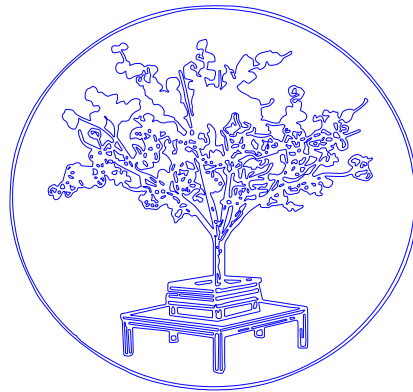


Dinnington First School



Information for Parents

**Dinnington First School
Sycamore Ave
Dinnington Village
Newcastle upon Tyne NE13 7JY**

Tel: 01661 822457

Staff Responsibilities

Mrs A Farrar	Headteacher Staff Wellbeing, Safeguarding, Curriculum Planning, Monitoring and Evaluating, Music, PE
Mr R Donnelly	Deputy Headteacher Assessment, SENCO, Gifted and Talented
Mrs C Parker	Early Years Co-ordinator, RE, History, Geography
Mrs E Creed	Mathematics, Modern Foreign Languages
Mrs N Yates	Science,
Mrs S McKenzie	Literacy, ICT
Mrs J Aydeniz	Design Technology, Pre-School Liaison
Mrs J Wilson	PPA, Art
Mrs A McNab	Nursery Nurse, First Aider, Pre-School Liaison
Mrs J Fryer	Nursery Nurse, First Aider, Pre-School Liaison
Mrs G Purvis	Admin and Finance Officer
Mrs A Adcock,	Classroom Assistant, First Aider
Mrs G Lewis	Classroom Assistant, First Aider
Mrs M Brooks	Classroom Assistant, First Aider
Mrs C Foster	Classroom Assistant, First Aider
Mrs M Arnold	Charge Hand Cleaner

Mrs C Cowie	Cleaner
Mrs I Cant	Senior Mid-day Supervisor, First Aider
Mrs C Clayton	Lunchtime Supervisory Assistant, First Aider
Mrs C Stuart	Lunchtime Supervisory Assistant, First Aider
Mrs S Bass	Lunchtime Supervisory Assistant, First Aider

Statement Of intent

Our aim at Dinnington First School is to provide a happy, stimulating environment where children will be encouraged to co-operate wholeheartedly with other children and staff who will help them to develop fully their individual, intellectual, physical and spiritual potential.

To this end we shall ask parents to work with us so that together we may promote the growth of respect for one another and care for the physical environment as well as the attainment of the highest possible academic standards.

In order to achieve these aims children will be taught: -

- to develop lively, enquiring minds and to apply themselves;
- mental and physical skills, helping them to think logically and question and answer rationally;
- a sense of pride and care for our school;
- respect for religious and moral values within the home and the extended school family;
- respect for ways of life, different age groups and people with special needs. Presenting equal opportunities for all, regardless of sex and gender conventions;
- about environmental issues and personal and social responsibilities towards a global quality of life.

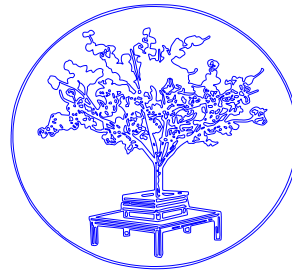
We shall work to foster good relationships between the school and the communities to which it relates both the village and the City, of which it is a part.

In this way we believe we shall best help the children prepare for their future school careers and for fulfilling lives.

Dinnington First School is a Newcastle City Council School, which caters for boys and girls between the ages of 3 and 9 years. It is part of the Gosforth Schools' Trust, but retains its village identity being situated in a rural area only 10 minutes from Gosforth and 15 minutes from Newcastle.

Uniform – School Logo

Our school logo is the Cherry Tree which grows beside the main entrance.



Clothes in the Nursery Class

The school sweat shirt (or cardigan) teamed with practical T-shirts and leggings or tracksuit bottoms. This gives young children the freedom to participate in all activities safely. As we often use the soft play equipment in the hall all shoes need to be fastened by buckles or Velcro. Spare clothes bags hang in the Nursery cloakroom to provide suitable alternatives should the children become wet or uncomfortable.

