



Parents Handbook



2020-2021



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Welcome from our Head Teacher

Dear Parents,

I would like to offer you a very warm welcome you to our school. West Boldon Primary School caters for pupils aged 4-11 and we are a valued and central part of the local community.

West Boldon Primary School offers a vibrant and nurturing environment, where children are enthused and motivated to achieve endless possibilities. We hold a strong ethos on well-being and children are at the heart of every decision we make to ensure they are happy and confident individuals and children are given the support they need to succeed now and achieve future goals.

Our school has a dedicated and dynamic team; we deliver an enriched and engaging curriculum which is well researched and designed to instil a passion for learning. In addition to gaining language, mathematical, scientific and technological skills, your child will build confidence, develop self – reliance whilst feeling happy, secure and valued. Your children will learn to make decisions and develop the ability to articulate feelings and ideas, preparing them for taking a full role in modern, liberal British society.

We attach great importance to the development of the children's social skills and seek to enable them to build relationships with other children and adults and be sensitive to the feelings and needs of others.

Alongside our brilliant staff and governors is a whole community of parents and carers; each contributing to our learning environment and the school's wonderful and creative ethos. We believe that you, as parents and carers, are the most important people in your child's life. We look forward to building long-lasting relationships with you and your child. I look forward to welcoming you to our school and hope that your children will be very happy here.

Linsey Garr

Head Teacher

About our School

Quotes from OFSTED 2009

“West Boldon provides its pupils with an outstanding standard of education.”

“By the end of Year 6 pupils’ standards and achievements are well above average”

“There are two key factors in pupils’ outstanding academic progress. The first is the quality of teaching; the other is the high quality of academic support and guidance the pupils receive.”

“The quality of teaching is outstanding”

“With the school’s warm and caring environment pupils flourish and do extremely well both academically and in their personal development”

tomorrow. We will encourage independent, creative thinkers and learners.

Our Vision

We aim to provide a happy, supportive community school, which promotes excellence, enabling all members to experience achievement and success within a caring environment.

Our Mission

Today and every day we will work together to enable everyone to succeed and become responsible citizens of

Our Values

Children will learn in a mutually respectful, happy learning environment, based on patience, fairness, consistency and understanding.

We hope to engender in our pupils:

- A desire to do their best for others and themselves.
- A respect for others’ values, beliefs, aspirations and property.
- The confidence and self-respect to exhibit positive behaviour both in and out of school.
- We will use our professional expertise to promote and maintain an effective and respectful partnership within the school community.
- This will be based on high expectations, honesty and trust, courtesy, consistency and fairness.

Our School Aims

Successful Learners Through the enjoyment of learning, develop enquiring minds in order to process information, reason, question and evaluate, enabling all children to achieve the best they can now and in the future.

Confident Individuals Become increasingly independent, are able to take the initiative and organise themselves, showing a willingness to try new things and making the most of opportunities.

Responsible Citizens Are enterprising and well prepared for life and able to work co-operatively in a diverse, multi-faith/cultural society.

Take account of and respect the needs of present and future generations in the choices they make and know that they can change things for the better.

Our school provides

- A friendly, happy, secure and stable environment.
- High levels of pupil engagement.
- High standards in academic achievement for all pupils.
- High expectations of behaviour with the emphasis on positive reinforcement of good work, effort and behaviour.
- High degrees of collaborative work amongst the staff to ensure the aims of the school are met.
- Parental involvement in a wide variety of ways both within and outside the classroom.
- A positive interaction between home and school.

To achieve this, the school aims to help pupils

- Attain a high standard of achievement, satisfaction and enjoyment in all areas of the curriculum.
- Grow in self-confidence, have a sense of personal worth and be able to adapt to the changing world in which they live.
- Mix with their peers and adults, to communicate feelings and share experiences, building a better understanding and mutual respect for each other.
- Apply themselves to tasks individually and as contributing members of a team.
- Develop a set of moral values, understand the world in which they live and respect the views of others, tolerating different opinions and beliefs whether racial, religious or political.
- Develop lively, enquiring minds with the ability to communicate their findings.
- Be aware of and take an interest in the beauty and wonder of the world around them and recognise the need for conservation.

School Rules

The School Rules are an integral aspect of all areas of school life. They are used as the basis for teaching values which we think are important in modern day society. Hopefully, they will help our children develop into good global citizens of the future.

- We are respectful and fair to everyone
- We are polite and well mannered
- We help each other
- We come to school, on time, every day
- We do our homework
- We are focused and concentrate
- We try our best and never give up
- We wear our uniform with pride.

We expect children to follow the rules whenever they represent our school.

Positive behaviour

We operate a *house point* system to reward good behaviour, effort, good work and collaboration. Each child is a member of a coloured house which has a House Captain and a Vice Captain. The Captains nominate themselves and are chosen by their peers through a voting system. Each week the Captains collect the house points and the weekly totals are shared in celebration assembly. Every term the winning house chooses a treat as part of their celebration.

