



Marsden Primary School

Mill Lane, Whitburn SR6 7HJ

Tel No: 0191 5292040

Fax No: 0191 5295368

Website: www.marsdenprimary.org.uk

A very warm welcome to Marsden Primary School. We look forward to a happy and successful partnership over the coming years. If you already have a child here we are pleased to continue the partnership.

This prospectus provides information about the school, its aims, curriculum and activities, which should be of help to those choosing a school and to parents whose children already attend the school. The information is also designed to inform the wider local community about the school.

Mrs C Marshall
Head Teacher

Mrs T Lawton
Chair of Governors

OUR SCHOOL

Marsden Primary School is a primary school for boys and girls of all abilities from 4 to 11 years of age. We also have a nursery provision what provides education for children from the term after their third birthday until they move into Reception.

OFSTED

Our school has received some wonderful reports from OFSTED since 2000, inspection reports are available online.

In April 2018 the school received a short Ofsted inspection and was graded as 'Good'.

The recent OFSTED report is available from our website at

www.marsdenprimary.org.uk

VISITS TO OUR SCHOOL

We encourage prospective parents to visit our school. If you would like to come and look around and gain a sense of our unique, calm and welcoming atmosphere, please phone the school office to make an appointment.

TIMES, TERMS, HOLIDAYS AND INSET

The school day is as follows:

Nursery Stage

15 Hour Allocation - 8.30am or 9.00am-11.30am/12.15pm to 3.15pm

30 Hour Allocation – 8.30am -3.15pm (Please ask staff for details)

Lower Primary 8:55 am – 11:55 am Teaching hours per day:
(Rec, Years 1 & 2) 1.00 pm – 3.15 pm 4 hours 45 minutes.

Upper Primary 8:55 am – 12:10pm Teaching hours per day:
(Years 3, 4, 5 & 6) 1.00 pm – 3.15 pm 5 hours

(excluding registration, breaks and assembly)

The school year is 193 days for pupils and 198 for staff. Parents receive advance notification of in-service training days and unforeseen changes caused by emergencies. The dates of the 2020-2021 school year are as follows:

| | | |
|----------------------------------|---|---------------------------------------|
| INSET DAY | Monday 7th September 2020 | School closed to children |
| Autumn 1 st Half Term | Tuesday 8 th September 2020 | Friday 23 rd October 2020 |
| Autumn 2 nd Half term | Monday 2 nd November 2020 | Friday 18 th December 2020 |
| Christmas Holidays | Monday 21 st December 2020 | Friday 1 st January 2021 |
| INSET DAY | Monday 4th January 2021 | School closed to children |
| Spring 1 st Half Term | Tuesday 5 th January 2021 | Friday 12 th February 2021 |
| Spring 2 nd Half term | Monday 22 nd February 2021 | Thursday 1 st April 2021 |
| Summer 1 st Half Term | Monday 19 th April 2021 | Friday 28 th May 2021 |
| Summer 2 nd Half Term | Tuesday 7 th June 2021 | Thursday 22 nd July 2021 |
| INSET DAY | Friday 23rd July 2021 | School closed to children |

Please note that INSET dates may be subject to change.

AIMS OF THE SCHOOL

Everyone Cares Everyone Matters

....because we promote:

- Positive attitude to staff, learning and each other
- Aim high and achieve our dreams
- Go above and beyond
- Healthy, confident, lifelong learners

....in a safe, challenging, close community



“the school motto of ‘Everyone Cares, Everyone Matters’ is lived and breathed by leaders, staff, parents and carers, and pupils at Marsden Primary School”

OFSTED 2018

“The atmosphere of the school is calm, orderly and respectful. Pupils’ sense of belonging and pride to be part of the school community are infectious and tangible”

OFSTED 2018

SCHOOL UNIFORM AND APPEARANCE

We require all children to wear the school uniform and adhere to school rules regarding appearance when attending school, or when participating in events organised by school outside normal school hours. Children take pride in wearing the uniform, and it has the advantage of invariably costing less than other garments. The wearing of the school uniform is supported by parents of children in the school and the governing body. Jeans and tracksuit bottoms are not an acceptable form of everyday school dress.

