

The Links Primary School Prospectus



Carnoustie Drive
Eaglescliffe
Stockton on Tees
TS16 9ES

Tel: 01642 785950

Website: www.thelinksprimary.org.uk

Email: admin@thelinksprimary.org.uk

Headteacher: Mrs Louise Daly

Welcome to...

Dear Parents and Carers,

Welcome to The Links Primary Schools latest school brochure. Here you will find important information about our school, its children, staff and governors.

We believe that the solid foundations on which we are built enable us to foster a secure, caring, family atmosphere conducive to children's learning.

We recognise the individual abilities, talents and potential skills of all our children, as well as their particular needs. We plan exciting, stimulating and challenging learning activities to meet the differing needs within our school family. Learning is at the heart of what we do: every decision is made with the children's needs at the forefront of our minds.

Our staff members have professional qualifications and strong credentials; they demonstrate high expectations and set high standards. We are constantly developing practices and policies which are school-wide and impact positively on children's learning and development.

Our highly valued relationships with parents are open and supportive. We do our best to be available to discuss anxieties and concerns and to share celebrations. We enjoy strong partnerships within the community, with various community groups, agencies and other local schools.

We also have a large allotment area where children have many opportunities to plant, nurture and grow fruit, vegetables and flowers. This enables them to learn about the natural world and along with Global Citizenship, Personal, Social and Health Education, ensures that children understand the part they can play in becoming responsible citizens of the future.

This booklet contains a wide variety of information which will help you and your child understand what we do, and how and why we do things. We thank you for your co-operation, support and goodwill. We know we share our key goals with you – that whatever we do must be for the benefit of all children at our school.

We look forward to working with you.

Yours sincerely,

Louise Daly
Head Teacher

THE GOVERNING BODY

The Governing Body of our school is a mixture of people from all walks of life - from parents of children in the school, representatives of the local authority and members of the community, who want to give something to the school.

They all give their free time to ensure that your children's education is second to none.

The Governing Body carry this out by setting targets, challenging the way things are done and adopting and checking the policies are being implemented.

The Head Teacher manages the school, to carry out the policies defined by the Governing Body and regular meetings take place.

The full Governing Body meets about six times a year, during these meetings Governors look at all aspects of school life from curriculum, standards and safeguarding.

We endeavour, with the resources available to us, to represent the interests of the parents, the staff (both teaching and non-teaching) and ultimately the children in our care.

Our aim is to make The Links Primary School a centre of excellence for learning, creating a fun, enjoyable and safe place for children to be.

Keeping everyone informed of what we do is important and we will be creating a blog for our website to do just that. It will be updated termly after each Full Governing Body meeting.

Whilst there are no formal qualifications needed to be a school Governor in our school, an interest in education, commitment and enthusiasm are all important qualities needed to fulfil the role. Our Governors come from a wide range of backgrounds. Please have a look at our Governor page to see who we are. If you are interested in becoming a Governor contact the school and the Chair of Governors Jill McGuire will be happy to discuss this with you.

GOVERNING BODY

Name	Category	Responsibility
Louise Daly	Headteacher	
Jill McGuire	Chair of Governors	
Julia Hutchinson	Staff Governor	
Karen Norton	Co-opted Governor	
Rachel Peacock	Parent Governor	
Catherine Hanrahan	Co-opted Governor	
Emma Kensey	Co-opted Governor	

Name	Responsibilities
Mrs Daly Leadership Team	Headteacher Assessment Designated Safeguarding Lead Mathematics Pupil Premium and More Able
Mrs Hutchinson Leadership Team	Deputy Headteacher English Leader EYFS and KS1 Leader Reception Teacher
Mrs Mitchell Leadership Team	KS2 Team Leader Mathematics Leader Year 6 Teacher
Mrs Young	SEND Lead Year 5 Teacher
Mrs Cain	Year 4 Teacher
Miss Barron	Science Lead Year 3 Class Teacher
Miss Mcloughlin	Computing Lead Year 2 Teacher
Mrs Kay	Art and Design Lead Year 1 Teacher
Mrs Barr	PSHE Lead Year 1 Teacher
Mrs Jones	Nursery Teacher
Support Staff	
Mrs Montgomery	HLTA PPA Cover PE Lead
Mrs McMillan	TA PPA Cover School Council Lead
Mrs Seymour	TA PPA Cover
Mrs Rowland	TA PPA Cover
Miss Brown	TA PPA Cover
Mrs Nolan	TA PPA Cover Italian Language Lead
Mrs Ritchie	TA
Mrs Shearer	Office Manager
Mrs Ellington	Administrator
Mr Travers	Caretaker
Mrs Petty	Lunchtime Supervisor
Mrs Coning	Lunchtime Supervisor
Mrs McCabe	Lunchtime Supervisor
Mrs Kay	Lunchtime Supervisor
Mrs Seymour	Lunchtime Supervisor
Miss Orton	TA

	Wrap Around Manager
Mrs McCabe	Wrap Around Support
Mrs Foster	Cleaner
Mrs Bearman	Cleaner

TERM DATES FOR THE NEW ACADEMIC YEAR 2018 - 2019

AUTUMN TERM 4th September – 21st December 2018

Half Term Holiday 29th October – 2nd November 2018

SPRING TERM 7th January – 5th March 2019

Half Term 18th – 22nd February 2019

SUMMER TERM 23rd April – 19th July 2019

Half Term 27th May – 31st May

(all dates are inclusive)

PD Dates for 2018 – 2019

Monday 3rd September 2018

Monday 3rd June 2019

Tuesday 4th June 2019

Monday 22nd July 2019

Tuesday 23rd July 2019

Trust INSET Day

Friday 30th November

TIMES OF SCHOOL SESSIONS

Nursery

8.45a.m. to 11.45a.m.