Teachers nominate a child from their class each week to be awarded *Star of the Week*. The nominated child will receive a certificate and badge. Star of the week can be awarded for effort, attainment, behaviour as well as being a good member of our school community, ie. being a good friend, caring for others, being well mannered or exemplary behaviour on a school trip for example. Winners of the Star of the Week award are posted on our school Facebook page.

Praise Postcards may be sent home to let parents know of their child's efforts or behaviour.

In school we have high expectations of behaviour. We operate 'It's good to be Green' behaviour management scheme. Please see our Behaviour Management Policy for more information.

School Organisation

Our school is organised into three Key Stages

Stage	Name of Year group	Age of children
Foundation Stage	Reception	Age 4-5
Key Stage One	Year 1	Age 5-6
	Year 2	Age 6-7
Key Stage Two	Year 3	Age 7-8
	Year 4	Age 8-9
	Year 5	Age 9-10
	Year 6	Age 10-11

Meet the staff

Chair of Governors

Councillor Alison Strike

Head Teacher

Mrs L. Garr

Deputy Head Teacher

Mrs S. Greaves

SENDCO

Mr S McCormack

Office Team

Mrs C Bingham

Mrs J Buck

Teaching Staff

Miss R. Smith, Mrs L. Davidson, Mrs A Davidson,
Miss R. Swales, Miss D. Makel, Miss J. Robinson, , Mr
P. Cairns, Mr C. Darby, Mr S McCormack, Mrs J.
Lauderdale, Mrs S. Greaves, Miss E. Fraser, Miss J.
Ingoe, Miss S. Roberts

Teaching Assistants

Miss A. Turnbull, Miss J. Skiggs, Mrs A. Agretti, Mr L.
Underwood, Mrs S. Greenwell, Mrs J. Roach, Mrs H. Burns,
Mrs S. Anderson, Ms N. Lines, Miss R. Harbinson, Miss S.
Davies, Miss R. Simpson

**Higher Level Teaching
assistants**

Mrs C. Clay, Mrs E. Askwith, Mrs L.Sloanes

Pastoral and Wellbeing Mentor

Mrs E. Askwith

**Lunchtime supervisory
assistants**

Mrs C Wake, Mrs S Tully, Miss B Marriott, Miss L
Jarrett, Mrs A. Kelly, Miss D. Nevison, Miss C. Champion,
Miss S.Armstrong

Caretaker

Mr B Sloanes

Dates for the academic year 2020-2021

Term	Open morning of	Close afternoon of
Autumn term	8.9.20	23.10.20
	2.11.20	18.12.20
Spring term	5.1.21	12.2.21
	22.2.21	1.4.21
Summer term	19.4.21	28.5.21
	7.6.21	23.7.21

In-service Dates
(school will be closed to children on these dates)

There may also be other occasions when the school is closed for In-service days or due to unforeseen events, and local/national elections. Parents will be informed of this if/when they occur.

Monday 7th of September

Monday 4th January

Thursday 6th May

Why Choose our School?

We offer a Broad and Balanced Curriculum.

The school provides a broad and balanced curriculum focusing on the development of the whole child and equipping them with the skills needed to succeed in the global community we now live in. The curriculum is planned and delivered through a creative approach, maximising opportunities for independent learning and development of key skills.

The Early Years Foundation Stage Curriculum.

The EYFS (Reception classes) work within 3 Prime Areas and 4 Specific areas of learning.

The three Prime Areas of Learning

- : • Communication and Language (speaking and listening);
- Physical Development (coordination, control and movement);
- Personal, Social and Emotional Development;

The four Specific Areas, through which the Prime Areas are strengthened and applied are

- Literacy (letters, sounds, reading & writing)
- Mathematics (counting, understanding and using numbers, calculating simple addition and subtraction problems, shapes, space and measures)
- Understanding the World (people, places, technology and the environment);
- Expressive Art and Design (art, music, movement, dance, role-play, design & technology)

Key Stage One and Key Stage Two

In Key Stage 1 and in Key Stage 2 the National Curriculum is followed and can be divided into core subjects and foundation subjects.

- The core subjects are ENGLISH, MATHEMATICS, COMPUTING and SCIENCE and more time is devoted to these very important areas of the curriculum.
- The foundation subjects are Design and Technology; History; Geography; Art; Music; Modern Foreign Languages and Physical Education. In addition, our school provides Religious Education and PSHE / Citizenship.

We follow the Learning Challenge Curriculum. The challenges require deep thinking which encourages learners to work using a question as the starting point. The Learning Challenge approach is used as a structure and ethos for curriculum design. Using the National curriculum, the school has created a map so that all areas are covered across the school year groups, and therefore all objectives are taught.

