

2019 - 2020

Whitburn Village Primary School
Cleadon Lane
Whitburn
Nr. Sunderland
SR6 7NS

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Chair of Governors: Rev. Ian Davies

Welcome to Whitburn Village Primary School. Our school sits in the heart of Whitburn Village. We are delighted to welcome you and your child into our school community.

This brochure was prepared to help answer any questions you may have about the School, but if you have any additional queries at any time please do not hesitate to contact us by phone, e-mail or in person. Visits are always welcome by appointment.

Nursery:

Mornings -

Afternoons -

Full Day -

Hours of school day:

8.30am- 11.30am

12.30pm -3.30pm

8.30am- 3.30pm

Key Stage 1: 8.55am - 3.15pm

Key Stage 2: 8.55am - 3.30pm

AM Break: 10.30am - 10.45am

Lunchtime: 12.00pm - 1.00pm

PM Break: 2.20pm - 2.30pm

Breakfast club is held every day from 7.45 - 8.55 am in the School Hall. A daily charge of £3 per child helps cover the costs of food and supervision. If a child stays for the full week the cost is reduced to £12.50.

We also have a range of after school activities for children to attend. Letters go out every half term with the list of clubs we provide. Payments can be made on ParentPay.

STAFF

Teaching staff

Mrs. A. Burden	Executive Head Teacher
Mrs. G. Maddock	Head of School
Mrs. L. Benson	EYFS & KS1 Manager
Mrs. H. Marshall	KS2 Manager
Mrs. J. Grieveson	SENCo
Miss. S. Beetlestone	
Miss. Z. Peart	
Miss. L. Pack	
Mrs. K. Littlewood	
Mrs. L. Thoburn	
Mrs. M. Jago	

Support staff

Mrs. D. Wilde
Ms. J. Snowdon
Mrs. M. Brooks
Mrs. K. McGuire
Mrs. S. Smith
Mrs. S. Brooks
Mrs. S. Meikle
Mrs. K. Metcalfe

Administrative Apprentice

Miss. Jordanna Dejonge

Caretaker

Mr. Brian Clark-Barkess

Non-teaching staff

Mrs. L. Kidd
Mrs. M. Ludlow
Mrs. J. Seward
Mr. S. Conway

Supervisory Assistant
Supervisory Assistant
Supervisory Assistant
Supervisory Assistant

The Building



The school is set in a beautiful location, on the outskirts of Whitburn Village, verging on green fields and open countryside. We are close to local facilities, parks and of course, the North East coast. Whitburn has a rich cultural heritage.

Within the school building there are 8 classrooms, a shared Foundation and Key Stage 1 area, an ICT suite, a study room, a library, a small dining hall and an Assembly hall. To the exterior of the building there are separate KS1 and KS2 yards and a large field. There is also an integral, purpose built Nursery department. Many children joining the main school have already experienced the facilities on offer there and have enjoyed a positive, stimulating learning experience. We are also fortunate to have a lovely enclosed garden.

It is our aim that we use these fabulous facilities to extend and enhance the curriculum to ensure that, not only is learning purposeful and fun, but that children are knowledgeable about where they live and how they fit into the wider World.

Our Admissions Policy

The school's admission policy is that adopted by South Tyneside LEA. The information is set out in the booklet "Education in South Tyneside- A guide for parents".

The main criteria for admission in order of priority are;

- A statement of Special Educational Needs/Education Health Care Plan
- Looked after children
- Shortest distance from home to the school building
- Concurrent sibling links (i.e. Brother or sister)
- Parental choice of School

Details about entry to our Nursery are set out in the Foundation Stage section.

A series of visits are arranged for Reception pupils and their parents to discuss transition arrangements from Nursery to School.

The Foundation Stage



Bubble Fun!

In the Term before their child starts Nursery, parents are invited in to see how Nursery provision in our school supports children in these areas of learning and development. We also organise a Pre-nursery visit, where the child can come along with their parents for a play session with other children, in order to familiarise them with the Nursery environment.

We believe that strong partnerships with parents and carers are vital. A home visit is arranged at an agreed time. This is during the last 2/3 weeks of the summer term so that the children can begin as early as possible in September.

During the home visit staff would ask parents to complete a short questionnaire about the child's skills, development and interests. This is also an opportunity for the practitioners to see the child in their own environment and establish a secure and familiar relationship with the child.