School Uniform from Reception Class to Year 4

Grey trousers – long or short

Grey skirt / pinafore

Royal Blue sweatshirt / cardigan

White polo shirt / polo-neck top / blouse / shirt

Royal Blue/white check or strip summer dress

Sensible wide fitting black shoes, not trainers

P.E. shorts, P.E. shirt and sandshoes – from Year 1

When the children are approaching their 6th birthday an inexpensive analogue watch is useful for learning.

No other jewellery should be worn for safety.

Please ensure that all clothing is named

School Hours

School starts at 8.50 am and all children should be at school at 8.45 am. Please try to avoid your child coming to school too early, as teachers are unable to supervise as parent consultations and preparations for the day take place before 8.45 am.

Nursery sessions take place between 8:55am am and 11:55am

Dinner hour is from 12.00 – 1.00 pm for Key Stage 1 and 12:05-1:00 pm for Key Stage 2. If your child goes home for dinner, please arrange for him/her to return to school at 12.55 pm. Supervision at dinnertime is only provided for the children who stay at school for their meal.

Home time is at 3.00 pm. We have a short playtime and no break in the afternoon, this enables us to have an early finish to the school day and run

clubs. Teachers are available after 3.00 pm on most days for consultation with parents, preferably by appointment.

Attendance

We have an excellent attendance record. If for some reason your child is unable to attend school, please contact the school on the first day of absence and then send a dated note on their return to school to explain to the class teacher the reasons for their absence.

Only the school can authorise absence, which can be for illness or medical appointments. With regard to holidays during term time, the regulations state that Head teachers can only authorise holidays during term time in exceptional circumstances. Holidays taken during term time without the permission of the Headteacher will be recorded as unauthorised.

The school operates the L.E.A. pupil pass scheme to authorise pupils' absence from school for medical appointments and the like. Information and passes for the scheme are available from the school office.

School Dinners

Excellent dinners are cooked on the premises and are good value for money. Under the government initiated Universal Free School Meal scheme, all children in reception class, Year 1 and Year 2 are entitled to a free school meal regardless of income.

If you wish your child may bring a packed lunch to school. If your child is changing from school meals to packed lunches we need at least two weeks' notice given in writing, to enable the kitchen staff to change the food order accurately. If your child brings a packed lunch, please make sure that it contains a balance of healthy foods. Sweets and fizzy drinks are not permitted and drinks should not be sent in glass bottles.

Application forms for free school meals for children in Year 3 and 4 are held at school and are available to any parent who feels that they may be entitled to the grant.

Dinner money is collected on Mondays by the school Admin and Finance Officer, so please send each child's money in a separate envelope or container which is labelled with your child's name, class and amount enclosed. If payment is made by cheque, please make it payable to "The City of Newcastle upon Tyne".

Money

Please do not let your child bring pocket money to school to be spent on the way home, as this invariably gets lost and we cannot accept responsibility for money other than that brought to school for specific purposes.

Sweets

We are conscious of the need to develop good eating habits and avoid litter in the school grounds; therefore children do not eat sweets at school. A piece of fruit is provided for each child to eat a break time. Milk is available at a small charge for children who order in advance every half term. Please note that our 'no sweets' rule applies to packed lunches too.

Curriculum

The curriculum statements are from our school curriculum policy statements and the schemes of work are available for parents to read.

English

English has a pre-eminent place in education and in society. A high-quality education in English teaches children to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables children both to acquire knowledge and to build on what they already know. At Dinnington we fully recognise the importance of this subject and we aim to develop children's abilities within an integrated programme of speaking & listening, reading and writing. Children will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Children will be taught to:

- listen attentively and with understanding;
- communicate clearly and confidently in speech and writing in ways appropriate to the occasion;
- acquire and record information from various sources according to their needs;
- derive pleasure from reading and writing fluently, with accuracy and understanding;
- write clearly with a good standard of spelling and grammar.

Throughout Key Stages 1 and 2 work is differentiated so that all children regardless of their ability make progress. Those children whose attainment significantly exceeds expectation are given suitably challenging work to take their learning forward.