Active and Healthy lifestyle.

In this modern world we recognise the need for children to learn how to take care of their whole self, including their health and well-being.

The children in our school take part in the Daily Mile. This is simply 15 minutes of running or jogging at their own pace, with their classmates. The Daily Mile makes them fitter, healthier and more able to concentrate in the classroom

We also support children with their emotional needs. All children have access to Worry Box, where they can safely share any concerns they may have, in the knowledge that they are safe. We also from September 2019 will have Learning Mentor. The learning Mentor will help to support children who are finding accessing classroom learning challenging.



School Uniform

There is a school uniform that is listed below.

Most items can be bought from major high street shops.

Items with the school logo can be purchased from <http://totstoteams.com/>

We do not carry stock of uniform in school

All clothing should be clearly marked with the child's name. *The school will not take any responsibility for any garment that is not clearly marked.*

Our school uniform	We do NOT permit
Grey skirt, pinafore, trousers Blue sweatshirt or cardigan White blouse or shirt Black school shoes or black trainers	Leggings Coloured trainers Shoes with flashing lights Open toed sandals Shoes with a 'high' heel
Summer uniform	
Blue and white checked dress Grey shorts	



Children should wear the correct school uniform every day, unless requested by the school for a special day or event.

Please note that unsuitable footwear will result in a phone call to parents and children being provided with suitable footwear whilst they are in school

P.E. Kit

PE is an essential part of the curriculum and it is important, for health and safety reasons, that all children have suitable clothing. Our PE kit is

Indoor P.E.	Outdoor P.E.
White T-Shirt	White T-Shirt
Navy Shorts	Navy Shorts
Bare feet	Separate training shoes
	Tracksuit top

Parents must ensure their children have the correct P.E. kit in school. We suggest that children keep their kit in a bag in their peg in the classroom. P.E. bags should be taken home termly for kit to be washed and then returned to school at the beginning of the next term.



Please note: It is statutory that all children take part in P.E. lessons and important that they wear the correct clothing. If your child does not have a P.E. kit in school, they will be provided with an alternative in school. This kit will be alternative colours from our normal kit, this is to ensure the spare kit remains in school.

We also have spare swimming costumes available, on the rare occasion that children forget their kit. Swimming is also part of the National Curriculum and is therefore essential that all Key Stage 2 children take part.

Jewellery

Jewellery may **not** be worn by children in school apart from a simple pair of stud earrings and a watch. This is for their own safety and the safety of others. Children are **not** allowed to wear jewellery for P.E.

Admissions and Transitions

Admissions Arrangements

Children starting school for the first time are admitted during the school year in which their fifth birthday falls. Children must have their fifth birthday between 1st September and 31st August, (inclusive) of the year in which they begin school.

The school has places for 45 per year group, with a total capacity of 320. In the case of over subscription to the school the admissions criteria will be applied. Please see our website for full details of the admission procedure, criteria and appeals process.

Arrangements for Pupils with a Disability

At West Boldon, we welcome applications for school places from any interested party.

No pupil will be refused admission to the school purely on grounds of disability, unless it was thought the school could not provide the best educational environment for the child, following discussions with the South Tyneside Local Authority and all parties concerned.

West Boldon Primary School is a single storey building with small sets of stairs internally. Disabled toilets and showers are available. We have an Equal Opportunities policy, which is in place and reflected throughout the school. The school's accessibility plan details future plans for increasing access to the school by pupils with disabilities.

Children moving through the school

Reception and Year 1 teachers work closely together on a structured induction programme to ensure a smooth transition between Foundation Stage and Key Stage 1. This will involve staff from Reception and Year 1 meeting and working with the children.

Year 2 and Year 3 teachers work closely together on a structured induction programme to ensure a smooth transition between Key Stage 1 and Key Stage 2. This will involve staff from Year 2 and 3 meeting and working with the children.

Towards the end of each year, we hold a transition day within school. This is an opportunity for all children to spend time with their new teacher for the year ahead.

Children transferring to and from other schools

Parents moving into or out of the area should notify the Head Teacher as soon as possible so that arrangements can be made for the children to visit their new school and for transfer of books and records.

Year 6 follow a structured transition programme which includes a visit from the head of Year 7 and a one day visit to their chosen comprehensive school. Each child takes a portfolio of their 'best' Year 6 work with them on their initial visit to their chosen comprehensive school.

Safety in and Around School

Safeguarding (Child Protection) Procedures

Because of day to day contact with children, schools are particularly well placed to observe signs of abuse, changes in behaviour, or failure to develop. Parents should be aware therefore that where it appears to a member of staff that a child may have been abused, the school is required as part of Safeguarding Procedures, to report its concern to the Social Services Department.

All adults and volunteers who work in school have enhanced criminal record disclosures.

