, you should contact the headteacher. Alternative arrangements can be made.

Awards and Merits

A merit system operates throughout the school both to reward and motivate the children. Merits can be earned for good work, being helpful, showing kindness and consideration to others, mastering a new skill etc. Your child can receive a bronze, silver, gold and platinum certificate when they earn twenty five, fifty, seventy five and one hundred merits. In some classes, Dojo Points are also given to reward positive behaviour.

In addition every class teacher nominates a "star of the week" each week to receive a certificate at our Friday assembly for a notable act of achievement during that week. Certificates are also awarded for achievements in a wide range of activities such as attendance, helping others, swimming, sports, cycling proficiency, road safety and music.

Behaviour and Discipline

In any school there is a need for rules so that children clearly know what is and what is not acceptable behaviour. The children are expected to be well behaved and considerate towards others, to play together peacefully and to share apparatus and equipment. Politeness and independence are encouraged at all times.

You will be asked to sign a behaviour contract when your child joins the school as part of our admissions process. Please see the Discipline Policy for further details.

Charging Policy

The Governors have agreed the following charging policy.

'Within the provisions of the Education Reform Act 1989 the school will request charges on a voluntary basis where considered appropriate by the headteacher.'

No child will be prevented from taking part in curriculum based visit or activity because of non-payment. However, in practice, unless such activities are supported financially by parents/carers, they may be withdrawn as there are no other funds to cover them.

Children and Organisation

Children are grouped into classes by age, not ability. From time to time we may have mixed aged classes when single age groups are not justified. Each class has its own teacher and its own room. The teaching methods include class, group and individual work and all children take part in all activities and subjects (unless there is a particular medical condition which makes this impossible).

Child Protection/Safeguarding

Parents/Carers need to be aware that the Local Authority requires school staff to report any sign of non-accidental injury or abuse immediately and directly to the Children's Services. This also includes information that a child may disclose to an adult in school. This is not a matter of discretion or choice on the part of school staff. It is likely, in such circumstances, that a social worker will contact the parent/carer to enquire about the circumstances of the alleged injury or suspected abuse.

Coming By Car

Parking is limited so the car park is for staff and visitors only. Private cars are not allowed into the school grounds to deliver or collect children at the beginning and end of the school day. Parents/Carers should take special care not to park on the yellow lines at the school gates, for the safety of all children.

Community Cohesion

Armitage C. of E. Primary School firmly believes in contributing to a society in which there is a common vision and sense of belonging by all communities. A society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Armitage C. of E. Primary School provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with

respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

Complaints Procedure

The latest Education Reform Act requires all Local Authorities to have in place arrangements for receiving, investigating and resolving complaints about any issue concerning the school. The first stage is an informal discussion to try to resolve the issue with the headteacher, who will advise you on the next step if you wish to take the matter further.

Curriculum

Our curriculum is designed to allow every child to achieve a correct balance of knowledge, skills and qualities.

From the age of 5 children are required by law, to follow the National Curriculum - the programmes of study in every subject are laid down by the Department for Education. The National Curriculum must be followed by every primary and secondary school in England and Wales and covers the following areas:

CORE SUBJECTS

English	Mathematics	ICT	Science
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FOUNDATION SUBJECTS

Religious Education

Technology	History	Geography	Art	Music	P. E.
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Modern Foreign Language

In following the National Curriculum we strive to maintain an effective balance between subjects. We plan and teach some of our subjects through a topic based approach. This ensures we offer a more creative curriculum. This helps children to make links between their learning because they learn within a meaningful context.

As well as the statutory requirements we are keen to educate the whole child, including personal, social, health, emotional and citizenship (P.S.H.E and C). We

also encourage children to take part in peer massage and relaxation to help meet their emotional needs.

Curriculum Enrichment

From the earliest years there is a planned programme of educational visits and experiences for each year group designed to enhance and improve the children's learning. These include a series of visits to Museums, Art Galleries, Exhibitions, Theatres, Concerts, Farms, Field Study Centres, Debdale Sailing Centre, Outdoor Pursuits Centres and many more.

We also invite a variety of people into school to give talks, demonstrations and shows. Theatre Companies, Musicians, Road Safety Officers, Police, Firemen, Railwaymen and experts from many fields give the children a taste of the outside world.

Equal Opportunities

It is the school's policy that all children and their parents/carers be treated equally, regardless of their gender (including gender reassignment), age, race, colour, religion or belief, sexual orientation, disability, disadvantage, nationality, ethnic or national origins. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination.