Reading is a skill which allows access to all other areas of the curriculum and consequently we give it a high priority. Children will take part in shared, guided and individual reading sessions. As they get older they will be encouraged to read independently and quietly for a sustained period of time during a daily Quiet Reading session. Children in reception class and Key Stage 1 take part in a daily phonics session following the 'Letters and Sounds' programme. Children are heard to read frequently in school and reading books are sent home every day. We make use of a number of core reading schemes and when children are confident and competent readers they have a free choice of books. We try to ensure the children read a range and variety of texts including fiction and non-fiction books. Our aim is that by the time the children transfer to Middle School they will be reading their own choice of library books deriving pleasure from reading and knowing how to find information.

Writing in school is taught in units that cover different styles of writing. Each unit ensures that children are taught the key features of the genre and the appropriate skills to write in this style; this includes grammar and punctuation skills. Much of our children's writing takes place as part of work in other areas of the curriculum and is an opportunity to make use of the skills that they have learnt.

Speaking and listening skills are also given a high proportion of time and thought. We believe that our pupils should be able to express themselves clearly to a variety of audiences while also having the ability

Mathematics

Maths is an important aspect of our lives. It is essential to everyday life, critical to science, technology and engineering, and necessary for most forms of employment. Whether it is managing household budgets, mortgages, loans, and savings or used in employment; it is a life-long necessary skill. At Dinnington First School we aim to begin the process of preparing children to have skills they will need for their future and encourage a love of mathematics.

It is our aim to ensure that all pupils have access to and develop understanding; the ability to recall and apply knowledge rapidly and accurately. That they can reason mathematically, developing an argument, justification or proof using mathematical language. That they can solve problems by applying their mathematics knowledge.

Technology available on computers and tablets are used to motivate children to learn and secure understanding. Games, problem solving and outdoor learning are used alongside traditional teaching of key knowledge. Real life use of mathematics is put into practice through enterprise weeks, science investigations, baking activities, design technology, creative weeks and topics such as 'My Money', taught in KS2 to enhance financial literacy. Talent is nurtured through accessing gifted and talented opportunities at Gosforth Academy.

Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all children should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, children should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

The national curriculum for science aims to ensure that all children:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Science at Dinnington First School is taught through topic and is included in all areas of the curriculum including homework. It is taught weekly in key stage one and half termly in KS2 depending on the topic. It is developed so all children are able to access the Curriculum through differentiation and a variety of teaching styles enabling maximum learning for all pupils.

Resources are monitored and updated based on the yearly topic planning. All children are given opportunities to choose certain topics of interest and relevance to them throughout the year.

Each year there is a Science week, where the children are given further opportunities to investigate and complete practical work and to attend visits and receive visitors to highlight a career in Science. During each topic the children also go on class visits and/or receive visitors/scientists to enhance their science learning where appropriate.

Computing

We believe that a high-quality computing education equips children to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use

through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Our aims are to ensure that all children:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

All children will be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

At Dinnington computing is taught as a subject in its own right, as well as being incorporated into other curriculum areas. All children have regular access to our computer suite and we have a class set of Ipads, which are integrated into the classroom routine. Word processing and typing programmes are used to develop writing competence throughout the school. Year 4 have the opportunity to attend Computer Coding Club at lunchtime.

Design Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and

relevant problems within a variety of contexts. Children apply a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

The subject is delivered as a single programme of study for each key stage, which is divided into four sections:

- Design
- Make
- Evaluate
- Technological knowledge

All children take part in weekly DT lessons or carry out projects for a set period of time. Lessons are differentiated and there is a range of tasks that are accessible for both boys and girls. Design and technology resources are continually monitored and updated and are readily available. Children's interests are followed and taken into account when topics are chosen. Out of school clubs such as 'Construction Club' is offered to children to develop their talents. Children are able to design, make, evaluate and amend their project/work and then the work is displayed in school. When appropriate class visits are arranged to develop children's skills and give them the opportunity to work with professionals outside of school.

Geography

A high-quality geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The aims of the national curriculum for geography are:

- to develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- to understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- to become competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

All children take part in project based learning on a weekly basis in Key Stage 1 and half termly in Key Stage 2 depending on the theme. All lessons are differentiated and support given where and when needed. Resources are monitored and updated based on the topic that is taught at the time. All children have the opportunity to choose certain topics throughout the year. Visits or visitors are arranged linked to a particular topic to further children's learning and understanding.