The school's has four designated leads for Safeguarding, Mrs Garr, Mrs Greaves, Miss Smith and Miss Makel.

A copy of the school's Safeguarding policy is available from the office and available on the school website if required.

Operation Encompass

Our school is also part of the Operation Encompass project. The project is run in partnership with both South Tyneside Council and Northumbria Police.



The project commenced in January 2016. It aims to support children who are affected by Domestic Abuse. Witnessing domestic abuse is really distressing for a young person, who can often see the abuse, hear it from another room, see a parent's injuries or distress afterwards or be physically hurt trying to stop the abuse.

As a result, following any domestic abuse incident being reported into Northumbria Police, specialist Police Officers will make contact with Children's Social Care who will then communicate relevant and necessary information to nominated school staff. This will ensure that the school is made aware at the earliest possible opportunity and can subsequently provide support to children, in a way that means they feel safe and listened to.

Each school has a member of staff (key adult) who has been fully trained to liaise with the Police and Social Services, when required, and will ensure that necessary support is made available to the child following the disclosure of a domestic abuse incident.

This project demonstrates our school's commitment to working in partnership, to safeguard and protect children, and to providing the best possible care and support for our pupils.

CPOMS

From September 2019, we will begin using a system called CPOM. CPOM is a secure online system to record and monitor child protection, safeguarding and pastoral and welfare issues. This system will allow senior leaders to ensure that students are safe and fully supported.

E-Safety

The e-safety of our children is extremely important. Experience has shown that this affects all of our children regardless of age. Within school there are e-safety rules and acceptable use policies that must be followed by all children and staff. This is regularly promoted in ICT lessons and through whole school assemblies.

The school's network has a very effective firewall in place, which ensures no child can inadvertently access inappropriate material. Any breach of this is immediately reported and dealt with.

There is a wealth of information on our school website that will give you detailed information about how e-safety is addressed in school and also how you can keep your children safe when using technology at home.

The school's designated e-safety officers is the Head Teacher, Mrs Garr.

Car Parking Arrangements

Please keep the area around the school safe!

Our car park is for staff only. We respectfully ask parents not to park in our car park, this is to avoid the risk of children being hurt by moving vehicles. Please be mindful of our neighbours when parking on the surrounding street.

The Police are constantly monitoring traffic congestion and owners of cars parked illegally or cars blocking public footpaths will be fined.

Bikes and scooters

We encourage children to ride their bikes and scooters to school, however, it is essential that parents and children ensure that they are securely locked in the bike shed and not used on the school playground as this area is very busy and there is a risk of accidents.



Lunch Arrangements

All pupils are encouraged to stay for a school lunch. Children who stay for school lunch are supervised by the supervisory assistants during the lunchtime period.

Dinner money envelopes are available from the School office. These envelopes should be used for ordering and paying for school dinners every **MONDAY MORNING**. Please ensure that your child's name is on the envelope. Money will only be accepted later in the week if your child was absent on Monday or if in extreme emergency at home. It is also very important that you indicate on the envelope whether your child is having a school dinner or going home for dinner.

Cheques should be made payable to South Tyneside Council

Menus are provided on a 2 week rota and are changed twice a year. Parents are encouraged to talk to their child about the menu choices to make decisions easier at lunchtime.

EYFS and KS1

All children in Reception, Year 1 and Year 2 are entitled to a free school meal. However, if you receive Income support or income based job seekers allowance it is important that you complete the free school meals form. Your child may be entitled to Pupil Premium money to support their progress in school. If the form is not complete the money will not be in the school budget to further support your child. If you feel you might be eligible please complete the application form and the school office will process the information.



Arrival and Collection

Procedures for dropping off and collecting children

The layout of the school is such that we need to be particularly vigilant about security and the safety of our children and staff. Every adult who enters school needs to be signed in by the school office. This is to check their identification and to ensure we maintain rigorous safeguarding procedures.

Our school day starts 8.55.

Be in the line at 5 to 9!

Foundation Stage

Children in Reception enter the classrooms via the small yard behind the Reception classrooms. Staff will open the doors at 8.55. Parents should say goodbye to the children at the door. The classroom is the children's space and should be respected as such. There will always be staff in the classroom to support children to hang up their coats and bags. Staff will support children who are struggling to settle.

At the end of the day children in Reception are dismissed from their classroom door, which opens in to the Reception garden. We operate a password system in Reception. This password is set by parents. In the event of a different responsible adult* other than yourself or any other regular person collecting your child a password will be needed.

Please ensure that you have given the EYFS lead your password and that the nominated person is aware that they will be asked. In the event the adult does not know the password we will not be able to send your child home with them and we will telephone you to make further arrangements.

Key Stage 1

Children line up in their classes on the lower yard at 8.55. The class teacher will greet the children in the line and walk them to the classroom.