Every child at Armitage is, where practicable, encouraged to take part in all activities which form the school's curriculum. All children at the school have equal right of access to the National Curriculum.

Extended Schools

As well as running a range of afterschool activities in school, from 3.30pm until 4.30pm on Mondays, Tuesdays and Thursdays, and a daily Breakfast Club from 8.00am until 9am, we also provide after school sessions (Kidz Club) everyday from 3.30pm until 6pm (2.30pm until 6pm on Friday). This is based in the Community Room (in the Keystage 1 playground at the front of the school) on certain days and on the first floor of The Link.

If you are interested in using this service, then please speak to a member of the Family Team. Alternatively, please ask at the School Office. Places must be booked in advance.

Fund Raising

We run a school fund at Armitage, the purpose of which is to provide money for the many extras which help add a little sparkle to school life. It buys prizes for sports days, good attendance, achievement awards, Christmas presents for all children and pays for visiting theatre groups and entertainers. Our school fund account is audited annually.

We also raise funds by selling snacks during the mid morning break. Foundation stage children are asked to pay £1 per week for a variety of different snacks.

We also hold a variety of events throughout the year in order to raise funds - book fairs, sales, sponsored runs, raffles - and in addition we normally organise one or two sponsored events each year to support various charities.

Games Kit

To both enjoy and perform safely in games, dance and gymnastics the correct clothing and footwear is most important. Jewellery should not be worn.

Your child will be provided with:

For Gymnastics/Dance:

Boys - shorts (black) and T- shirt (blue).

Girls - shorts (black) and T- shirt (blue).

Most activities in the hall are done in bare feet, but pumps/plimsolls are advisable on occasions. Footware is not provided by school.

For Outdoor Games in the yard or on the field:

Boys - T-shirt or sports shirt, shorts, trainers or pumps.

Girls - T-shirt or sports shirt, shorts, trainers or pumps.

Trainers worn for outdoor games should not be the same ones that have been worn all day in school. Again, footware is not provided by school.

Governors

The school has a governing body whose job is to work closely with the headteacher and the authority in ensuring the smooth running of the school. The Governors help decide school policy, consult and advise on the curriculum, monitor

finances, fix salaries, appoint staff, arbitrate on disciplinary matters and share fully in the joys and sometimes heartbreaks of running a busy primary school.

The governing body has representatives from a local church, the City Council, the teaching staff, parents and the community. The parent governors serve for a four year period and are nominated and elected by the parents/carers of children at the school.

If you would like to know more about the governors and their work or wish to be considered as a parent governor please contact the headteacher or the Chair of the Governors.

Health Education

The health education programme starts in the Foundation Stage where we seek to promote attitudes, practices and understanding conducive to good health. As the children grow and mature through the KS1 and KS2 there is a steady progression towards more detailed knowledge and understanding of the working of their bodies and the ways in which they can take responsibility for their own health and well-being.

Healthy Schools

Armitage has achieved National Healthy School status, Manchester's Gold Award and the Green Flag Award (5 times).

Health Matters

Foundation Stage

The nurse generally visits the school regularly. Your child is regularly checked for general well-being, and for any difficulty. e.g. speech, hearing, sight or mobility. If required, the nurse will arrange for your child to have a medical examination by the school doctor.

Primary

During your child's years at primary school, the school nurse will give your child regular health checks. This will consist of screening for height, weight, vision and hearing and a discussion about health related topics such as hygiene and diet.

Medicals

You will be invited to bring your child for a school medical inspection at least once, or maybe several times during primary school. Medical inspections may also be carried out at your request, or at the request of the school (with parental consent) when there is a shared concern.

Hygiene

Manchester's policy on head lice is that lotions should no longer be used. Regular use of a conditioner together with brushing/combing helps to prevent infestation. If you notice any signs of lice or 'nits' please let us know. We can then notify all parents/carers of children in the class. Regular brushing and combing helps to prevent infestation.

Home Visits

If the nurse is concerned about your child's health, she may visit you at home.

Therapeutic Space

We have a dedicated space in school where children across the school can take part in activities to support their emotional needs. These include massage, play therapy, 1 to 1 and group work. The principles and ethos of this provision are mirrored throughout the work we do across the school.

Helping In School

Any parent/carer who would like to help out in school is more than welcome, subject to Criminal Checks (DBS).