Our policy is based on the notion that a school uniform can:

- instil pride;
- support positive behaviour and discipline;
- encourage identity with, and support for, school ethos;

- ensure pupils of all races and backgrounds feel welcome;
- protect children from social pressure to dress in a particular way;
- nurture cohesion and promote good relations between different groups of pupils;
- support effective teaching and learning.



Our uniform comprises:

Girls - grey skirt or pinafore dress, grey trousers, red sweatshirt or cardigan, white blouse or polo shirt, grey, white or black ankle or knee socks or tights, black footwear, red and white check summer dress. White or black sandals may be worn in the summer term.

Boys - grey trousers, white shirt or polo shirt, grey, white or black socks, black footwear.

Footwear – the school wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes with platform soles or high heels in school, so we do not allow this. We require all children to wear black footwear, as described in the school's uniform list.

Our PE uniform comprises:

Indoor – White T-shirt, black shorts, well fitting black gym shoes

Outdoor – White T-shirt, black shorts/jogging bottoms, trainers

School sweatshirts, cardigans, waterproof jackets, book bags, T-shirts, shorts, gym shoes and PE bags may be purchased from our uniform supplier 'Total Sports North East Limited' via the school office.

Gymnastics will be undertaken in bare feet as recommended by the LA.

Jewellery – we do not allow children to wear jewellery, including earrings, in our school as it may cause injury and may place a pupil at increased risk of bullying and harassment. The exception to this is a wrist watch which we ask the children to remove during PE and games.

Make-up – the school does not permit children to wear make-up or nail varnish or false nails.

We ask parents to ensure that items of value are not brought to school. These include expensive watches, I-Pods, Nintendos, mobile phones etc. It is your responsibility as a parent/carer to ensure that all items brought to or worn to school by your son/daughter, including shoes and watches (if they have to be worn) are clearly marked with your child's name. This means that if items are misplaced and then found they can be quickly returned to their owner. The school accepts no responsibility for the loss of/damage to such items.

THE CURRICULUM- 2020/21

At Marsden Primary School we believe that the principles that underpin the curriculum are:-

- All children must be valued equally whatever their stage of development and are entitled to experience the maximum sense of success and the minimum sense of failure;



- All children must be afforded equality of opportunity and not be discriminated against on the grounds of class, race, colour, gender, religion or disability;

- Personal development is a life-long learning process;

- The provision of education is a partnership between schools and colleges, parents and the wider community, each having contributions to make to the development of the other.

In the primary years, the school's curriculum is planned with a specific and practical base, which reflects the fact that children learn best when all of their senses are used and tasks are seen to be relevant to their present and future lives.

The New National Curriculum 2014 includes specific key areas of knowledge, as well as skills, concepts and attitudes, which children will experience in relation to subjects, areas of experience, different styles of learning, and the values which underpin the curriculum. These values are apparent through the emphasis and priorities in the curriculum.

The curriculum also has characteristics of breadth, balance, relevance, differentiation and progression. Different teaching approaches are employed, for example adult and child initiated activities, practical and reflective activities, individual, group, full class, and school-based learning.

When children join us in Nursery they follow the Early Years Foundation Stage Curriculum and this continues into Reception. The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based upon ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