At the end of the day children will be dismissed from their classroom door. Parents should ensure they can be clearly seen by staff and their child but should not block the doorways or other exit points.

All children in Key Stage One must be collected by a responsible adult*.

Parents must complete a form at the start of the year to notify school who is able to collect their child. If another adult, than the parent or carer, is collecting your child please let a member of staff know. We may telephone you to ensure we have permission to release your child.

Key Stage 2

Children must line up in their allotted space on the upper yard at 8.55. Teachers will meet the children on the yard and walk them to their classrooms.

At the end of the day KS2 children will be dismissed from their classrooms. Parents must complete a form to say which responsible adult* is able to collect their child or if children.

Children in Year 5 and Year 6 are allowed to walk home independently. Parents must complete a permission form before children can walk home by themselves.

Children not in year 5 or 6 are NOT permitted to walk home alone.

Older Primary aged children should not be allowed to bring their younger siblings to school or to take them home unaccompanied by a responsible adult*

*Please note '**a responsible adult**' is someone the parent deems able to ensure the safety and well-being of their child or children. This person **MUST** be over the age of 16.

Children leaving the premises during the day

If you need to collect your child at any point during the school day you must report to the main office. Your child will then be signed out when you collect them. It is essential we know where all children are in case of a fire alarm.

At lunchtime, children who are going home for lunch will leave and be returned to the main office.

As we have more and more after school clubs running there is a need to secure the premises as soon as is possible at the end of the school day. Therefore once you have collected your child please leave the school premises promptly. This will enable the caretaker to secure the outdoor areas of the school promptly.



Attendance Information

We endeavour to reach at least National expectations with regards to attendance which is 96%. This is monitored weekly in celebration assembly and displayed in the hall.

We monitor attendance daily and your child will receive a phone call on their first day of absence if you have not contacted the school.

If attendance is regularly unauthorised this may lead to the Local Authority issuing a fine.

We monitor class attendance weekly in celebration assembly. The class with the highest attendance of the week, plays our 'Attendance-opoly' game. The class roll the dice and receive the reward listed during the next week.

Every half term children with 100% attendance receive a certificate to take home to celebrate their achievement.

We also celebrate punctuality and excellent attendance weekly with our initiative 'STRIVE for FIVE'. We hope to foster a culture of all children attending school every day of the week and arriving on time.

Late

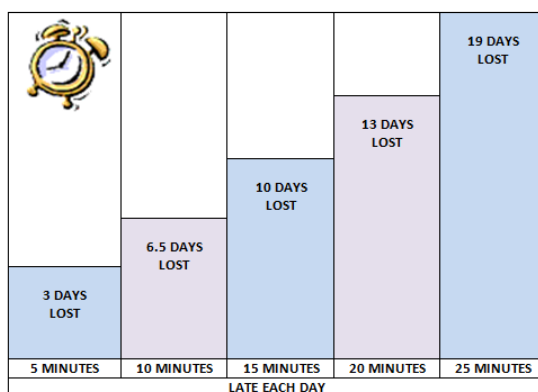
Classroom doors open at 8.55 and close at 9 am. If you arrive to school after 9am, you must bring your child to the main entrance and register them at the office. This is for registration and school meals. Adults bringing children to school late will be asked to record a reason for their child's late arrival. Once registered at the office, children will be taken to their class by a member of the school staff, parents and other adults are not permitted in to the school building during lesson time. If your child is late on a regular basis this could also lead to a fine being imposed by the Local Authority.

Please contact school if you have any issues with getting your child to school on time. We will try to assist in any way we can.

Lateness = Lost Learning

If you are 5 minutes late every day that adds up to over 3 days lost each year.

15 minutes late every day is the same as being absent for 2 weeks in a year.



Be in the line at 5 to 9!

Absence

If your child is ill, please ring the school office before 9 o'clock on the first day of absence, so that we can update the registers as an authorised absence.

The school office may ring if your child is absent and we have not received a call or if your child has been absent for several days to find out how they are.

If we have not received a phone call or have not been able to contact you, your child will be recorded as having an unauthorised absence.

High levels of unauthorised absence can result in a fine being imposed by the Local Authority.

Medical Information

We have several qualified First Aiders on the staff and in the case of your child becoming ill or having an accident we will contact you immediately. We ask all parents to provide us with an emergency contact number so that they can be notified in such circumstances.

If children are ill, please keep them at home until they are well or their doctor says they can return to school. This is particularly important in the case of infectious diseases. Information on the NHS website gives a guide to the exclusion periods for different periods.

<http://www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx>

We ask that you do not send medicines or tablets into school. However, you or a nominated responsible person may come to school to administer these at lunch-times or playtimes if it is necessary to do so.

In the case of a child having a more serious complaint such as epilepsy, diabetes or asthma the appropriate amount of medicine or an inhale **must** be kept in school. It is essential that you speak to the class teacher and or head so that we can put an appropriate care plan in to place.