The Foundation Stage curriculum is taught in Nursery and Reception class. The children have a balance of outdoor and indoor learning to enable them to develop high levels of independence through child-initiated activity. This really means that the physical learning environment is very important and you will notice that teachers set up learning "areas" to support pupils in extending their learning. Writing, reading and maths opportunities are available in both indoor and outdoor areas.'



Science experiments in our garden area.

The Foundation Stage Curriculum covers seven broad areas of learning:

- 1 Personal, Social, Emotional Development
- 2 Communication and Language
- 3 Physical Development
- 4 Literacy
- 5 Maths
- 6 Understanding the World
- 7 Expressive Arts and Design

Nursery and Reception staff and pupils work together in a number of ways, including 'Free Flow' sessions where Nursery children can access learning in the Rainbow Room and Reception children can access the Nursery area. These sessions are well supported by all Foundation Stage staff. The Reception class teacher and main school support staff spend some time working in the Nursery so they get to know pupils before they transfer into the Reception class.



Role Play in Nursery.

Starting School

Pupils are prepared for school during a carefully planned transition phase in the second half of the summer term prior to the children starting Reception.

In the term before they start school Nursery children will "visit" their new class and meet the staff and other children.



Construction in the Rainbow Room.

The Curriculum

The curriculum in Whitburn Village Primary is based on National Curriculum expectations. Key skills will be taught through opportunities to enrich and enhance children's learning making connections across the curriculum.

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been taught and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum Subjects are:

- English
- Mathematics
- Science
- Art & design
- Computing
- Design & Technology
- History
- Languages
- Music
- Physical Education
- Modern Foreign Language
- RE

We have achieved the North and South Tyneside Primary Languages Gold Quality Mark (French). At present this is taught as a separate subject in classes in Key Stage 2, with some learning through songs and games at KS1. It is now also taught as part of our cross curricular approach in other subjects/topics.



KS2 children enjoying Le Bistro a French performance

At Whitburn Village Primary we place high priority on working as part of a team. The School promotes materials from the SEAL (Social and Emotional Aspects of Learning) as part of class learning and in our approach to behaviour management and discipline.

Language and Literacy

The English Curriculum is based on the National Curriculum programmes of study. This includes developing the spoken language, reading and writing and vocabulary as integral aspects of the teaching of every subject. Writing is important in every curriculum area and much of the foundation subjects are covered by a cross curricular approach.

In Whitburn Village Primary we try to make learning relevant and fun, so we regularly include things like theatre visits and specially organised events. We also like to put on our own performances.

Speaking & Listening

We believe it is really important for children to be able to speak confidently in a range of situations. Opportunities to develop speaking and listening skills are embedded in all areas of the curriculum and classrooms (particularly early years and KS1) are set up so that children can "experiment" with language and extend their knowledge and understanding of vocabulary.

Reading



Using the Library

Each child is given a reading "Record" book to use for recording books they have read. When the teacher or other adult listens to the child read they will write a comment in the book. Depending on the child's competence in reading, this comment could be about their phonic/ word or sentence level skills or about their reading attitude / behaviour and enjoyment. We hope that you will help by listening to your child read each evening and recording this in their reading record. It is important that children get into the habit of bringing their books to school every day. Though the teacher will not listen to them read their own book every day there may be opportunities to read to / with other children (buddy reading) and adults and to exchange their books for new materials. This practice of regularly bringing books to school should continue right up to the end of KS2.

It is important that children read or hear read a range of fiction and non-fiction. While they may have a specific reading book, it is also acceptable to record other books read in the reading record book. We aim to teach reading as an enjoyable experience, not a race to reach the highest number book in the scheme.

Children in Year 1 will be assessed on their phonic knowledge in June and this will be reported to parents at the end of term.

The children have access to the very pleasant library room and are able to borrow books each week; we appreciate parent support to ensure books are returned to be exchanged the following week. Older children take responsibility for the general care of the resources.



Enjoying a book during quiet reading time.

Writing

Children will explore a range of genres and will develop an understanding of their features through reading and writing activities. The curriculum focuses closely on the skills required to competently engage with Spelling, Punctuation and Grammar in order to create effective and meaningful writing. In order to meet the relevant National Standards children should know and use the spellings from their year group. We ask parents to support their children in the learning of these key words, which will be given to parents at Transition Meetings.