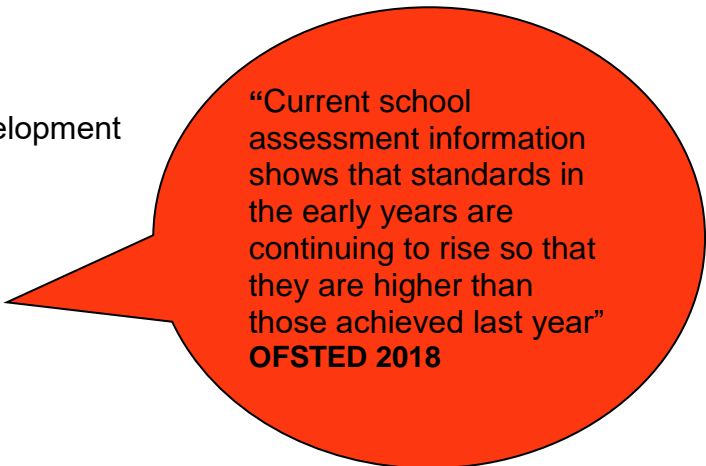
The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The learning characteristics:

- playing and exploring
- active learning
- creating and thinking critically

This provides the foundation upon which all other learning is based. As children move from Reception into Year 1 and until they leave us at the end of Year 6 we follow the National Curriculum. Further information about the detailed content of the curriculum can be obtained from the Government web-site.



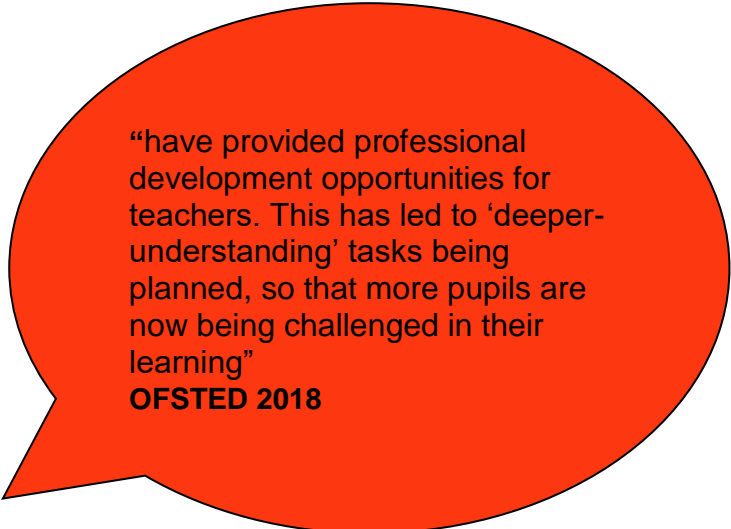
“Current school assessment information shows that standards in the early years are continuing to rise so that they are higher than those achieved last year”
OFSTED 2018

The core subjects taught are:

- English (Literacy)
- Maths (Numeracy)
- Science

The foundation subjects taught are:

- Religious Education
- Computing
- Art
- History
- Geography
- Design Technology
- Physical Education
- Music
- Personal, Social and Health Education
- Modern Foreign Language



“have provided professional development opportunities for teachers. This has led to ‘deeper-understanding’ tasks being planned, so that more pupils are now being challenged in their learning”
OFSTED 2018

English

If children are to realise their full potential, the basic skills of listening, speaking, reading and writing must be developed, together with an appreciation and enjoyment of all forms of language. We have a reading and language scheme which ensures continuity throughout the primary school. Great emphasis is placed upon reading. We have a home reading scheme and parents are encouraged to share in the development of their child's reading skills. We firmly believe that the education process is a shared responsibility.

Mathematics

The Mathematics syllabus is planned to help children learn through their own experiences and, wherever possible, use these experiences to lead to a basic understanding of numbers, measurements, data handling and shapes. We aim to provide an understanding of mathematical ideas, as well as mastery of calculation appropriate to each child's ability.

"pupils make strong and sustained progress in their English work because planning is well thought-out and sequenced so that pupils can achieve well"

Ofsted 2018

Science

Through our Science curriculum we aim to give children the experience of a wide range of practical work, as well as developing scientific skills and attitudes. Science helps children to understand more about the world around them and encourages them to question aspects that they don't understand. Children are given an awareness of the role and importance of science in everyday life, together with a consideration of the part that science has played in the development of everyday items. Our children are also given the opportunity to consider ways in which living things and the environment need protection.