Helping Your Child

Particular attention is paid to reading in school and children work hard to improve reading skills and to make reading a life long pleasure. Your child will regularly bring home a book from the various reading schemes/free readers we use in school and we would ask you to listen to your child read as often as possible and talk to them about what they have read. The Comment Book which each child has is a valuable daily link with home and a great motivator for children.

We feel that it is also very important that you make sure your child goes to bed at a sensible time. Children do need adequate rest if they are to give their best the following day. Too many late nights result in children who are much less able to engage in their learning.

Hours Taught

Actual teaching time in classrooms is as follows:

Foundation Stage:	23 hours and 30 minutes
Key Stage 1:	24 hours
Key Stage 2:	25 hours and 15 minutes

These times do not include registration, whole school assemblies, playtimes and lunchtimes. They do include 1 class assemblies of approximately 20-30 minutes.

Items of Value

Children must not bring items of value into school. We can take no responsibility for these. If, for example, a child travels to school by themselves and the parent/carer allows them to possess a mobile phone for communication, the phone must be handed into the school office. It will be kept in the safe and children can then collect it at the end of the day before going home.

Leaving School During The Day

If your child needs to leave school during lesson time to visit the doctor, dentist or optician a note/appointment card **MUST** be shown to the office staff/teacher. Children are not allowed out of school to visit the clinic etc. on their own. It is advisable for parents/carers to collect a pass from the office for children who are out of school visiting the dentist etc, as the Education Attendance Service conduct absence checks from time to time.

Lunches

We are lucky in that we have our own school kitchen so a cooked meal is one of the choices available each weekday. Children having a school meal must pay for the week in advance on a Monday morning. The money should be sent in a sealed

envelope with your child's name, class and amount enclosed written on it. The cost of meals does change periodically.

Parents/Carers in receipt of certain benefits are entitled to free meals for their children - please speak to a member of the Family Team/Office staff for support with this.

Lunches – Sandwiches

A packed lunch may be brought if preferred, it must be in suitable packaging, with the child's name clearly marked. Children changing to a packed lunch or changing from packed lunch to school dinners must give two weeks notice to the school office. This is because of the cook's need to order food in advance. The packed lunch should include healthy foods rather than unhealthy foods e.g. crisps and chocolate.

Lunchtime Supervision

Over the lunchtime period the children are in the care of the Lunchtime Organisers. The LOs are responsible for the safety and well-being of all the children both in the dining area and outside in the playground. If, during lunchtime, your child is regularly unable to conform to the expected standards of behaviour and is felt by the LOs and the headteacher to be posing a risk to the safety and well-being of the other children, you may be contacted and asked to make alternative arrangements for supervision at lunchtime.

Mid Morning Break

Milk is available in cartons for drinking at mid morning break (payable at the office). Snacks are on sale in Keystage 1 and 2 and all proceeds go to school fund. No drinks may be brought into school and no sweets. Water is always available to the children.

Newsletters

We keep parents/carers up to date with news about events taking place in the school by means of regular newsletters which are sent home via Parentmail or with your child. Copies of these letters are also on view on the school website and on the Parent/Carer notice boards.

No Smoking Policy

In line with the policy decision of the City Council, the school operates its own no smoking policy within the school and its grounds. Parents/Carers and friends, as well as staff, are requested to abide by this policy which is aimed at providing a healthier environment for all staff and especially the children in our care.

Parent -Teacher Partnership

An assessment system is used throughout the school and at various times during the school year you will be invited to come in and see your child's class teacher to discuss progress. In addition to these regular meetings, parents/carers receive a School Report at the end of the Summer term and have the opportunity to discuss this with the classteacher at Parents Evening in July.

However, an appointment can be made to see the headteacher at any time if concern is felt. Should you have any problems concerning the school and your child, do not hesitate to contact the headteacher. Please do not try to discuss these matters with the classteachers during lesson time as they cannot give you their full attention whilst teaching the class. An appointment will be made for you with the teacher so that the matter can be discussed properly.

Medicines and Tablets

When a child needs to take medicine or tablets prescribed by the doctor during the school day, then the headteacher and/First Aid Lead must be informed. The medicine or tablets must be handed over to the school administrator/First Aid Lead, for safe keeping and ideally written instructions for use provided. The parent/carer will be asked for their signature so we have a record of consent in order for a member of staff to administer the medicine. Any medicine will be administered by a first aider.