Example of some year one writing: ingredients for a magic spell.

An emphasis on letter formation, handwriting and spelling in the Reception class will give your child a good start in learning basic skills.

Regular focused handwriting sessions have been introduced in KS1 to ensure correct letter formation and pencil grip.

English across the Curriculum

English is also taught through other subject areas. Speaking & listening is an essential component of any subject, but the teaching of reading and writing in other subjects will also be evident (e.g. Report writing in Science, reading & spelling Maths vocabulary)



Pupils researching on the internet for a history topic.

Mathematics

There is a daily Maths lesson in all classes. Teachers use every relevant subject to develop pupils' mathematical fluency. Pupils are taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. They should be able to reason mathematically by following a line of enquiry, considering relationships and developing an argument/explanation using mathematical vocabulary. Children will be taught to solve problems by applying their mathematics to a variety of routine and non-routine problems and will be encouraged to persevere in seeking solutions. Children learn best through practical experience.



Pupils investigating the 5x table

Science

Each class uses a topic based approach to Science to ensure that all pupils develop their scientific knowledge and understanding through biology, chemistry and physics. Children will develop an understanding of the nature, processes and methods of science enabling them to answer specific scientific questions about the world around them. They will be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

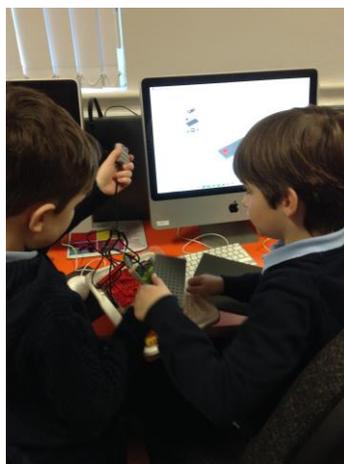
Classes are encouraged to use a question based approach to Science and it is expected that they learn to understand and spell important Science vocabulary for each topic they study.



Investigating microorganisms.

Computing

There are two elements to ICT teaching and learning in School. Firstly, there is the teaching of specific ICT skills, and secondly there is the effective use of ICT across the curriculum.



Computer programming.

At Whitburn Village Primary there is a whiteboard in every class and all classes have access to the Internet, though this is monitored at all times. Any e-safety concerns are sent to the Head teacher via a forensic report and these are dealt with immediately.

ICT skills are taught to the whole class with every child having their own computer when using the ICT suite. The suite is timetabled to ensure that all classes have access. KS2 children will also use the suite to enhance their research skills for other subjects.

The school makes very good use of the Local Authority City Learning centre (The Open Zone).

Pupils of all abilities are highly motivated by ICT and we expect that in Whitburn Village Primary School we take every opportunity to ensure our children develop confidence and competence in the subject.

Foundation Subjects

Religious Education

Whitburn Village Primary School is a non-denominational School. This means that we are required to teach Religious Education within the framework of the Local Authority Agreed Syllabus. The syllabus covers aspects of Christianity and other World Religions.

Whatever beliefs a family may have this subject helps to promote the cultural, social and moral development of children. Some aspects are taught in class, though there are often very clear links with School Assemblies.



Pupils lead the procession as part of an R.E lesson on the Chinese New Year.

Collective Worship

Though we are non-denominational, we do enjoy good links with Whitburn Parish and Methodist Churches, both as a place to visit for R.E and History, also a venue for celebrations.



Reverend Davies shares his Church.

We welcome links from any other faith groups. Ours is a culturally diverse society and we believe that this should be reflected in the experiences children have within the school setting.

By law, parents have the right to withdraw children from Religious Education and Collective Worship. If you have specific reasons for doing this please tell us and if possible provide some support with an alternative activity for your child.

We adopt the Local Authority policy for Collective Worship. This is based on a series of themes and events. The content is broadly Christian, but other major Faith festivals are included.

Geography

In Key Stage 1 Geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there, the United Kingdom and the world. They will be taught Locational knowledge, Place knowledge and Human and Physical geography and will also develop their geographical skills and fieldwork.

At Key Stage 2 this is extended to include people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to one another.

We try to develop our children's understanding of the wider world through projects involving local business people and businesses. We have engaged in various fundraising activities to support children in other countries.