12.30p.m. to 3.30p.m.

All year groups from Reception to Year 6

8.55a.m. to 3.15p.m.

Main school doors will open 10 minutes before the start of the morning session at 8.55a.m to allow children time to get ready for lessons. For security reasons, external doors will be closed at 9.00 a.m, with main playground gates locked at 9.05am.

Gates will be unlocked at 3.05pm at the end of the school day to allow parents access to the playground. Please ensure that your children are supervised in the playground before school each morning.

WHAT SORT OF SCHOOL DO WE WANT AT THE LINKS PRIMARY?

Our School Community

We want a school

- which values and respects the uniqueness and individuality of each child and adult involved here; where all people are supported, encouraged and affirmed to develop self-esteem and their full potential
- which provides a welcoming, happy, non-threatening, secure atmosphere where risks can be taken and mistakes made without fear of failure or rejection
- where all the participants (children, staff, other adults) “belong” to, and are involved in, a community where strengths can be shared and developed and where needs can be met
- where appropriate and acceptable behaviour is modelled, encouraged and expected as a mark of respect for ourselves and each other
- which shows consideration, respect and care in our relationships and interactions, even when we may differ in background, experience, ability, age and beliefs
- where mutual partnerships directly or indirectly benefit the children, where staff and parents listen to, value and acknowledge each other’s’ contributions, role, experience and expertise
- where the staff’s individual and collective contribution and commitment are acknowledged and valued by each other, their opinions heard through clear open channels of communication
- where adults are willing to be responsive to the changes and challenges which will be ever present at The Links Primary
- where there is strong leadership which firmly holds a clear vision for the school
- where we all want to be.

Education we offer our children

We want to offer

- a rich and varied curriculum that will encourage self-confidence and independence of learning, meeting the holistic needs of each child
- a quality curriculum which is planned and differentiated for each individual and which also fulfils the legal requirements of the National Curriculum
- an environment which fosters success and achievement, where high expectations lead to high standards, encouraging everyone to reach their full potential
- an equality of opportunity and access where we hope to inspire everyone to accept new challenges without fear of failure or criticism, thereby responding to the
- Needs and interest of the individual.

Buildings, Grounds, Resources,

We want

- Our school environment to be attractive, welcoming, safe, secure and conducive to learning. The school environment is considered to be of real importance and its maintenance and development should be the concern of all involved in the school
- all areas of the school to be kept clean and tidy where children and staff should be encouraged to take a pride in their surroundings
- children’s work to be celebrated in high quality displays which will illustrate the diversity of experiences which take place in school
- quality resources to be purchased, organised, utilised and cared for, to provide maximum benefit for pupils

- management to demonstrate a clear and consistent commitment to the continued development of the school
- Such management organisation, structures and systems which exist to reflect an open and sensitive ethos in which the contribution of all staff is considered to be of value.

The School in the Wider Community

We want a school which recognises the value of and establishes links with

- local business and industry
- other schools, academies and colleges
- the Local Authority

We want a school which

- teaches and practises care for the environment outside the school
- recognises the importance of social issues and
- encourages positive responses to the needs of others,
- making children aware of their place in an interdependent community and wider world.

Admission Arrangements to Main School 2018 - 2019

All admissions to school are handled by Stockton Borough Council's Admissions team. Our school is often oversubscribed and under Stockton's Co-ordinated Admissions Arrangements parents/carers need to complete a "Common Application Form". You can apply online at www.stockton.gov.uk/schooladmissions

STOCKTON'S ADMISSIONS POLICY FOR 2018 – 2019

Admission policy for community schools and voluntary controlled schools

- 1 Pupils who are in the care of the local authority.
- 2 Pupils who need specialist provision due to their complex needs.
- 3 Primary pupils who have a brother or sister at the school when the pupil begins, where the parent requested a place at the admission zone school for their older sibling but the LA were not able to offer a place to the older sibling at that school. (This applies to parents of primary aged children who, in the main round of admissions in respect of the older sibling, put the admission zone school as a 1st preference on the form provided by the LA and returned it on time).
- 4 Pupils who live within the school admission zone for whom the LA has received an application form by the stipulated date.
- 5 Pupils who have a brother or sister living at the same address and are still at the school when they will start school.
- 6 Pupils who have social or medical reasons for being admitted to the school, which would, should the child not be admitted, cause him or her to be seriously disadvantaged or put their personal safety at risk.
- 7 Pupils who attend the nursery of the school they wish to attend on a full time basis.
- 8 Pupils who live closest to the school measured in a straight line (as the crow flies). This will be measured electronically from a centre point of the school to a centre point of the home. If there are more preferences from pupils living within the admission zone than there are places available, the LA will give priority to the children who fall into that category in line with the rest of the conditions in the following order:
 - # pupils who have brothers or sisters at the school;
 - # pupils with social or medical reasons for attending the school;

pupils attending nursery
pupils who live nearest the school.
You can apply on-line at www.stockton.gov.uk/schooladmissions

For the academic year 2018 - 2019, our admission limit to Reception is 30. When it is not possible to comply with parental preferences, parents may appeal to an Independent Appeals Committee.