Religious Education and Collective Worship

Religious Education must be provided in the school. Our school follows the South Tyneside L.A. recommended syllabus for RE. Although Christian based, it also ensures that our pupils gain respect, awareness and understanding of other world religions.

Each school day features a period of collective worship, within broadly based Christian practice. Within Religious Education lessons teaching takes account of the church calendar, well known stories from the Bible and the study of a variety of different faiths and cultures including Judaism and Islam.



Parents may ask that their children are withdrawn from religious assemblies and religious education lessons and such requests should be made in writing to the Head Teacher.

Music

All children participate in a range of musical activities, which include singing, composing and performing using tuned and percussion instruments. They listen to and discuss a variety of styles of music. From Year 3, the children access specialist music tuition and finally in Year 6 the children are trained in percussion instruments, specifically the drums. Those children who wish to do so have an opportunity to learn to play instruments such as the violin, piano or guitar with tuition provided by Whitburn Academy.



Physical Education

Children are expected to participate in all PE activities. Throughout their time at Marsden Primary School children will have experience of dance, gymnastics, athletics, swimming and outdoor games. Together, these promote the children's physical development, an awareness and understanding of the body, the development of skills and imagination and an appreciation of creative performances. Most importantly, it is hoped that the children will gain enjoyment from physical education and pursue sporting activities in their private lives, thus promoting a healthy lifestyle.

"Pupils' attitudes to learning are exceptionally strong. Pupils are consistently well behaved, polite and show an eagerness to learn and participate in their learning"

OFSTED 2018

History

Through History our pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world.

They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious, and cultural perspectives. They use different sources of information to help them investigate the past, both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. Good use is made of the local environment, specifically focusing on the 'village of Marsden,' which is rich in resources and children are encouraged to use first hand documentary evidence.

Geography

Pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, including the local area, then find out about different environments and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. Children are encouraged to ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Design Technology

The children are introduced to technological principles from their earliest time in school. Their preliminary work is practical which is then extended to encompass an understanding of the principles that underpin those practical activities.

Computing

We are proud of the ICT facilities we have at Marsden Primary School. All classes have access to computers and interactive whiteboards within their classrooms. We have wireless internet facilities and 32 ipads which classes use regularly for a variety of purposes e.g. research, independent learning, topic work.

We also have 15 Nintendo Ds consoles which are used within curriculum time and during extra-curriculum activities to support learning. We have a purpose built ICT suite and employ a highly experienced ICT Technician service. We have access to the internet which is carefully monitored to ensure that children are protected from inappropriate material and are taught how to keep themselves safe



when using the internet. We have a school web-site which is updated regularly (www.marsdenprimary.org.uk)

We teach computing as a discrete subject as well as encouraging our children to use and develop their ICT skills across all other subjects. Our aim is to provide children with the skills to live and work in the 21st Century and we are constantly accessing the equipment available from South Tyneside's The Word to extend the resources we have available within our school.



Art and Design

Children enjoy and gain satisfaction from experiences which give them the opportunity to be creative. At Marsden School we try to gratify this creative desire through every possible means and a wide variety of media. We provide opportunities for pupils to handle and use the materials and resources of their environment and the results of this work are displayed around the school.

Personal, Social and Health Education


We endeavour to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and the community.

Modern Foreign Languages

In line with Government policy, French is taught in Key Stage 2 from year 3. . The school believes that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening, and extends their knowledge. We follow the North & South Tyneside scheme of work and have recently made links with a French Primary School in North Dordogne.