History

A high-quality history education will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aims of the national curriculum for history are:

- to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- to know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- to gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- to gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Creative Arts

We believe that the arts are a fundamental part of the curriculum at Dinnington First School and define the arts as music, dance, drama, art and literature. We believe that the arts offer opportunities for the children to explore, express and communicate their feelings whilst gaining experiences of the wider world and the cultural diversities this may encompass. Through experiencing the arts, children develop their creativity, imagination, self-esteem and confidence. We ensure that all the arts areas are given the time and space in the curriculum to be taught to that of a high standard, while providing all children with as broad a teaching programme as possible, which in turn lends itself to all teaching and learning styles. This approach to teaching and learning ensures the inclusion and accessibility of tasks for all learners, at all times.

Cross-curricular links are made through the arts by careful whole school planning and liaison between all staff. Cross-curricular links between subjects and topic areas are highlighted within medium term plans in all classes within the school.

Arts weeks/days or events provide excellent opportunities for further links across art forms and others subject areas and are undertaken by whole school participation. Our school "Arts Ambassadors" are always raising student voices from our "Student Council" of themes and topics the children wish to cover during these times. Arts ambassadors are children picked from our year 4 class that have shown particular talents and strong leadership skills within the arts during their time at Dinnington.

Each subject leader for each aspect of the Arts monitors planning, collects evidence of work, performs work scrutiny, and observes teaching and assessment of all pupils work.

We believe the value of partnerships with Arts organisations demonstrates excellence and raises awareness of opportunities and expectations in the Arts. The links benefit:

- Curriculum development
- Community links
- Staff development
- Children's creative achievements
- The profile of the Arts

Through effective communication and liaison we ensure effective partnerships covering all Art forms. Our partnerships offer a range of learning opportunities, which develop and nurture talent within our school - we are always developing new links with exciting organisations.

Children can experience these through:

- of the past have been constructed
- Visiting artists
- Gallery visits of the past have been constructed
- Visiting drama organisations
- Choir concerts with cluster schools
- Musical concerts with cluster schools
- Parents and governors with high talent
- Religious celebrations at local church
- Specialist visiting teaching staff

As well as providing a creative and enriched Arts curriculum, we also provide a range of exciting out of hours opportunities for children. Staff and outside professionals provide a range of clubs for pupils for example clubs we have ran, or are currently running are - Choir, Music, Sewing, Drama, Dance, Art, Movies. When clubs are offered every child in the appropriate key stage is eligible to attend.

Physical Education

We believe that a high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Our aims are to ensure that all children:

- develop competence to excel in a broad range of physical activities
are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

We will teach the children to

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

As the children move in to Year 3 and 4 they will play competitive games, modified where appropriate e.g. cricket, football, hockey, netball, rounders and tennis. They will also further develop flexibility, strength, technique, control and balance through participation in Gymnastics and athletics. Children in Year 3 and 4 are taught to swim at Gosforth Pool. Outdoor and adventurous activities take place in Year 4 during our annual visit to Broomley Grange in Stockesfield.

All children have equal access to the full range of PE activities that take place in school. Staff support children in overcoming barriers to participating in any physical activities and make reasonable adjustments when necessary. Children displaying talent in any area of PE are encouraged to develop their skills by joining sports clubs and teams, both in and out of school.

Religious and Multicultural Education

Religious Education follows the L.E.A. Agreed Syllabus for Religious Education. This covers all aspects of living in the community, our responsibilities to our families and friends and ourselves, loving, caring and sharing and thanking God for his gifts. The inclusion of all pupils is very important within this curriculum area and all children are made to feel comfortable in an open and friendly learning environment. We take into consideration the voice of the student at all times and allow children to express their feelings and personal beliefs where possible.

A daily act of worship is held for all pupils. Parents who are not happy with these arrangements are invited to get in touch with the Head Teacher to discuss the position. Parents are reminded of their right to withdraw their child from the corporate act of worship and religious education lessons.

Children will be taught to recognise different points of view of other cultures and faiths, looking outward to the society in which we live, encouraging positive responses towards minority groups. Traditions, celebrations and festivals will be studied, including those of Christian and non-Christian faiths. Ongoing discussion and critical appraisal at all levels of our school curriculum will look at the way people behave towards each other.

The RE syllabus is split into three key areas – Introducing, Exploring, and Connecting.

Introducing

Is covered in the Early Years where the children will learn about the –

- Importance of Belonging
- Harvest Festivals
-

Friends of Jesus

The Early Years planning also encourages learning through the celebration of religious festivals; taking into consideration the religious backgrounds of the cohort for that academic year.