History

In History we develop children's sense of identity through learning about the development of Britain, Europe and the World from the earliest times to the present day. We also introduce children to what is involved in understanding and interpreting the past.

In Key Stage 1&2 children learn about changes within living memory, events beyond living memory, about the lives of significant individuals from the past and significant historical events, people and places in their own locality. They will consolidate this knowledge through the use of appropriate historical terms and a range of primary and secondary sources.

Children have the opportunity to develop their language skills through talking about their work and presenting their own ideas using sustained and systematic writing. They are encouraged to use historical language and draw maps and diagrams to communicate historical information.



Children experiencing life as a Roman Soldier.

Art and Design

In Art and design we aim to encourage children to develop their individual creative ability by

- using a range of materials creatively to design and make products,
- using drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- learning about the work of a range of artists, craft makers and designers.



Artwork based around their Literacy topic

Design and Technology

In Design and Technology, children will learn about how things are made, how to tackle problems, make improvements and how things work. They will also be taught to understand the principals of nutrition and learn how to cook.

They will be taught skills and techniques through the use of a variety of materials and will be encouraged to become competent learners in a technological society.



Pupils designing and making elf traps

Music

Each child is encouraged to develop their own musical ability as we offer a wide range of musical experiences through singing, listening and creative music making.



Experimenting with musical instruments.

The choir performs regularly throughout the school year.

Children are given the opportunity to learn a musical instrument through our strong links with South Tyneside Local Authority.

We aim to promote and encourage confidence and self-esteem in all of the children through all areas of the performing arts. To add to this range of activities, music, dance and theatre groups are invited into School to work with the children throughout the Key Stages at various times during the school year.

Physical Education (P.E)

At Whitburn Village Primary School we believe that physical activity and academic prowess go hand in hand and we encourage pupils to lead healthy lifestyles. Teachers will ensure that children are

- physically active for sustained periods of time,
- are given opportunities to engage in competitive sports and activities

In each class lessons are differentiated to match children's abilities, so that the children have fun in a safe, but challenging environment.

Year 3&4 partake in swimming lessons throughout the school year. They will need to have a swimming hat, a costume and a towel (hats are available from the school office, priced £1.50). This lesson is compulsory. If a child has a foot infection they can still participate, but will need to wear a sock.

General aches, pains and colds are not really sufficient reason to miss the lesson. Pupils should bring a note if there are unable to attend for other valid reasons.



Sharing PE at the local Academy.

Health Education / Caring for the environment

The school has achieved the Healthy School Standard and Star award. This is a holistic process, involving all staff, pupils and the community working together to create a shared understanding of what it takes to run a school in a way that respects and enhances the environment.

Throughout the Primary years children are taught various aspects of health education suited to their particular age range. Often this is through different curriculum areas. For example, Y4 children learn in Science about the importance of looking after their teeth. The school nurse and other visitors contribute to this teaching and learning process. Year 5 and Year 6 pupils have a "Growing up" talk and Year 6 have a Health Road show where activities and discussion centres on issues of drugs awareness.

There is a wonderful enclosed nature garden in the school. Children are actively involved in maintaining and developing this area and often enjoy a range of focused activities there during the spring/ summer months.



Growing vegetables in Gardening Club.

The Children are encouraged to drink water in school. Cool, filtered water is available to all pupils. The 'Fruit for schools' Government initiative ensures that all Key Stage 1 pupils are given a piece of fruit every day. This varies and can include apples, bananas, strawberries and carrots.

Special Educational Needs /Disabilities

We have already stated that children do not all progress at the same rate. Some may exceed age-appropriate expectations while others struggle and have difficulties in academic or emotional learning.

We believe in early identification so that the right kind of support and resources can be targeted. Occasionally this may mean extra support from a teaching assistant or joining a small group to access a particular intervention programme (e.g. Springboard maths, early literacy support). On some occasions further assessment may be needed from an outside professional (e.g. Speech & language, Educational Psychologist)

The school's local offer for SEND can be found on the school website.

The first stage in the code is initial concerns - where either the parent or teacher identifies there may be some difficulty or gap in understanding. There is closer monitoring of the child's progress. If the child continues to cause concern needs will be met by appropriate differentiated intervention, with specific targets advised by appropriate professionals. We would want to work closely alongside parents to do the best for the children in our care.