STATUTORY ASSESSMENT TASKS AND TESTS

Statutory Assessment is undertaken by children at the end of the Reception year, in Year 1 with Phonics Testing, at the end of Key Stage One (Year 2) and the end of Key Stage Two (Year 6). The achievement is based on the testing/assessment of specific aspects of the programmes of study. Teacher Assessment is a comprehensive view built up over a period of time covering the whole of the programmes of study. Written and verbal reports are given to each parent/carer regarding their child's attainment. Information about the school's achievements in national tests can be found on our website www.marsdenprimary.org.uk



“Staff are committed and ambitious for pupils to achieve their very best”

OFSTED 2018

HOMEWORK

Homework is set across the school on a regular basis. In setting homework we aim to:-

- Promote positive attitudes to work and school
- Raise achievement of all pupils
- Consolidate and reinforce skills and understanding in English and Mathematics and across the curriculum
- Encourage and develop independent learning
- Increase self discipline
- Develop the home/school partnership
- Prepare children for secondary transfer in Year 6

A variety of types of homework are used depending on the age and ability of the children. These include:-

- Reading
- Learning spellings, multiplication tables, and mental arithmetic tasks
- A piece of research on a familiar or a new topic
- Revision for a test
- A piece of Mathematics, Science or English work
- Computer-based homework to reinforce learning.
- Other work agreed with parents
-

EXTRA CURRICULAR ACTIVITIES

Clubs and activities take place at lunch times and after school. A range of activities are offered, such as: gymnastics, drama, dance, sign language, yoga, Chinese language, netball and blogging.

Breakfast Club takes place from 8 o'clock each morning and includes a healthy breakfast and games.



BEHAVIOUR, DISCIPLINE, PASTORAL CARE

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.

We are a caring community, whose values are built on mutual trust and respect for all. All members of the school community live and work together in a supportive way in an environment where everyone feels happy, safe and secure. Children are encouraged to become positive, responsible and increasingly independent members of the school community.

"Pupils are well cared for and receive a wide curriculum that contributes to their spiritual, moral, social and cultural development. Staff at the school are exceptionally caring"

OFSTED 2018

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff at Marsden Primary School.

SCHOOL RULES

At times of collective worship and registration, we make all children aware of the basic rules that ensure the smooth running of the school. Discipline in the school is operated within the structure of an implicit code of sensible conduct. This includes mutual respect, consideration of other individuals and groups, good manners, acceptable speech and the gradual achievement of self-discipline. Where correction is needed, a cautionary word of advice or warning, or a more formal reprimand, are among the usual sanctions used. Parents are kept informed from a very early stage.

ATTENDANCE

The Education Act states that parents have the primary responsibility for ensuring that children of compulsory school age receive a suitable education. At Marsden Primary School we ask parents and families to support us in promoting good attendance in the following ways:-

- Ensuring that children attend school regularly and arrive on time i.e. for
- 8.55 am. (Registration is often a time when teachers will discuss with children the programme of the day.)
- If your child is ill please contact the school by phone, note or in person before 9.30 am on the first day of absence so we can update our records. If we haven't heard from you by 9.30 am we will contact you as part of our 'First Day Response' initiative.
- We run the 'eyes-on-the child' programme, so any child who has not been seen in school after 3 days will receive a home visit by a Senior Member of staff.
- Avoid taking holidays during term time.

From 1st September 2013 an amendment to the Education (Pupil Registration) (England) Regulations 2006 remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that head teachers **cannot** grant any leave of absence during term time unless there are exceptional circumstances. If a family holiday falls during term time, a request for leave of absence form, obtainable from the office, should be filled in before your child goes away on holiday. The Head Teacher will complete this form to advise you that this will be recorded as an unauthorised absence, in line with the regulations.

At Marsden we have a responsibility to work with the LA and Education Inclusion Service to ensure that children attend school. We are required to inform the LA if a pupil fails to attend or is late regularly and if no reason for absence is provided.

Schools are required by law to publish annually the percentage of authorised and unauthorised absence for each academic year. In 2019/2020 our absence rates were as follows:-

| | School |
|---------------------------|--------|
| % of authorised absence | 9.33% |
| % of unauthorised absence | 0.43% |

Authorised absence is, for example, illness, absence with the school's permission. Unauthorised absence is when the school receives no valid explanation in accordance with Government guidelines or when holidays are taken.