Admission to Nursery

We have provision for 52 children to attend either morning or afternoon nursery for 4 and 3 year olds. Our Governors reviewed our admissions policy to Nursery and we follow Stockton's policy when offering places.

Priority is given to 4 year olds who are:

1. Resident within the admission zone of the school;
2. Not resident in the admission zone of the school and for whom it has not been possible/appropriate to allocate a place at their admission zone school and the school for which the parent is applying is deemed appropriate;
3. Not resident in the admission zone of the school but have a sibling attending the school at the time they take their place in nursery.

Where there are vacancies remaining, up to the set admission number of 40 full time equivalent places, places will be allocated in the following order of priorities for 3 year old children who are:

1. Resident in the admission zone of the school and are deemed to have exceptional circumstance. This includes special educational needs;
2. Not resident in the admission zone of the school and deemed to have exceptional circumstance. This includes special educational needs;
3. Resident in the admission zone and have a sibling attending the school at the time they take their place in nursery;
4. Not resident in the admission zone and have a sibling attending the school at the time they take their place in nursery;
5. Resident in the admission zone of the school;
6. Not resident in the admission zone of the school.

School Attendance Information

The DFE data collection requires us to report attendance termly. Attendance for children in years Rec – Y6 for the academic year 2017/2018 was 96%. This is above the national average but improving attendance is always a focus of the school's work. Most of these absences were due to holidays in term time and we ask that parents try to avoid taking children out of school in term time.

Absence from school

For good progress it is important that children attend school regularly and punctually. If your child is absent, we ask you to make personal contact or a telephone call to let us know the reason. We would appreciate a brief written note on your child's return. Failure to notify school will be marked as UNAUTHORISED in the school register. You may be contacted by our school about the reasons for your child's absence. Our school works with Education 5 and attendance officer Connie Buckley, who is designated to follow up significant absences or lateness. We also request advance notification if your child has to be taken out of school during school hours. S/he must be collected by a responsible adult. For Fire Procedures, office staff will sign out / sign in your child in the 'Appointments File' in the Entrance area. We ask parents not to make appointments in school time, if at all possible, as this disrupts your child's education.

Leave of Absence during Term Time

A pupil's absence during term time can seriously disrupt their learning. Not only do they miss the teaching provided on the days they are absent, they are also less prepared for the subsequent lessons on their return to school. There is a consequent risk of underachievement, which the school and parents/carers must seek to avoid.

The Department for Education have made amendments to regulations regarding school attendance. From 1st September 2013 regulations specify that headteachers may not grant any leave of absence to pupils during term time unless there are exceptional circumstances. **Requests** for a leave of absence should be made in writing to the Headteacher using the appropriate request form (Appendix 1) stating the reason for and the length of the absence request.

Submission of the request does not guarantee authorisation.

We aim to provide parents/carers with a written response to applications for leave of absence within 10 working days. We strongly advise that parents/carers do not make holiday bookings or other arrangement until after the school has responded to the request for leave of absence.

At Vision Academy Learning Trust, we define exceptional circumstances as a once in a lifetime event which is critical to the child to attend.

Examples of circumstances **NOT** considered as exceptional include:

- Holidays taken in term time due to parental work commitments or costs
- Holidays for the purpose of visiting a sick relative, excepting where the person is seriously ill (medical evidence may be required) and alternative arrangements to look after the child cannot be reasonably made
- Pilgrimages by parents

Family emergencies require careful consideration. It is not always in the best interest of the child, nor appropriate, to miss school for family emergencies that are being dealt with by adult family members. Being at school, friendships and support from staff can provide children with stability and care at difficult times. The routine of school can provide a safe and familiar background at times of uncertainty.

Following receipt of a written request for leave in term time the Headteacher will then make a decision, on whether the leave can be lawfully authorised and will do so only if there is genuine, exceptional and urgent reasons for a child to be absent during term time.

Every application is considered individually and line with the exceptional circumstances criteria however it is very likely that your application for a holiday in term time will be unauthorised. This can lead to a request by the school for Local Authority intervention. A warning letter and subsequent Penalty Notice may be issued to you if you choose to take unauthorised leave during term time.

1) Dealing with Absence Requests

Requested absence may be:

- Authorised
- Unauthorised (no fixed penalty referral)
- Unauthorised (fixed penalty referral)

2) **Absence Due to Illness**

If a child is absent due to illness, parents/carers should contact the school on **each day** of the absence stating a reason for the absence. The school has a 24-hour answerphone which parents/ carers can use at any time to inform the school of the reason for absence. Based on this information the school will then decide whether to authorise the absence. If authorisation were to be refused parents would be informed.