School Support indicates further professional involvement and on very rare occasions the school would seek an assessment of a child's needs by more specialist Professionals and a child may be given a Single Education Health and Care Plan (EHCP). There is a Local Authority timetable for transferring statements to Single Education Health and Care Plans.

Equal opportunities

We believe that all children have a basic entitlement to a broad and balanced curriculum, regardless of gender, race, physical ability or background. In all lessons we attempt to avoid discrimination. We try really hard to ensure that activities and materials used reflect this.

Racial equality

There are clear procedures for dealing with any racially motivated incident. New legislation requires any incident to be documented and reported to the appropriate authority. The School follows the guidance in the Race relations (amendment) Act 2000. An Equality & Diversity policy is available on the school website.

Pastoral Care

In our School, the Head Teacher deals with most of the arrangements for pastoral care in liaison with the Children & young Person's Lead, Health visitors and the police, school doctor and nurse.

The Head Teacher is the designated "Child protection" contact person for queries about children at risk of physical, emotional or sexual abuse. The school has a policy for Safeguarding & Child Protection (available on the school website); we take safeguarding very seriously and will inform Children's Services of any concerns.

This is an Operation Encompass school, children who are affected by domestic abuse don't have to suffer in silence. Operation Encompass enables Key Adults in schools (Currently the Executive Head Teacher, Head of School, and KS1 & KS2 Manager), police and teams within South Tyneside Council to train and work together to help children feel safe, secure and receive the appropriate support.

For further information visit: www.southtyneside.gov.uk/operationencompass

School Complaints Procedure

It is normally appropriate to communicate directly with the member of staff concerned. This may be by letter, by telephone or in person by appointment, requested via the school office. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most complaints will be resolved by this informal stage.

In the case of serious concerns Whitburn Village Primary School has a formal complaints procedure, a copy of the policy can be found on the website. Any complaints should be made in writing and a response will be given, following investigations, within ten school working days.

Assessing how well children learn

The school tracking system is updated each Term to include details of all children's progress against Foundation Stage or National Curriculum standards. This gives us a clear view of how much progress each child has made and enables us to "intervene" where a pupil's progress is slower than would be expected.

Each Summer Term we report pupil's end of Key stage progress to the Local Authority. This includes the attainment of pupils at the end of Reception, end of Year 2 and end of Year 6. Some assessments are based on formal standardised tests, while others are based on evidence in pupil books and teacher observations of how pupils manage particular learning situations.

The Year 1 Phonic screening assessments help us to ensure that what we plan and teach is appropriate for the child's age and abilities. They also help us to identify any child who may be struggling, as well as those who are exceeding age expectations.

It is vitally important for parents to remember that, while there are age-appropriate expectations for children's academic learning, all children progress at different rates.

Key Stage 1 testing supports teacher assessment. Teachers do still use formal KS1 SAT papers to inform their judgements, but the levels reported to the Local Authority (and to parents) are based on the Teacher's professional judgements.

Evidence from pupil tracking (including Test / task results) is passed on to the next teacher before the beginning of the new academic year, so that every member of staff has access to as much information as possible about the children they will be teaching. Samples of work are included in this exchange of information and we try to ensure that each teacher is also made aware of children's curriculum strengths and interests or hobbies inside and outside of school. Year 6 children build up to end of Key Stage tests, through a series of practice tests and a structured revision programme.

For pupils at both Key Stages, you should receive some information on the curriculum targets that pupils are working towards, often accompanied by guidance on how parents / carers can support at home.

Our School Vision:

At Whitburn Village Primary School we believe that learning is a personal journey for each teacher and child, building on knowledge and deepening understanding.

We endeavor to encourage independent learning through a varied and vast creative curriculum, valuing the child, their interests and achievements, which we believe in turn, produces a confident, well rounded individual.

We believe ours is a school where success, values and positive behaviour are celebrated to create a respectful and inspiring environment, where individuality is encouraged within happy, secure surroundings.

At Whitburn Village Primary School learning will be stimulating and challenging through creative, enjoyable activities where children are encouraged in a friendly environment to reach their personal goals tailored to meet their individual needs.

By the time children leave our school we want them to be proud of their achievements, to be happy at their own independent success, to be respectful, responsible citizens who are confident to progress through their learning journey.



Pupils learn about fire safety from the fire service as part of their Science and PSHE work.