In the instance of medicines needing to be administered within school time the 'Medicines Form' **MUST** be completed and handed in to the office. Forms are available at the main office. We can only administer medically prescribed medicines.

Money Matters

Charging Policy

There are no compulsory charges for any aspect of the main school curriculum. However, the principle of asking for voluntary contributions will continue. It should be recognised that some activities which enhance the curriculum process cannot continue without these funds.

Visits, which often enhance pupils' school experience, can only be planned on the basis that parents will make necessary contributions.

Parents are entitled to know in advance likely expenses involved during the school year. They should also be reassured that in genuine financial hardship the school will endeavour to see that pupils are able to participate in most activities. Parents are asked to contact the Head Teacher directly where the case will be dealt with in total confidence.

Fund Raising

Please help us with our fundraising efforts. The school fund pays for all those extra things that we would otherwise be unable to afford.

Raising Money for Charities

Each year we usually hold a number of events to raise money for charities for example Red Nose Day and Children in Need.

Curriculum Provision

Agreements for Pupils with Special Educational Needs

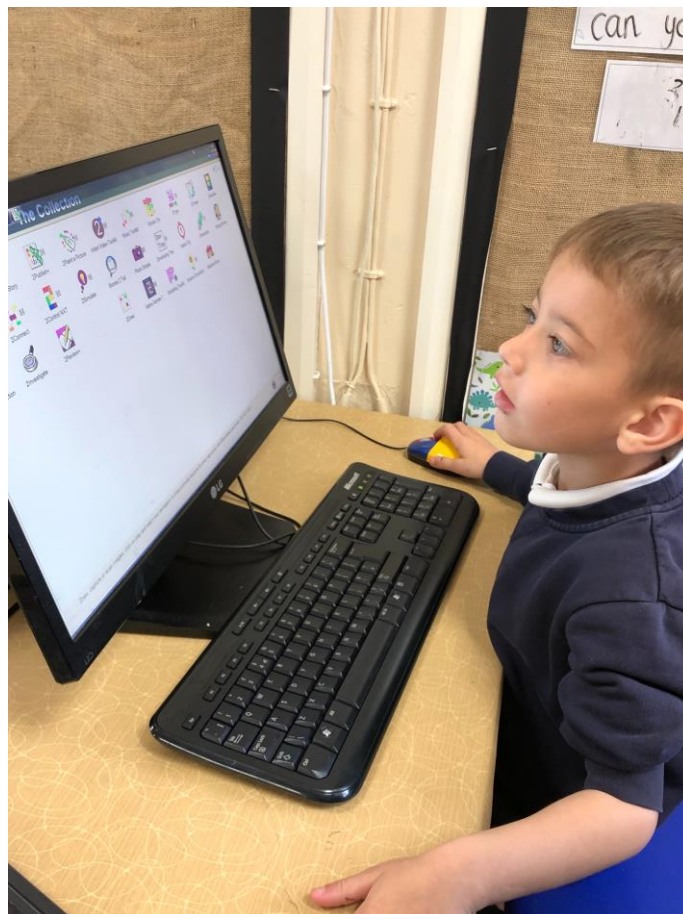
We aim to create a positive environment for learning and we provide individual differences within the classroom, adapting our teaching methods through careful selection of a range of teaching materials.

Where particular learning difficulties are identified, the children are placed on our Special Educational Needs register. Parents are informed and asked to visit the school to discuss their child and the provision which will be made for him/her within the classroom.

Individual Education Plans are drawn up with the co-operation of parents. Specific targets are set and reviewed regularly as laid down by the Code of Practice.

If it is thought necessary, parents' permission will be sought to involve outside agencies such as the Educational Psychologist, Speech Therapist or other medical services. If a formal assessment is required to be made, parental consultation takes place at every stage.

We have a rigorous monitoring system which highlights any children who are underachieving in English or Maths. These children will then form part of an intervention group to support their learning and address any misconceptions they may have.



Religious Education

The school follows the SCRE syllabus which is generally used throughout South Tyneside Local Authority. The School is a community school with no particular religious affiliation. In accordance with Education Act legislation, the School provides for the spiritual, moral, social and emotional development of pupils throughout the curriculum. Whilst much of the work carried out has a Christian emphasis, the School attempts to provide pupils with knowledge of other worldwide religions, and to encourage sensitivity to the religious views of others. During their time in our Primary school children will have the opportunity to learn about Christian, Muslim, Sikh and Jewish faiths.

Collective worship

Collective worship takes place daily. Assemblies take place at several times throughout the week and are broadly Christian, although different religions are recognised at appropriate times. Emphasis is also laid upon mutual care, dependability, understanding and trust. Assemblies take place either as a whole school or within the classroom setting. On occasions, visitors are invited to conduct the Assemblies. Sometimes visitors may represent a variety of faiths found in our community. Parents may withdraw their child from Assemblies and Religious Education lessons under Section 25 of the Education Act 1944. If you wish to withdraw your child please contact the Head Teacher so that alternative arrangements can be made.