If parents/carers do not contact the school to explain the child's absence by 9:30am then the school will telephone parents/carers (see First Day Response below). The absence will be recorded as unauthorised until such time the school has obtained from parents/ carers information to warrant authorisation. Please note the school reserves the right to un-authorise the absence of a child even when a parent/carer has offered an explanation. In order to authorise the absence, the school must be satisfied that the absence is valid.

When attendance falls below 90% all further absence due to illness will be treated as unauthorised unless supported by medical evidence such as an appointment card or copy of prescription.

Regular preventative medication.

If your child takes regular preventative medication, please contact the Head teacher so that suitable arrangements can be made. This includes children with inhalers who must keep their "named" inhaler in school at all times. Parents are asked to complete a form from the office, giving details of dosage etc. Sometimes, a Common Assessment Framework or Care Plan need to be completed to ensure that all parties understand their role.

Health Screening at school.

During your child's time at school, regular medical and dental inspections will be held. The school nurse assists in screening arrangements (usually for hearing, height and eyesight). She can be contacted for advice on 01642 606591. We do rely on parents to inform us if head lice are discovered so that other parents can check their own child's and the families' hair. Please note that medical evidence confirms that this condition is not related to standards of domestic hygiene.

Should your child have or develop a particular medical condition e.g. asthma, please inform the school through the information forms or contact the class teacher.

Behaviour and Discipline

From the earliest years, we encourage children to take responsibility for their actions, recognising the consequences of their behaviour. We aim to develop in our children self-discipline, a care and respect for self and others and a respect for personal property and that of others. We therefore regularly praise positive actions and appropriate behaviour in our children whenever possible. Of course, there are times when a child may behave in an inappropriate manner and every effort is then made to make the child aware of the need to remedy the situation through their own actions. If, however, unacceptable behaviour persists, then sanctions will be used to encourage the child to further consider the implications of their behaviour. If the poor behaviour is considered serious, parents will be invited to come into school by the class teacher to discuss the child's difficulties and to work out a joint plan of action.

Serious or persistent inappropriate behaviour at lunchtime may result in a child having to go home for lunch. No child is allowed to leave the school site without permission. Should they do so, they will be excluded for the rest of the day.

Our Behaviour Management Policy works through a principle of "non-retaliation" i.e. if a child is hurt or upset, we discourage hitting/shouting back but to "TELL AN ADULT" who can then work on the solution and take appropriate action. As such, we also discourage physical

contact games at playtimes. We do not tolerate bullying behaviour at The Links Primary School. We define bullying using the "STOP" approach (Several Times On Purpose). Our anti-bullying policy makes clear what we expect of our children. Please encourage your child always to tell an adult on the staff if they experience any form of bullying so that the matter can be dealt with quickly.

The Head Teacher has the power to exclude children who seriously disrupt life at school for children and staff at The Links Primary School. This may be due to verbal or physical violence or assault or persistent refusal to comply with school expectations etc. Exclusion may be permanent or "fixed term" for up to 45 days per year. This is an extremely rare occurrence and school would exhaust all possibilities before considering this option, including working with other agencies to support children.

School Uniform

The Governing Body has approved a school uniform which has proven to be very popular with the vast majority of children and their parents throughout the school. We expect children to be neat and tidy and to take a pride in their own appearance. Some current fashion trends in hair styles and adornments, designer clothing and footwear are inappropriate for school and should not be encouraged.

Jumpers or cardigans - with the school "The Links" logo can be ordered from;

- 'Elizabeth's Embroidery' (8-10 Richardson Road, Stockton on Tees, TS18 3LJ. Telephone: 01642 674973. <http://elizabethsembroidery.co.uk/> or 'Motif8' (17 Stephenson Street, Gladstone Industrial Estate, Thornaby, TS17 6AL
- Motif8 - <http://www.motif8.co.uk/find-us>, sales@motif8.co.uk. 01642 601501

All items of clothing should be clearly labelled with your child's name, please.

Nursery

Navy/Red Striped knitted jumper or cardigan

White Polo Shirt

Navy jogging bottoms

Black school shoes/black trainers

Reception

Navy/Red Striped knitted jumper or cardigan

White Polo Shirt

Grey trousers, skirt or pinafore

Black school shoes/black trainers

Year 1 – Year 6

Navy/Red Striped knitted jumper or cardigan

White Shirt

Blue and Red Striped Ties (elastic, clip on or full tie)

Grey trousers, skirt or pinafore

Black school shoes

Summer – navy blue and white checked summer dress

P.E.

All children are expected to participate in this important curriculum activity at least twice a week. Should your child be unable to take part in P.E. activities at any time, please inform the class teacher, verbally or by short letter, with the reason? Children should have their kit at school every day and this should be placed in a small drawstring bag to hang on the child's peg. For indoor P.E. all children take part in all aspects of indoor P.E. with bare feet and change into white t-shirt and navy shorts.