Exploring

Is covered within Key Stage 1, where the children will learn about the –

- Expressions of Belonging
- Christmas and Hannukkah
- Easter
- Introduction to The Bible Through Characters and Stories

- Christian Beliefs and Practice
- Ideas about God in Christianity
- Beliefs and Practice of Judaism, the Torah & Shabbat.

Connecting

Is covered within Key Stage 2, where the children will learn about the –

- Expressions of Identity
- Meaning within Christmas, Easter and Divali
- Contents and Significance of the Bible
- The Person of Jesus
- Religions in the Local Community
- The Meaning of Signs and Symbols in Religion
- Hinduism: Beliefs, Practice, God and Worship

As a whole school we focus on a variety of celebrations throughout the year about which the children gain understanding at their level.

Children demonstrate their ability in religious education in a variety of different ways. Younger children in Key Stage 1 might, for example, concentrate on learning through a range of speaking and listening activities, whilst older pupils may write a 'question and answer' style report on what it may be like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

We also encourage students to work alongside Professionals, Significant Religious Figures and Organisations relating to this subject area. We feel that these provide the children with many varied opportunities, such as –

- Handling artefacts.
- Sharing personal experiences.
- Visiting local places of worship.
- Listening and responding to music.
- Making and tasting food e.g. from religious festivals.
- Looking at, and wearing clothes worn for a variety of religious occasions or within a variety of cultures.
- Role play.
- Meeting members of different faiths in school.
- Enjoying time to reflect and evaluate.

Modern Foreign Languages

Children in Years 3 and 4 have weekly Spanish lessons. A whole school approach to the language has been developed and each class has been introduced to simple German phrasing.

Special Educational Needs and Able Children

The school is committed to supporting children with Special Educational Needs and Able Children at all ages and levels. The class teachers work with the S.E.N.C.O. (Special Educational Needs Co-ordinator) and the Gifted and Talented co-coordinator to ensure that all the children's educational needs are provided for. Liaison with parents takes place at the termly teacher/parents meetings, when personal targets are agreed. Extra review meetings are arranged at mutually convenient times. A copy of the Special Education Needs and Gifted and Talented policy are available on request.

Personal, Social, Health and Citizenship Education (P.S.H.E. & Citizenship)

The school follows the Seal Programme, which is a whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools”.

Topics taught throughout the year also include aspects of P.S.H.E & Citizenship. Together, these include:

- self-esteem and personal awareness/discipline;
- the main components of a healthy diet and lifestyle;
- the needs of the body for healthy growth;
- the importance of food hygiene in shops, in the home and personal eating habits;
- personal safety including electricity , fire and medicines,
- resisting dangerous situations e.g. talking to strangers and road safety;
- How to be a good citizen, on a small and large scale.

Visits to school from professionals engaged in child health and safety will take place, with educational visits as appropriate.

Health professionals will visit school to check hearing and sight. Please bring any concerns to the attention of the class teachers.

Sex Education

There are no formal sex education lessons. Staff endeavour to answer children's questions sensitively and honestly as and when they ask and in a manner appropriate to their age.

Road Safety Training.

The importance of road safety is stressed regularly in the curriculum. Young children receive instructions from Road Safety Officers with films and stories. Older children receive instruction from Road Safety Officers and take part in practical activities to develop this. This is backed up by project work and teaching during the school term in all the year groups. In the final year there is an opportunity for training in cycle proficiency.

Educational Visit

Educational visits occupy an important place in our curriculum, for they are an extension of the syllabus and take place at all times throughout the year. Whenever it is appropriate in the curriculum, children are taken to local museums, theatres, farms, country parks, castles, churches and to visit coastal areas. All the Year 4 children are taken on a field trip to Kielder.

Parental involvement in educational visits is particularly valuable on these occasions. A permission slip and voluntary contributions are requested for these visits to take place.

Curriculum Documentation

Copies of all of the documents relating to the 1988 Education Act, Curriculum 2000 and Early Learning Goals are available for parents to read.

Teaching Time

The time spent on teaching, excluding breaks, lunch, collective worship and registration is at Key Stage 1, 22 hours and forty-five minutes and at Key Stage 2, 23 hours and fifteen minutes.