Relationship and Sex Education

The policy of the teaching of sex education is in accordance with that adopted by the majority of schools in the Borough of South Tyneside, and approved by the School Governors. Pupils will be provided with opportunities to participate in a structured programme of Sex and Relationships Education. A structured health education programme and Sex and Relationships Education exists in Early Years, Key Stage 1 & 2. The school nurse will support the delivery of these areas. Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any part or the School's entire programme of sex education, other than those elements which are required by the National Curriculum Science Order. This would need to be discussed with the Head teacher.

The extended curriculum and curriculum enhancements

At West Boldon Primary school we are committed to the development of the whole child, academically, socially, emotionally and pastorally. We therefore offer a range of activities including arts, music and sports to pupils both in lessons and outside normal school hours.

The PE curriculum includes opportunities for both individual and team sports. Pupils have the opportunity to participate in dance, gymnastics, athletics, football, netball, rugby, cricket and tennis. PE lessons are taught by class teachers but, in addition, visiting coaches may be involved. Swimming is part of the PE curriculum. All children in Key Stage Two swim once a week at either Boldon Community Association or Boldon School.

There are also opportunities for your child to learn to play a musical instrument, join the choir or drama club. There are several performances throughout the year to allow these children to showcase their talents to their peers and their parents.

Groups of children regularly visit our allotment to develop their scientific knowledge and learn more about sustainability and self-sufficiency. Pupils find the allotment work a very rewarding and enjoyable activity. So much so that we are hoping to develop our own on site allotment to allow more of our children to have this opportunity.

British Values

We have a duty to prepare the children of West Boldon Primary School for life in modern Britain. The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in 2014 by the DfE and form part of the Ofsted inspection process.

At West Boldon Primary School these values are reinforced regularly and in the following ways:

Democracy

Democracy is embedded within our school. Children have many opportunities for their voices to be heard through voting for House Captains and writing a manifesto to become a school councillor.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, visits and visitors and through school assemblies.

Citizenship

Citizenship is encouraged through the house point reward system, and regular citizenship awards presented by the community police.

Individual Liberty

At West Boldon Primary School, pupils are actively encouraged to make choices, knowing that they are in a safe and in a supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education.

Mutual Respect

Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. School assemblies help promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs

West Boldon Primary School is situated in an area which is not greatly culturally diverse; therefore we place a great emphasis on promoting diversity with the children.

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

Assessment and Performance Results in National Tests

Assessment is an integral part of the teaching and learning process and is the tool which aids planning of work for the children. Alongside the continual teacher assessments the children have more formal assessments which occur each year throughout their school life.

Year group	Assessment procedure
Reception	Baseline assessment End of Year assessment and reporting
Year One	Phonics test Regular teacher assessment Regular in school tests
Year 2	National Literacy and Numeracy assessments National Grammar, Spelling and Punctuation test Science teacher assessment reported Regular teacher assessment Regular in school tests
Year 3,4,5	Regular in school tests Regular teacher assessment
Year 6	National Literacy and Numeracy assessments National Grammar, Spelling and Punctuation test Science teacher assessment reported(some sample Science tests) Regular teacher assessment Regular in school tests

The Government no longer report in levels. You will be told if your child is

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth towards the expected standard

If you need any further clarification on this matter please speak to a member of staff.

Information about the School test results is available on the website.

School and Local Community Links

The School Council

School Council is about involving all children in the life and decision making process of their school. There are many benefits of having a school council. These include addressing aspects of teamwork, problem solving, self-esteem and positive peer leadership. Having a school council also links into the PSHE and Citizenship Curriculum and contributes towards the 'Healthy Schools' Standard.'

Two children are elected by each class to become school councillors. The school councillors attend meetings to discuss various matters which are pertinent to the school. After the meetings, the councillors are expected to feedback to their class. All children are involved because they can make suggestions to be put on the meeting agenda. The children are involved in real decision making e.g. routines and procedures within school and purchase of equipment.

Links with the local Methodist Church

The school has close links with the local Methodist Church and other Church schools in the area. Children often visit our local churches to support the teaching of RE. The Methodist church also delivers a weekly assembly in school.

Links with ASDA

Asda tries to support the school with fundraising and events. They are holding a fashion show this year and are helping our school through community fundraising to create our own allotment.

Local Library

Reading is a fundamental part of learning and we are passionate about developing each child as a reader by giving them access to a range of genres of reading books. Children in our school regularly visit the library to enable them to do this.

Feeder Schools

The school has established links with its feeder schools. Staff and pupils work together on a range of projects throughout the year and this helps aid a smooth transition between different phases of children's education.