For outdoor P.E. children will need to bring jogging bottoms, a sweatshirt and trainers.

We would ask that all clothing/possessions are clearly marked with the child's name. This can save considerable time and anxiety for the child, parents and staff concerned.

This year we have a daily 45 minute swimming session for 2 weeks each term. Children from Year 6 are participating to ensure that they complete their 25 metres by the time they leave primary school. The children will be coached by 2 qualified swimming teachers. They will need a towel and one piece swimming costume/trunks. Trunks should not fall to the knee as it restricts the children's movement in the water. Swimming caps must be worn however goggles will only be permitted with medical evidence. Ear studs are not allowed under any circumstances for swimming.

Jewellery

For safety and security reasons we do not allow children to wear jewellery of any description for school (e.g. earrings, necklaces, rings, bracelets). Children who inadvertently wear jewellery, will be asked to remove it and give it to the teacher for safe keeping until the end of the day.

Children with pierced ears may wear 1 small ear stud in each ear (not ear-rings) which must be removed for P.E. and swimming by the child her/himself. Young children who are not able to manage this should therefore not wear ear studs. Children with newly pierced ears who have been advised not to remove their ear studs for a number of weeks, will need to place a small piece of sticking plaster - which they must provide - over the ear stud prior to taking part in P.E. activities.

Such children will not be allowed to take part in organised school swimming activities as the policy regarding the non-wearing of jewellery is strictly upheld by the teaching staff at Splash Swimming Baths. We therefore ask parents who are considering having their child's ears pierced to do so at the start of the 6 weeks' summer holiday.

Watches may be worn by the older children in Y3 - Y6. Children will be personally responsible for their care and security.

Mobile Phones

For safety and security reasons we do not allow children to bring mobile phones to school.

Extreme Hairstyles

We would ask that parents avoid allowing their child(ren) to have extreme hairstyles including hair dye and tram lines/etchings.

Valuables

Children are requested not to bring valuable possessions or money to school unless specifically asked to do so by a member of staff. Such items remain, however, the responsibility of the child.

The school can take no responsibility for the loss or damage of clothing or belongings of the children in school. Therefore such personal items brought into school e.g. coats, pencil cases etc. should be clearly labelled with the child's name and looked after by her/himself when in use.

Replacement/Repair of School Property

In the rare and unfortunate event of items of school property being deliberately damaged by a child, parents will be informed so that the matter can be fully discussed and the full cost of repair or replacement can be met.

Money

The school is a cashless school. Payments can be made via the ParentMail App. For information regarding ParentMail and payments please visit the schools website page <http://www.thelinksprimary.org.uk/parent-mail-and-app/>

SCHOOL COMPLAINTS PROCEDURE

The Governors, in line with DFE requirements, have a procedure in place for dealing with complaints. Initially, the matter should be discussed with the relevant member of staff. Secondly, if unresolved, the complaint will be heard by the Headteacher. Thirdly, the CEO of the Trust will hear the complaint, should the first two stages not satisfy the complainant. A copy of the Complaints Policy which has been adopted by the Governing Body can be found on the school's website.

CHILD PROTECTION

Parents and carers should be aware that the school has a duty to take reasonable action to ensure the welfare and safety of all its pupils. In cases where school staff have cause to be concerned that a pupil may be subject to ill-treatment, neglect or other forms of abuse, staff will follow the Local Safeguarding Board Child Protection Procedures and inform Children's Social Care of their concern. This may involve a visit to the home by a social worker, or a Case Conference and possible registration to the Child Protection Register. Each school has a "designated teacher" for Child Protection.

In The Links Primary the Designated Safeguarding Officer is Louise Daly, the Deputy Designated Safeguarding Officer is Julia Hutchinson.

The schools' Child Protection Policy can be found on the website.

HOME-SCHOOL CONTACT

When your child starts school, you and he/she will be asked to sign a Home School Agreement. This document outlines the role the child, the parent/carer and the school has in ensuring a successful learning journey. We have many means of communication already set up for ensuring clear, open dialogue between parents and school. This includes school sending a newsletter home each week with news events, achievements, requests and diary dates. We ask parents to remind children to deliver paper letters carefully and not to leave them in coat pockets or bags. If your child is absent, the teacher will put her/his letter in their school drawer until they return.

Messages are routinely conveyed by text message which means that it is vital to keep you details up to date: please inform us if mobile phone details or e mail addresses change.

Sometimes, parents want to discuss specific anxieties about their child with the class teacher and we are happy to make an appointment with you. The Head Teacher is also available for parents/carers by appointment. Likewise, staff may wish to discuss particular concerns with parents. We see our partnership with parents as crucial in the development of the children and their learning.

Parents are invited to join our class assemblies when their child's class is presenting the theme. We want to celebrate our children's achievements and growth in confidence together.

At the start of each term your child will bring you a letter detailing the planned work and themes.

In October and February, we hold Consultation Evenings for parents and staff, each over 2 nights, giving an opportunity to discuss progress of and priorities for the child's development. Parents will also receive a termly report card at the end of the autumn and spring Terms. These will inform you on your child's progress and also inform you of the targets set for the following term.