Complaints Procedure

In the event of any difficulty or complaint, please contact the Headteacher who will be happy to discuss the problem. A copy of the school complaints policy is included on our website or is available from the school office.

School Organisation

Early Years

The Nursery and Reception children work within our Early Years' Unit. The learning is planned around the nationally recommended Early Learning Goals. Our aim is to foster the all-round growth of your child, so we provide activities which encourage social, emotional and physical development, as well as intellectual skills.

Nursery

Our nursery day affords children the opportunity to engage in many different kinds of activities. These vary from exploratory play with sand/water and dough, through painting and other creative activities to more structured learning opportunities with board games like lotto, snap and dominoes.

Some time is spent outside each day with equipment designed to extend imaginative role-play and the development of physical skills.

Reception

As the children move from Nursery to Reception they will continue to follow the Early Years Foundation Stage and will still work towards achieving the Early Learning Goals, but The children will be actively involved in all areas of learning: will continue to be developed. Learning is planned around various child initiated topics to stimulate and interest the children. At this stage in their development special attention is paid to reading, writing and mathematics as we feel these subjects lay down a solid foundation for future and further learning.

Year 1 to Year 4

From years one to four the classes in the school are mixed ability classes. Within each class there are groupings for activities such as Mathematics and English. Children are taught the National Curriculum by the class teacher with some interchange of teachers for certain special activities such as music, French and physical education.

Year 1

The National Curriculum requirements are followed, being planned around a topic to include Science, History, Geography and R.E. The more formal Mathematics and English work is practised each morning. Work is differentiated according to children's individual needs. Work is practically based leading to the formation of more formal skills. Quiet oral carpet activities after lunchtime are followed by topic work, Art, Music and P.E. Information Technology is integrated throughout the subjects and taught as a subject in its own right.

Year 2

Work continues to be topic-based covering all the National Curriculum subjects. Children build on the skills acquired earlier, being positively encouraged to develop the skill of concentration over longer periods. As reading skills improve, the higher order reference skills are introduced. Continuous teacher assessment in all curriculum areas complements the National Standard Assessment Tasks (SATS) undertaken during this year. The results of these tests are published in the Annual Report to parents, copies of which are available on request.

Year 3

The requirements of the National Curriculum are followed at the directed levels. A more formal approach to English with more use of text books and written material is established. Various published schemes are used for Mathematics lessons; multiplication tables and oral mental work are taught and practised daily. Subject focussed topics are planned to make genuine links with other subjects and to extend experience and learning through an enquiry approach. Children are encouraged and helped to take an active role in processes, which continue to provide stimulating experience, and help to develop confidence, motivation and general skills.

Year 4

The National Curriculum requirements are followed as in previous years. Children are encouraged to extend and develop comprehension skills to help to become effective readers. Study skills are taught which lead to more independent learning. Mathematics has a strong emphasis on multiplication tables; oral, mental work and use of calculators continues. Science, History and Geography topics using direct experience, practical activities, first hand knowledge and experiences of children and their families, continue to make an important input into the whole curriculum. Technology and ICT contribute to learning through a wide range of activities and strategies.

Homework – Primary Pathways

Primary Pathways is a home-school scheme, which runs throughout the school from Nursery to Year 4. We believe that by working together we are more able to develop each child's potential and establish vital understanding between home and school. In Nursery, the Pathways to Reading booklet is used very effectively. From Reception to Year 4, pupil's achievements and targets are shared with their parents during parents' evenings, which occur twice a year. Our homework policy ensures that there is a mutual understanding of the aims of work taken home by children.

Behaviour and Discipline

All children are expected to behave in a responsible manner showing self - discipline, respect, courtesy and consideration for others and their environment.

The whole emphasis of the school is on achievement and effort and the positive aspects of school life will be highlighted.

Whilst the Headteacher has overall responsibility for discipline in the school, an effective policy can only be achieved with the full support of both staff and parents.

Children will be taught acceptable behaviour where good manners and politeness are expected at all times.

Children will be praised for good behaviour and actions, which show an awareness of the needs of other people. The need to care and help each other at all times will be emphasised.

Children will be involved in discussions about the quality of their environment and be encouraged to care and respect the school building, grounds and their surroundings.

Children will be taught how to receive presentation awards in a formal manner and encouraged to speak in public without embarrassment.