Community Police

We recognise the role the police play in our society and are committed to developing strong relationships with them within school. They regularly come to assembly to present a Citizenship award, they talk to the children about safety and bullying and every year they take part in a school football match. It is our aim to further develop this role to promote a positive image of policing in our society.

School and Parent Partnership

Education is much more effective when there are close links and co-operation between home and school. We recognise parents as co-educators and believe that by working together we will achieve the best possible education for your child. We have an 'Open Door' policy, seeing our role as a partnership based on mutual trust and respect for your child. Our aim is to involve parents and community in the learning process and life of the school in order for the children to reach their full potential and to have the best possible support during their school career.

Keeping in touch

The Head Teacher and staff are pleased to meet parents to discuss any problems should the need arise.

Class teachers prefer to meet parents after school, usually by arrangement through the school office. Teachers are not usually available after school on a Wednesday as they are involved in staff training.

The Head Teacher is usually available at the commencement of each day when welcoming children/parents into school. Parents who wish to discuss matters of a private nature with the Head Teacher are always encouraged to do so and appointments can be made if the Head Teacher is not readily available.

As a school we feel that it is vitally important to develop parental links and create as many opportunities as possible to involve parents in the life of the school.

We hold regular events in school to celebrate special events and learning.

We hold parents nights bi-annually.

Our website and Facebook page are regularly updated with events and activities in school.

From September our School Council will produce a termly newsletter to celebrate our achievements and successes, this will be published on our school App.

We also regularly send information messages and notices to all parents via our school mobile app.



General School Information

Sources of General School Information

- Our school website www.west-boldon.co.uk contains a wealth of information about school life, including important information for parents and fun educational activities for pupils.
- Our Facebook page – West Boldon Primary – is regularly updated with news and events.
- Our mobile app is available from your app store. It is regularly updated with events, news and messages. Search for School Jotter and then our school once the app is downloaded
- Letters are sent home
- To discuss a specific issue, about your child, with their teacher, please contact the school office to make an appointment. (0191 5362846)

Information on Your Child's Progress

- Children with special educational needs have an individual education plan that is reviewed on a regular basis. Parents are invited in to school for each review.
- Parent Consultation events are held three times a year. Information is given about children's progress and achievement in core subjects and how they are coping more generally.
- Every child receives an annual written report at the end of the Summer Term. Parents are given the opportunity to discuss the report with the class teacher, before the end of the school year.
- Parents of children in Years 2 and 6 will also receive school and national test results.

Homework

- At West Boldon Primary School we see homework as a further opportunity for parents to share and support their children's learning. The homework is age appropriate.
- All children are encouraged to read regularly and benefit greatly from practising their reading at home. They each have a Reading Record booklet and parents are encouraged to comment on their child's reading progress.

	Homework
Reception	Reading, Phonics, Maths
Key Stage 1	Reading, Phonics, Maths
Key Stage 2	Reading, Spelling, Maths

We ask that you support your children to read at home with adults at least 3 times per week. We understand that time with your children at home is precious, however in order that children make good progress in their reading and spelling it is essential that they practise these skills regularly and often at home.

Reading scheme books are changed weekly. However, it is essential that reading diaries are signed the minimum of three times for books to be changed.

School Policies and Documentation

A range of policies and information are available for parents to read and can be accessed via the school website www.west-boldon.co.uk These include:

- E-safety Policy
- Equality and Diversity policy
- Complaints policy
- Admissions Policy
- Behaviour Policy

We do encourage you to read the following:

- This School Prospectus
- The latest OFSTED Report

Freedom of Information Act 2000

The Governors of the school have published a Scheme under the above Act laying out what information is published by the school and how it may be obtained. A copy of this Scheme is available from the school.

West Boldon Primary School is committed to ensuring the security and protection of the personal information that we process, and to provide a compliant and consistent approach to data protection

We have created a GDPR Compliance Statement to explain our approach to implementing our GDPR compliance program. It describes the implementation of our data protection roles, policies, procedures, controls and measures to ensure ongoing compliance with GDPR

Our GDPR Principles

We take the privacy and security of individuals and their personal information very seriously. Our principles for processing personal information are:

- We will process all personal information fairly and lawfully
- We will only process personal information for specified and lawful purposes
- Where practical, we will keep personal information up to date
- We will not keep personal information for longer than necessary

A Legal Statement about this Handbook

The information supplied in this document is in accordance with information at present available to the Governors and is believed to be correct as at the date of printing. In particular, nothing herein prejudices the right of the Education Committee or any of its Sub-Committees, or the Governors, or the Head of the School to make any decision relating to the school as it sees fit, without regard to whether this will affect the accuracy of any matters contained in this publication. Further, neither the Governors, nor the school, nor the Education Authority, nor any members of the Authority or the school is legally responsible for any erroneous information contained in this document.