Safety and Security on Site

We all have a heightened awareness of school security and safety and our school has been designed with that in mind. The governing body has a Buildings Committee to agree and review our practice and policy regarding school security, safety and wellbeing on the school site and health and safety for both children and staff. For the 6 and half hours of the day when your child is in our care, we shall endeavour to maintain these high standards.

Entrances to the Building

In our building, we have 4 entrances to Main School, via the playground doors, where the majority of children will enter as appropriate. These are very clearly labelled. The Main Front door and Nursery door are automatic, for disabled access. There is a large square push-pad on the outside wall. Nursery children enter via the door at the front of the building.

Arrival and collection of children

- The school doors will be opened 10 minutes before the start of the morning session in order to get children ready for the day and to avoid over-crowding in the playgrounds.
- Children are expected to come into school to prepare for the teaching session where staff will be waiting. Gates are usually opened at 8.35am so no child should be on site before 8.40a.m.
- Parents are requested to leave/meet their children outside the building.
- For Fire and Safety reasons we ask parents to keep well away from the exit doors at the beginning and end of the school day. Please wait along the outer edge of the playground to allow your child to see you more easily.
- For security purposes the entrance doors are closed 5 minutes after the beginning of each session. Children who arrive at school late should therefore enter via the Main front door and must report to the school office – so their name can be added to the daily register.
- Parents must inform school who will be dropping off/collecting children at the beginning and end of the school day via the Home Arrangements form
- Children who attend our Out-Of-Hours Care Club use the front door. There is a separate bell to the right of the inner door to attract attention.

- Gates will be locked during school session and after home-time for the security of the children and staff. Therefore access to the playground at the start and end of the school day will be restricted to 8.35am to 9.05am and 3.05 to 3.30pm for parents and carers.

Lunchtime and Playtime Supervision

At present we have a team of 5 Lunchtime Assistants who carefully supervise the children at lunchtime. All of them are trained in Emergency First Aid. At morning break, there are several staff, including teachers on duty outside, many of whom are trained in First Aid. Children are not allowed near the fences and we teach them the boundaries of where they may or may not go in order that our supervision is efficient and secure. We ask that parents and friends do not come to the school fence to talk to the children because we do not know all of you and therefore cannot be certain who is talking to our children.

No Smoking in School or in Our Grounds

In line with Government legislation, we have a policy of no smoking in our school building at all times for the health and safety of our children, staff and visitors. This extends to ALL areas inside our perimeter at all times.

Dogs on Site

For health and safety reasons, no dogs are allowed anywhere on site (with the exception of Guide dogs, accompanying visually-impaired people)

Car Parking

The car park at the front of the building is for staff, Local Authority officers and contractors' vehicles ONLY. Parents of children with particular medical needs and mobility needs may also make special arrangements with the Head Teacher to arrange car parking in this area. As with all schools, this limited space can quickly become congested. We ask parents to consider car-sharing or walking to school with their children.

Our Community Police Officer regularly monitors this situation. Please do not park on the restricted parking areas, marked with yellow lines around the area. Stockton Parking Enforcement officers are empowered to give £60 penalty notices.

Thoughtless parking is dangerous to our children, creates hazards and frayed tempers.

If you qualify for Free School Meals, please collect a form from our School Office, whether your child takes a meal or not. School dinners are cooked daily in our kitchen by a team of caterers from Caterlink. At present, meals cost £2.10 a day (£10.50 weekly).

All children in Reception classes and Y1 and Y2 classes are entitled to a free meal at lunchtime and we would encourage parents to take up this option. We ask parents of children in Years 3 to 6 to pay dinner money via ParentMail.

For parents who receive income support, school meals are provided free to children in all year groups. Claim forms are available in our school office. (Even if you choose not to have these meals, it is important that parents register as this beneficially affects our annual school budget.)

Parents of older children may sometimes prefer their child to have a packed lunch. This should be in a rigid plastic container and clearly marked with the child's name. We request that no glass bottles, cans, sweets, fizzy drinks, chocolate or any items containing nuts are brought into school please. We encourage all our children to eat healthily.

For the small numbers of children in Reception, Year 1 and Year 2, whose parents choose to send in a packed lunch, we would ask that all small items of fruit/veg, such as grapes and

cherry tomatoes, be chopped in half at home before they are brought into school. We require half a terms notice in writing from you to the school office should your child change from school lunch to packed lunch please as our Cook orders provisions in advance. Several trained Lunchtime Assistants supervise the children during the lunch break with at least one member of the senior teaching staff available for emergencies.

Children in KS 2 may bring a small piece of fruit for morning break. Under the "Fruit in Schools" Scheme, all children from Nursery to Y2 are offered free fruit each day.

No children are allowed to leave the school site at lunchtime without prior arrangement with the Headteacher. When children go out on a trip over lunchtime and normally stay for school dinner, Cook will prepare a packed lunch for your child. Children should bring their normal amount of dinner money for this week.

We encourage our children to drink plenty of water during the school day and parents are asked to provide a labelled bottle of water (with "Sports" top) please, to be replenished at home each day.