Children are not allowed out of school between 9.00 am and 3.15 pm without the permission of the Head Teacher. If your child needs to leave school for any reason, such as dental appointments, please send a note to the class teacher beforehand. Children with such appointments should be collected from the school office and signed out by the parent/carer.

CLASS ORGANISATION

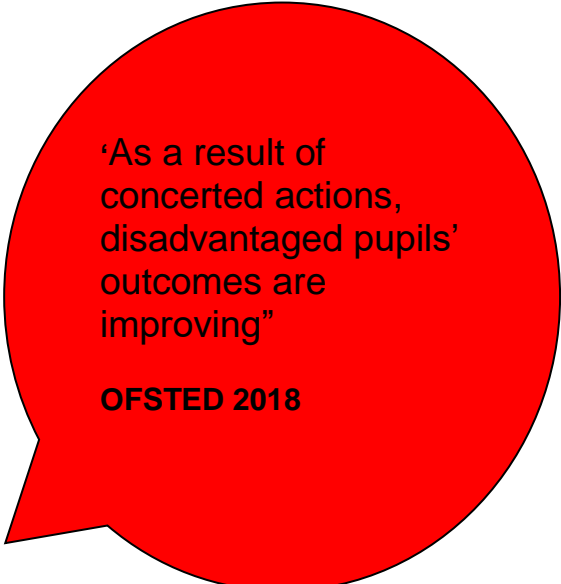
We organise our classes by age with children from across the whole range of ability. At the end of the school year children move automatically to the next year group, until it is time to transfer to secondary education. Apart from specific individual circumstances described under the heading "Special Educational Needs/ Disabilities", children receive most teaching as part of their class. This teaching may be individual, in small groups or whole-class or school-based, as is appropriate to the task. At times classes may combine to study particular topics.

INCLUSION

We believe in the entitlement of all children to a broad and balanced curriculum and we have high expectations for all children, including those with additional needs. We are committed to the concept of inclusion, which is concerned with the learning and participation of all children. In partnership with you as parents, we will ensure that curriculum planning and assessment take account of the type and extent of the difficulty experienced by a child.

SPECIAL EDUCATIONAL NEEDS

Each classroom is provided with a wide range of equipment and materials suitable for personalised learning. The progress of our children is monitored through continuous observation and administration of a number of nationally standardised objective tests in basic subjects, at regular intervals. Children who fail at any stage to make the expected progress in reading and writing are taught in small groups or individually by an experienced and able teacher or teaching assistant.



‘As a result of concerted actions, disadvantaged pupils’ outcomes are improving’

OFSTED 2018

Carefully planned programmes of work are used with these children aided by material matched to their needs and parents are involved to a high degree throughout the identification and remediation process.

For the few children who experience obvious or persistent learning or behavioural difficulties we are able to consult an outside agency from the Local Authority e.g. Education Psychology. The problem is discussed with the class teacher, the Head Teacher and the child's parents, the child is assessed and advice offered. No approach would be made without prior consultation with the parents. Parents are always welcome to discuss any problems with the Head Teacher, class teacher or the teacher with responsibility for children who have special educational needs. Parents are requested to inform the school of any changes in a child's physical condition e.g. visual or hearing difficulties, the use of an inhaler.

We have successfully adjusted our SEN policy in order to incorporate the changes brought about by the SEN Code of Practice. Our 'School Local Offer' is available on the school website.

SAFEGUARDING CHILDREN

Parents/carers should be aware that the school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the South Tyneside's Safeguarding Children's Board Procedures and inform the Children's Services Social Care of their concern.



"There is a strong culture of safeguarding at Marsden Primary School"
OFSTED 2018

- **Mobile phones** - there are inherent risks in the use of mobile phones in school, both from text messaging and the taking and sending of photographs, therefore the use of mobile phones during school time is not allowed and mobile phones must be left at home.
- **Photographs and videos** – we adhere to the Local Authority's photography policy, which is in accordance with data protection and human rights legislation. As parents/carers, you will be required to complete a consent form at the commencement of each new school year, which gives permission for photographs (including films, videos and digital imaging) of your child, to be taken.