Keeping Parents Informed.

There are two open evenings during the course of the year, in Autumn and Spring Term. At the end of the Summer term each child will bring home a written report.

Informal visits to discuss pupil progress or any other school matters are welcomed. If you would like to make a meeting, please inform the school office and the relevant person will contact you to arrange a meeting.

We would appreciate that you keep us informed of any circumstances which might affect your child in any way.

If you do have a concern or are at all worried about anything connected to your child's learning or emotional well-being, it is always best to arrange to come in to school and discuss it with us. We will work with you to make things right. Every child does matter. This is a relatively small school and we operate very much as an extended family.

Throughout their time with us we will encourage your child to develop independence. On a simple level this would mean taking some responsibility for their possessions and understanding the consequences of their actions.

Uniform

The wearing of School uniform is compulsory in this school. Wearing uniform not only looks smart, but it shows a commitment to the aims and values of the School.

The uniform comprises of:

- White / light blue shirt, blouse or polo shirt
- Grey/Navy/Black trousers, shorts or skirt
- Navy cardigan or sweatshirt
- Black shoes
- No jewellery except a watch - which should not be an Apple watch or similar

All of our uniform can be ordered from www.totstoteams.co.uk or bought without the logo from local shops e.g. ASDA etc. The P.E kit includes a light blue top and dark blue shorts. **Football strips are not allowed for PE.**

Discipline and behaviour

Our approach to discipline is based on positive affirmation of good behaviour. Discipline is friendly, but firm. A verbal reprimand is often enough to deal with minor acts of misbehaviour, though pupils are made aware of school rules, rewards and consequences for different kinds of behaviour.

Lots of stickers and certificates are given out to encourage good behaviour and a good learning attitude.

School rules, rewards and consequences

Our rules

We will try

1. To follow instructions straight away
2. To be polite and well-mannered to all adults and children in and around school.
3. To be ready for lessons as soon as we enter the classroom or learning area.
4. To try our best in all our lessons
5. To listen carefully to what other children and adults have to say

6. To allow other children the right to enjoy their lessons and the right to work without being interrupted or disturbed.
7. To take care of the equipment in our school
8. To look after our own things and show respect for other people's property

Our rewards

If we choose to follow school rules our rewards are;

1. Verbal praise - We are told we've done well
2. Stickers, smiley faces (to put in our books or on our jumpers), merits.
3. Certificates or written comments on our work.
4. Our merit system is rewarded by bronze, silver and gold medals with a Whitburn Award for full merit cards.
5. Our parents may be given a written note or a phone call to say why the teacher is pleased with us
6. We might be chosen to represent the school on a special occasion
7. Our classmates might choose us to represent them on the School Council or in a quiz or team event.
8. We might be given a small treat (e.g. extra play, special class activity)

Our consequences

If we choose not to follow the school rules the consequences are as follows:

1. Verbal warning
2. "Time out" in class
3. "Time out" in another classroom
4. Loss of part playtime
5. Loss of full playtime

If we chose to continue not to follow the rules, the following consequences would occur;

(After 3 similar incidents)

6. Parents informed
7. Discussion with Head Teacher or Deputy Head Teacher on how to ensure we choose the right things to do

If the incidents occurred mainly at lunchtimes the consequences could be;

8. Missing lunchtime playtimes
9. Eating our lunch at a different time than our friends or on our own

As a very last resort (when we continue to choose not to follow School rules and our actions continue to hurt other children and adults or disrupt learning), the Head Teacher is informed and Exclusion from School - For a period of between 1 and 5 days may be necessary.

Please note that after 15 days temporary exclusion in any one term any further poor choices would result in permanent exclusion.

The school rules are revised at the beginning of each academic year, in consultation with pupils and staff. We also try to ensure a consistency in approach by all staff. Any change in procedures or crucial training is disseminated amongst all teaching and non-teaching staff.

The School Council

The School council are a small group of Key Stage 1 and 2 pupils elected by their peers to represent their views on all sorts of important issues around the school. The group meet regularly to discuss matters.

Transition

We have reviewed our Induction arrangements for children transferring into Reception class, to include a wider variety of experiences over a longer period of time. We feel it is very important that we are able to learn from parents and carers as well as staff in other settings, about the needs and likes of your child. It is also vital that the children feel confident about coming in to their new "settings".