If a child suffers from asthma and requires the use and availability of an inhaler, parents/carers must make sure that the inhaler is brought to school and that the class teacher is informed. The inhaler should be labelled clearly with the child's name. Again, there is paperwork which needs to be completed by the parent/carer.

Record Keeping And Assessment

Record keeping, assessment and evaluation are important features of the curriculum both for the child and the teacher. They enable the staff to monitor the child's progress and plan ahead to meet individual needs and ensure smooth transition from class to class and school to school.

A variety of record keeping and assessment methods are in operation in the school: -

- Assessing Pupil Progress against key skills
- Teacher Assessment
- Reading Records
- Termly Targets
- Curriculum subject Records
- Annual Written Reports to Parents
- Pupil Progress Tracker

In addition there are standardised National Tests (known now as SATs) for children in Year 2 and Year 6 in Maths and English. These tests are taken by all 7 and 11 year olds in England. The test results of children in the school and of all children nationally are provided with the end of year school report for children in Years 2 and 6 in July. The Phonics Screening Check is also undertaken in Year 1 during a specified week in the Summer Term. Again, this is a National Test.

Other Tests and Teacher Assessment

We also test children in other age groups, using commercial tests at different periods throughout the year. These tests help us to keep track of children's progress and prepare children for the SATs.

All of these Assessments and Records are supported by our system of Target Setting, particularly in Mathematics and English.

Staff are also using Pupil Progress Tracker and the Key Skills materials which help staff to identify specific areas of Reading, Writing and Numeracy that children need to work on. This information is then used to inform planning. In this way, we are able to meet the children's needs.

School Uniform

The school has a school uniform and school colours. The Governors have strongly advised that parents/carers sign and agree to send their children to school in the school colours.

These colours are royal blue tops (sweatshirt/T-shirt or jumper) worn with black or grey trousers or skirt. Sweatshirts and T-shirts with the school badge can be ordered at the school office. In summer, a white or light blue polo shirt may be worn. Footwear that children can run about safely in at playtimes is a must. Fleeces are also available.

It would be a great help if clothes, especially coats, have your child's name clearly marked inside as so many children wear very similar items.

Sex and Relationships Education

Sex education is naturally an integral part of the health education programme and is presented within a moral, family orientated and Christian framework.

Throughout a child's life at school a healthy awareness of biological differences is fostered in many ways, and aspects of sex education are covered according to the age, ability and maturity of the child. In Year 6, more specific teaching is provided about the changes that occur at puberty and about human reproduction.

The school Nurse works with the class teachers from Year 4 to Year 6 to support in some of these lessons. The children are taught as single sex groups for part of the work and then come together for whole class work. Parents/Carers may withdraw their children from all or part of the sex education provided, except that which is required as part of National Curriculum science.

Sickness

Sick children cannot be adequately cared for in school, so if your child is unwell it is best to keep him or her at home. Children who have had diarrhoea and sickness should be kept away for at least 48 hours after the disappearance of the symptoms.

Special Educational Needs

Under the Education Act, responsibility for children with Special Educational Needs remains with the LA. Following the Act, a Code of Practice on the Identification and Assessment of Special Educational Needs has been approved by Parliament. This code came into effect on 1 September 1994 and from that date LAs, School and all who help work with children with special educational needs must have regard to the Code.

In line with the Code, the Governors of the school have drawn up an SEN Policy which lays down the stages of intervention and support available for children identified as having temporary or long term learning difficulties.

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum and reinforces the need for teaching that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all LAC pupils (Looked After Children).

If it is felt necessary, the Educational Psychologist, School Health, LA and other agencies would undertake a thorough assessment of the child and make recommendations as to how their particular problems could be addressed and what resources would be needed.

It is the school's policy to offer children with special needs, a curriculum that meets those identified needs as fully as possible and at the same time gives them access to the National Curriculum.

The early stages of support for children with SEN take place within their own class or in small withdrawn groups. There is a member of staff who oversees and co-ordinates the special educational provision in the school. The SENCO (Special Educational Needs Coordinator) liaises with the headteacher, teachers, parents/carers and outside agencies and ensures that each child's special educational needs are identified at an early stage and met where resources allow.

An overview is kept of identified children and regular monitoring is carried out to decide whether the children no longer require the additional help or if further input or assessment is needed.

Some special needs cannot be fully catered for within the school, and it may be that both school and parents/carers decide it is in a child's best interests to move on to the next stages of the Code of Practice.