SCHOOL COUNCIL

The school has School Council made up of elected representatives from each class. The children meet weekly and are active in decision making in the school. They have bought games for children and have organised the playground. We value the voice of the children and respect their input into developing and improving our school. Mrs McMillan is the staff member on the school council.

EDUCATIONAL VISITS

Educational visits and specific activities are arranged during the school year and are linked to the programmes of study being undertaken/themes being studied. As they are part of the curriculum, we cannot charge for these activities. However, as School Fund cannot cover the entire costs of entrance fees etc., we do ask parents to make a VOLUNTARY contribution to help us pay for the activity. No child will be excluded from a visit because of inability or unwillingness to make a contribution. If, however, insufficient contributions are made, some visits may have to be cancelled. This policy is in line with that of the Local Authority. We want to assure parents that we plan these activities carefully, in terms of educational benefit, cost, safety and enjoyment. We do not make a charge for models made (clay, wood etc) or cooking ingredients. If more than one child per family is involved in a visit, the second and subsequent children will be charged "half price".

School is also keen to develop Pupil Voice where children act as Ambassadors visiting other schools, bringing back good ideas to develop their own school.

The Curriculum

At The Links Primary School we offer a broad and balanced curriculum which is designed to cater for all pupils regardless of gender, race or level of intellectual ability. As well as being academically demanding, it is designed to promote the spiritual, moral, cultural, social, cognitive and physical development of each child.

Children in Foundation Stage (Nursery and Reception Classes) engage in a wide range of tasks and activities which are part of our planned school curriculum, based on the EYFS (Early Years Foundation Stage). Learning in EYFS focuses very much on play and is predominantly practical.

The areas of learning are Personal, Social & Emotional Development, Communication & Language, Literacy, Mathematical Development, Creative Development, Physical Development and Understanding the World. These areas are taught through themes each

half term which engage the children and offer exciting and stimulating contexts for their learning.

The school curriculum includes those subjects specified within the National Curriculum (5 - 11) for England. These are:

- English, • Maths,
- Science, • History,
- Geography, • Design and Technology,
- Computing, • Art & Design,
- Music and • P.E.

A foreign language (Italian) is taught from Y3 onwards. Religious Education is also a Statutory Subject.

Our curriculum also encompasses areas such as Personal, Social and Health Education (PSHE) and Global Citizenship.

Our school curriculum has been reviewed to ensure that we meet the statutory demands of the National Curriculum (2014) whilst keeping the curriculum personal to The Links through an emphasis on local heritage and culture e.g Captain James Cook, George Stephenson, the growth of Stockton on Tees/Teesside and local geography.

All children in Years 1 – 6 follow the National Curriculum. Children in Year 1 and Year 2 follow the Key Stage 1 programmes of study, with children in Years 3 to 6 following those prescribed for Key Stage 2. In all curriculum areas, continuity and progression have been carefully considered and children will follow a varied and stimulating curriculum which will allow them to learn new facts, skills and concepts and to consolidate their previous experience.

Organisation

All our class sizes in 2018 will contain approximately 30 children. All classes are organised into single age groups. Children of all classes are taught within a mixed ability context and each child benefits from access to differentiated work, related to their own level of ability. This includes those children who have been identified as having special educational needs or disabilities as well as those who are more able.

Teaching is planned and organised in such a way as to provide maximum support and opportunity for learning for all children in each class. This will include whole class teaching, group work, paired and individual work depending on the nature of the activity. The pastoral care of children in school is the responsibility of the child's class teacher.

Additional help and guidance is available from the Head Teacher and Deputy Head Teacher.

We also have a dedicated team of highly qualified and very effective Teaching Assistants to support children's learning. All teaching staff plan for delivering the whole curriculum with specific learning objectives and assessment opportunities.

Children in Reception, Years 1 and 2 have over 22 hours direct teaching time (excluding breaks, registration, assemblies). Children in Years 3 to 6 have 23.5 hours direct teaching time. These hours comply with DFE recommendations.

ENGLISH

We aim to develop all aspects of English to enable every child to develop her/his skills and knowledge to communicate and explore, understand and be understood in the world around them. Competence in English is a life skill which we develop not only in English lessons but also throughout the whole curriculum. The areas of speaking and listening, reading, spelling, grammar and punctuation and writing (transcription, handwriting and composition) are developed in a variety of forms and experiences. The National Curriculum sets out the profile components. Those children for whom English is an additional language will have relevant support where appropriate.

Spoken Language

At The Links we aim to develop your child's ability to speak to a variety of audiences and for different purposes as a key process of communication. We want each child to be valued, grow in confidence and learn skills appropriate to her/his age, ability and context. Alongside speaking, children are taught how to listen - for information, for developing relationships, to form ideas, for following instructions. From a very early age your child will be encouraged to speak clearly, share information, ask questions and give presentations. Their audiences will include their peers, staff, family members and friends.

Reading (word reading & comprehension)

We have a rich literary environment at The Links with the provision of quality reading material covering fiction, nonfiction, poetry and reference books. These books can be found in each teaching base from nursery upwards and all classes have access to our library resources. These books are supported by our key reading schemes, Longman Book Project, Floppy Phonics, Project X, Oxford Reading Tree plus several others. We teach children to read using a variety of methods including systematic, synthetic phonics and whole and key word recognition, developing reading skills and positive attitudes to books. Scheme books are colour banded according to level of difficulty.