Pupil attendance

Parents are asked to give details about where they or someone else can be contacted during the school day. This is in case of illness or some other emergency. When a child is absent parents are asked to notify the school on the first day of absence, either by telephone or a note by 9.30am. This is required to comply with statutory registration regulations, for further information please consult the attendance policy on the school website.

We do ask that parents ensure that their children are in the yard by 8.50am ready for the bell at 8.55am. Vital teaching time can be lost if children are not on time and it can be embarrassing for the children arriving late. We are also required to follow Local Authority guidelines and mark late or absent any child who arrives at school after the register has closed.

If your child arrives late, but before 9.00am, please take them to their usual pupil entrance door. If your child arrives after 9.00am and the pupil door is closed, please take them to the main office and provide a reason for their late arrival. This will be recorded in the late register, so we know they are on site in case of emergency.

Holidays in Term time

Guidance from the Government does not allow parents to take their children out of school during term time unless in exceptional circumstances. Education is important. The Head Teacher is not allowed to authorise absences unless supported by acceptable evidence. Please see attendance policy on the school website.

School Meals

Reception children are always served first and then older children, using a rota system to ensure all children have opportunities for first sittings. All pupils in Reception and KS1 will receive Free School Meals. **It is important that parents in receipt of benefits claim for Free School Meals so that the children can also receive free milk.** Forms to apply for Free School meals are available from the School Office. Dinner money is to be paid via ParentPay.

The school promotes healthy eating and would ask parents not to include fizzy drinks, sweets or chocolate in children's packed lunches. Research shows that additives from these foods can seriously affect children's learning and behaviour.

For health and safety reasons no cans or glass bottles are allowed.



Reception choosing their healthy lunch.

Milk

School milk is free to any child on the Free School meals register or Nursery children, otherwise a charge is payable at the beginning of each year.

Educational visits

Educational visits are an essential part of the enriched curriculum here at Whitburn Village Primary School. Some visits may be a short distance from the school and invoke no financial outlay (e.g. R.E visit to local Church), while others require payment of transport and / or admission charges (e.g. Farm visit).



Visit the Roman fort at Arbeia.

We do ask for voluntary contributions from parents / carers in order to provide a wide range of learning opportunities. No child will be excluded from a visit because of lack of payment, but if insufficient contributions are not made overall, a trip may have to be cancelled.

You will be asked to sign a general consent form for local visits at the beginning of each year. More specific consent forms will be sent to you prior to other visits taking place.

PLEASE NOTE: - If consent forms are not signed then the child will not be allowed to go on the visit. New legislation is very tight on health and safety procedures.

Health and Safety

Jewellery

Apart from watches, no jewellery should be worn for school. The P.E advisor and the school nurse support this rule. There are obvious dangers in P.E and swimming as well as during playtimes.

Medicines

Inhalers are to be kept within the child's own classroom, usually in the teacher's cupboard or drawer. We would urge parents to remind children to take inhalers with them on visits out of school. The school has a policy for the administration of medicine. Please check with the office for details.

Management of asthma

- Make sure the child is responsible for the inhaler as soon as possible
- Make sure the inhaler is always accessible
- Keep a record of each child's asthma medication with the class teacher
- Ensure there is always an inhaler in school for anyone who needs one
- Mark inhalers with the child's name
- If a child needs a nebuliser, liaise with a health professional about its management
- Make any teacher taking the child for P.E / Outdoor education, aware of the needs of the asthmatic child, including the need to have the inhaler in the swimming baths, on the field or in the sports hall
- Allow the child to judge when they need to rest.

Health Care plans

Should your child have a specific medical condition (e.g. Epilepsy), then the school will work with you and the relevant professionals to produce a health care plan.

Home / School Agreement

Once your child has been admitted into school you will be asked to sign the Home/ School Agreement. This is an important document that sets out a contract between home and school and allows us to work together to do the best we can to support your child during their time here. The agreement is reviewed periodically in consultation with children and parents. All schools are required by law to have a Home / School agreement.

Please note: Loss or damage to personal property on school premises:

The school does not accept legal responsibility for loss or damage to personal property which is brought onto the premises. We suggest that you ensure that such losses are covered by your household Insurance. This does not affect your statutory rights.

Finally, we welcome you to Whitburn Village Primary School family and look forward to working with you over the coming years.

A Burden