Children who are identified as having a particular gift and/or talented have personal targets in order to ensure their gift/talent is suitably catered for.

Sport

Physical activity plays a vital part in ensuring the healthy development of every child. A healthy body promotes an active and receptive mind.

Outdoor play in the Foundation Stage is a daily feature and a challenging programme of activities helps your child to develop increasing confidence and skill in the use of the body through climbing, running, jumping, skipping, catching, throwing, hitting a ball, cycling, etc.

As well as this, all classes have a timetable which ensures lessons in gymnastics, movement (dance) and outdoor games occur during each and every week. Outdoor games continues throughout the year, unless the weather is really bad. It is therefore most important that your child has appropriate clothing and footwear to change into so that they can take a full and active part.

As part of the residential trip, Years 5 & 6 are introduced to the challenges of outdoor activities such as canoeing, wind surfing, abseiling, climbing and caving during the annual activity weeks which form part of the planned physical education programme.

Swimming

Children from Year 3 have a weekly swimming lesson. A bus takes them to the pool each week and skilled professional instructors take the lessons. Swimming is very healthy and enjoyable exercise which children can follow in their own time now and in later life.

As a supportive parent/carers please ensure your child understands the importance of the weekly swimming lesson and remembers their kit. For swimming, children will need a swimming costume/trunks and towel. A swimming cap must be worn if a child's hair covers their eyes or airways. Your child should bring these to school each week ready for their lesson.

All children are expected to take part in Gymnastics, Dance, Games and Swimming. They are part of the National Curriculum. A note is required if your child is unable to take part in any of the above activities. If children are not well enough to take part in PE, they will not be able to go out at playtimes. If no note is sent your child will take part in the activity.

To ensure complete safety, it is an Education Department rule that earrings and jewellery must not be worn when taking part in gymnastics, dance, games and swimming. Please would you make sure that your child is able to remove and replace earrings, rings, chains and watches so that valuable time is not wasted at the start or end of P.E./Games/Swimming lessons. Ideally, your child should not wear jewellery for school.

Times of School Sessions

The bell rings at 9.00 am to start the morning session for all children. Please make sure your child comes to school on time.

We ask that you stress to your child that once in the playground before school starts they must stay there and not wander off, go to the local shop or call for friends who live close to the school.

The School Hall is open from 8:30am everyday, Foundation Stage and KS1 children are required to be accompanied by an adult or elder brother or sister (minimum 16 years of age) until the bell rings at 9am - KS2 may attend by themselves. This is free of charge.

Children in Foundation Stage are collected at 3.20 pm (2.20pm on Friday), KS1 are collected at 3.30 pm (2.30pm on Friday). All children in Foundation Stage and KS1 need to be collected by a known adult or elder brother or sister (minimum 16 years of age). Children in KS1 must wait with their class teacher until collected and not wander off. This enables teachers to ensure the children's safety. Children in Foundation Stage and KS1 are never allowed to be unaccompanied before or after the school day.

From Monday to Thursday the school day ends at 3.30 pm for all children in KS1 and KS2. On Friday the school day ends at 2.30pm for all children in KS1 and KS2.

Lunchtime is from:

FS - 11.40 to 12.40pm KS1 - 12.15 to 1.15 pm

KS2 (Y3 and Y5) - 12.30 to 1.15 pm KS2 (Y4 and Y6) - 12.45 to 1.30 pm

Security

Other than at the beginning and end of the school day, all external classroom entrances will be shut for security reasons. Entrance to the school during the day is then through the main entrance and it will be necessary to call at the school office and speak to office staff. This is to ensure the personal safety of all our children and staff.

Visitors are asked to sign in at the front entrance and wear an identifying badge so that we can be sure that people who are in school are who they say they are.

Walking to School

There is a pedestrian entrance/exit to the school where the safety barrier on Rostron Avenue is situated. Children and parents/carers should not use the vehicle entrance even though the gates are kept open for deliveries and visitors' cars during the day. There is also a pedestrian entrance/exit which goes through the school car park - please take care when crossing the school car park.

There are another two entrance/exit points at the other side of the school - one on Haverford Street (near The Link) and one off Reabrook Avenue (where the Key Stage Two playground is located).

WHAT IF I NEED TO KNOW MORE

If you wish to know more about what and how we teach, please don't hesitate to ask either your child's classteacher or the headteacher. We are only too happy to make arrangements to tell you and show you what it is we are striving to achieve with your child.