Children from Reception class onwards are part of our whole school behaviour scheme 'Its good to be green' and all staff are involved in ensuring that this scheme works successfully.

In the classroom, discipline is the responsibility of the class teacher and the highest standards of work and behaviour are expected.

Children need to be aware of the shared rules and standards within the classroom and have respect for other children and adults.

Good or improved work and behaviour will be praised and encouraged by the teacher and when appropriate praised in assembly / display in the entrance hall.

Children will be encouraged to be safety conscious and behave sensibly realising that school rules are necessary to avoid accidents.

The lunchtime standards will be carefully monitored and children regularly reminded of the rules. Lunchtime Supervisors will not accept bad manners or aggressive behaviour.

Emergency Contact

An address or telephone number for all children must be available at school to be used in case we need to contact parents in an emergency.

Procedures to be Adopted in Case of Fire

Notices displayed in prominent places around the school lay down the procedures for the outbreak of fire. Children will leave by the nearest exit to the classroom and assemble in the playground away from the building. If the exit is blocked, use should be made of the low opening windows of the rooms with a

chair by the window to form a step. If the front of the building is on fire, children will be taken onto the school field, to assemble safely.

A Major Disaster

In the event of a major disaster causing the evacuation of the whole school, children will be taken to the Social Club in Beech Avenue for collection by parents.

Medicines in School

If it becomes necessary for a child to have medicine during school time the medicine must be clearly labelled with the child's name and must be in an unbreakable container holding the single required dose. A medical form must be filled in. These are available from the school office.

Jewellery

The wearing of jewellery by children is not allowed, except for an inexpensive watch and one pair of stud earrings. They must be removed during P.E. lessons.

Children Leaving the Premises

No child is allowed to leave the premises during school time without a personal request from the parent. Children must be collected by an adult and have obtained a Pupil Pass. It is important that children do not deviate from the normal routine when coming to and from school. Any change of plans must be notified to parents and teachers.

Clubs and Special Activities

The school provides opportunities for all children to become members of after school clubs, covering a variety of activities. Clubs depend on the availability of teachers.

Currently:

Monday –

South American Dance
Art Using ICT

Tuesday –

Board Games
Multi Sports

Wednesday –

Construction
Code Club (Year 4)
Football
Singing

Thursday –
Loom Band
Drama

Field Study Centre Visit

There will be an opportunity for all the Year 4 children to take part in a residential field visit to Broomley Grange (Stocksfield), including outdoor and adventurous activities.

Charges for School Activities

In accordance with the requirements of the Education Reform Act 1988, the Governing Body has agreed that parents will be asked to make voluntary contributions for any activity taking place outside or inside school hours.

Charges for 'optional extras' – i.e. activities taking place out of school will not exceed the actual costs of providing the activity.

Parents will be asked to indicate whether or not they wish to pay for extra school activities, as voluntary donations are crucial for the continued success of our school work. Without them, many visits and awards would not be able to take place.

The contributions, which we request, go towards the cost of educational visits, normally taking into account a subsidy from the school fund.

Parents and Community Involvement

Parents and the community play a valuable and active role in our school, offering their services, goodwill and expertise. As a school we encourage an 'Open Door' policy seeing our role as a partnership. We believe that by working together we are better able to develop each child's potential and establish vital understanding between home and school. The Head Teacher and staff will be pleased to meet parents at any time, but preferably during consultation times, which are held before and after school. Formal parents' evenings are also held throughout the year.

Parental involvement in social and fund raising events is greatly appreciated and we welcome interested parents into school to help, as the need arises, with school visits, computers, craft work, cooking, library and story telling sessions and making and repairing equipment. 'Friends of Dinnington School' exists to provide community links and arrange social and fund -raising events.

Noticeboards in the entrance to the Early Years' Unit and the children's main door into school are available for parents' and community use. We encourage the free use of the boards for parent to parent as well as school communications.

An After School Childcare Group has the use of our Community Room and hall for children aged 4 to 11 years. The group cares for children before and after each school day and during holidays. More details are available from the Group's Management Committee or the Head Teacher.

Holidays

The school provides an annual holiday list, copies of which can be obtained from the school office.

Changes

Any changes to the information contained in this booklet will be published in the half termly newsletters for parents and/or the annual report to parents depending on which is most appropriate.