The Head Teacher, Mrs Marshall, is the named designated child protection teacher and the Deputy Head Teacher, Mrs Wilson, is the deputy. Mrs Lawton is the nominated child protection governor.

All are trained for their roles and all new staff to school undertake training in safeguarding procedures during their induction.

SECURITY

CCTV is in operation in order to ensure the safety of all those who visit the school premises.

COMPLAINTS

If you have a problem concerning your child please make an appointment to see the class teacher at the earliest opportunity. Most problems can be dealt with informally by the teacher concerned. The Head Teacher will normally refer parents to the class teacher if approached in the first instance.

The Deputy Head Teacher may become involved if the matter is not easily resolved. Problems will be referred to the Head Teacher when standard procedures have not been effective in resolving the issue.

If the above procedures prove unsuccessful a formal complaint may be made to the Chair of Governors, c/o the School.

Complaints about the Curriculum, Religious Education and related matters would be made under Section 23 of the Education Reform Act. The Governors adopt the Local Authority's recommended procedure for dealing with formal complaints. It is hoped however that any matters of concern can be resolved by informal discussion at the school.

CONFIDENTIALITY

As a school we are asked, on occasion, to keep information confidential. This can relate to a variety of issues and it is important that the whole school follows the same clear and explicit policy.

COMMUNICATIONS

At the beginning of the academic year, we hold 'Meet the Teacher' meetings when the parents are invited to come along and find out what the new year holds and expectations for their children. Parent/Teacher consultation evenings are held in November and March and a formal written report goes out to parents in July alongside an Open Afternoon giving the opportunity for children to share their work with family. In addition, consultation evenings are held in July for all parents to discuss their 'written school report' and specifically for Reception, Year 2 and Year 6 parents to discuss their children's statutory assessment results.

Teachers are available every day before and after school to discuss any immediate concerns with parents on an informal basis. Alternatively, you can phone the school office to make an appointment. We are committed to involving parents and families in the life of the school.

Communication is a two-way process. We will always endeavour to keep you up to date about your child's progress. We would ask that you inform us about the 'ups and downs' in your child's life so that we can provide appropriate help and support. If you or your child are having problems or worries, please contact the class teacher, Deputy Head Teacher or Head Teacher so that they can be resolved. Small worries are more difficult to sort out when they have grown into large ones!

MATTERS OF CONCERN

If you are concerned about any aspect of your child's schooling the first step is to speak to the class teacher. If it is a confidential or complex matter do not try to deal with it immediately before or after school, ask to see the class teacher at a more suitable time. Most matters can be dealt with by your child's class teacher but some things may have to be referred to the Head Teacher or other senior staff.



CAR PARKING

The school car park is for staff and deliveries only. Please be careful when walking through the car park to the main office, especially when collecting children during the day or from after-school clubs.

LUNCHTIME ARRANGEMENTS

Pupils must either stay on the premises or be taken home for lunch. All children are encouraged to stay for a school lunch, prepared in our kitchen on the premises. The school has adopted the LA's policy of pre-ordering meals in advance to run on a three weekly cycle until the end of the school year. Meals must be paid for on a Monday morning for the whole week.

In Key Stage 2 only those families who are in receipt of certain benefits can receive free school meals. However, Key Stage 1 parents who are eligible for Free School Meals still need to apply to ensure they receive other benefits in school. To find out more and for application forms please visit the school website.

MEDICAL MATTERS

Please keep an ill child at home until well, or until your doctor says they can return to school. This is particularly important in the case of infectious diseases. If a child takes regular/long term prescribed medication it must be brought into the school office by a responsible adult and a permission form completed before it can be administered.

We will administer non-prescribed medication on completion of the relevant permission form.

A copy of the school policy and procedure on the Management and Administration of Medicines in School is available from the school website.

It is your responsibility as parent/carer to ensure that we have telephone numbers in case of emergency, as children can become ill during the school day.

EMERGENCY CLOSURES

We will notify you in advance of any emergency closures that are foreseeable, for example emergency building work. In the case of other emergencies, such as severe weather, we will keep children under supervision in a part of the school premises unless we know it is safe for them to return home. Local radio stations, Metro & Magic, BBC Radio Newcastle and SUN FM will be asked to make announcements on our behalf.

CHARGING POLICY

By law, no state school can make a charge for:

- Education wholly or mainly within school hours;
- Materials and ingredients for things made in school which pupils or parents do not want to keep;
- Visits in or outside school hours which are necessary for an examination.

Charging may be made for the following:

- Individual music tuition which is not part of the syllabus for an examination;
- Certain excursions where a third party is involved;
- Board and lodging where a school activity involves a residential element;
- The exact cost of “optional extras” i.e. things not connected directly with the national curriculum;
- Before and after school clubs.

However, we believe that school visits provide educationally enriching experiences which are an important part of a child’s development. Naturally we do not wish such activities to cease and, therefore, parents will be asked to make voluntary contributions to cover the costs. No child will be excluded through an inability to contribute. Neither however, will any child’s contribution subsidise others. In the event of under subscription, the activity may be cancelled and contributions refunded.

SCHOOL STAFF AND THEIR RESPONSIBILITIES

| | |
|--------------------------|---|
| Head Teacher | Mrs C Marshall (Designated Person for Safeguarding, Assessment, Designated Looked-After Co-ordinator, Art Co-ordinator and RE Co-ordinator) |
| Deputy Head Teacher | Mrs Wilson (Deputy Designated Person for Safeguarding, Assessment & Date Co-ordinator and History Co-ordinator) |
| Teachers & Co-ordinators | Miss M Gilbert (Phase Leader, Pupil Premium Co-ordinator, Science/Engineering Co-ordinator and Healthy School Co-ordinator) |

Mrs L Watson (Phase leader, Maths Co-ordinator, Sport Premium Co-ordinator)
 Mrs S Hume (English Co-ordinator)
 Mrs M Hanratty (Foundation Stage Co-ordinator and Computing Co-ordinator)
 Mrs L Carr (Music and Art/DT Co-ordinator)
 Mrs S Stothard (RR, PHSE and Geography Co-ordinator)
 Miss C Edwards (PE Co-ordinator)

Family Liaison Officer

Mrs C Coffey

Nursery Nurse

Mrs K Elliott

Higher Level Teaching Assistants

Mrs J Potter
 Miss J Walker
 Miss A Clark
 Mrs J Hope

Teaching Assistants

Mrs B Chrisp
 Mrs A Maddison
 Mrs T Lewis

Mrs M Davies

Office Manager

Mrs A Roper

Cook

Mr J Bagley

Site Supervisor

Mr M Payne

Cleaners

Mrs C Brown
 Mrs L Ross

Lunchtime Care Assistants

Mrs D Payne
 Mrs I Clark
 Mrs D Dawson
 Mrs C Hunter

Mrs N Clennan
 Mrs A Cockburn

GOVERNORS OF THE SCHOOL

Chair

Mrs T Lawton

Head Teacher

Mrs C Marshall

Staff

Mrs S Hume

Parent

Mrs S Wicks

Mrs H Ralston

Co-Opted

Mr A Mills

Mrs S Robertson

Mrs A Lines

Mrs L Dunbar

Mr G Munton

LA

Cllr T Dixon

And Finally.....

We want your child's time at our school to be happy, exciting and educational.

We believe that learning should be fun and that by encouraging respect for each other and valuing the opportunities available we all grow and learn together.

If, having read this prospectus, you would like to visit the school, then please do not hesitate to make an appointment. The Head Teacher will always make time to show you around the school and discuss the tremendous range of facilities available for your child.