We want children to find pleasure in reading and therefore we allocate time each day to develop the habit of quiet reading throughout school. All children from Reception – Y6 take part in daily Guided Reading activities.

Children should bring their books home daily with their Reading Record or Journal in which we ask you to make constructive comments. We recognise and value our shared role with you in encouraging your child in reading, not only in the strategies for learning to read but also to develop understanding, give opinions and extract information.

Children continue "learning to read" throughout their 7 years with us and we have developed a whole school planned progression of skills, knowledge and understanding.

Classrooms contain a rich variety of books for reading or sharing and class readers are enjoyed by teachers and pupils alike. We want children to develop a love of books, an enjoyment of reading for pleasure and a mastery of this essential life skill.

Each topic or theme has high quality children's literature running alongside and children are encouraged to discover the joys in reading books by a wide range of respected authors including Julia Donaldson, Roald Dahl, Michael Morpurgo, Michelle Magorian, Charles Dickens and Shakespeare. Children are also encouraged to read poetry and to learn by heart poems for performance to different audiences.

Vocabulary Development, Spelling, Grammar and Punctuation

From the earliest stages in a child's learning we encourage them to be interested by words and language. We help them to develop their vocabulary and to understand how words are made from a series of sounds blended together (phonics). This enables children to begin early reading and to spell simple words. As they move through school, children learn about word classes and derivations, sentence structure, grammar and spelling conventions. We teach them technical vocabulary associated with the different subjects in the curriculum and its use is encouraged and expected.

Writing

(transcription, handwriting and composition)

Children are encouraged to write as soon as they start nursery in the form of mark making, becoming aware that writing carries meaning. We have planned a progression of forms of writing (e.g. stories, letters, lists, recipes, accounts, poetry, descriptions etc) and writing skills throughout your child's time at The Links in order to give a rich variety of purpose and audience. Children are encouraged to plan and draft their work on some occasions and also

to use the word processor and other information technology equipment we have available. Children will complete a piece of sustained writing at least weekly through their Big Write lessons.

At The Links we have adopted a semi cursive style of handwriting which concentrates on correct letter formation and joining up of clusters of letters. A copy is available from your child's teacher. We value, encourage and expect well-presented work for on a daily basis. We use a variety of techniques in the teaching of spelling depending on stage of development, including the "Look, say, cover, write and check" method, word banks, dictionaries, word books, "My Try - Adult Help" cards, phonic building and spelling convention lists. Each year group has a list of spelling patterns and conventions from the National Curriculum appendices for each year group. As you would expect these become more difficult as children move through school.

MATHS

Mathematics involves the development of logical thinking and the ability to make sense of the world. Numeracy is a key life skill, a tool for everyday life, a means of communicating information and of solving practical problems. Therefore, from earliest stages, we want children to become numerate, to be encouraged to apply their knowledge and skills to real-life situations and, consequently, to see the relevance of what they are being taught. The National Curriculum for Maths emphasises mental agility and understanding the number system. Numeracy is a proficiency which involves confidence and competence with numbers and measures. We therefore want children to acquire a repertoire of computational skills and an ability to solve problems in a variety of contexts.

The strands of maths studied during primary school will include:

- Number
- Measurement
- Geometry
- Statistics
- Algebra

We use a variety of resources which include Abacus and Numicom but these only form part of our own scheme of work. Investigations, problem-solving, games (including on PCs and tablets) and practical apparatus are additional resources and activities that will extend and enrich the children's experiences in mathematics. In the new National Curriculum, efficient methods of calculation are introduced earlier than in previous years.

Mathematics is linked, where possible, to other areas of the curriculum (e.g. Science, Geography, History, PE), and children's work can extend out of the classroom into the outdoor learning environment. Children are required to learn key number facts by the end of given year groups and your support with this through helping with homework is much appreciated e.g. by the end Y2 children should have embedded knowledge and speed recall of number bonds to 20 and be able to apply these when solving more complex problems with larger numbers e.g. $13+7=20$ therefore $130+70=200$. By the end of Y4, all children should have speed recall of the multiplication facts to 12×12 and their derived division facts. By the end of Y6 children should be able to apply their knowledge of mathematics to solve complex problems including fractions, decimals, percentages and ratio. As well as the number system and calculations using all four operations (addition, subtraction, multiplication and division), algebra and geometry, statistics, measures and data handling are all key elements of the maths curriculum. The application of maths skills in problem solving is a key feature of lessons and children are taught to try to solve problems from an early age.

By the time they are in Y3, children should be able to solve simple problems and before they leave us, children need to be able to solve written problems involving two or more operations (multiple step problems) e.g. Sandwiches cost £1.70 each, whilst drinks cost £0.99. A family buys four sandwiches and three drinks. How much change will they get from £10.00?

Our aim is to provide a positive attitude towards the enjoyment and appreciation of mathematics. We want to give pupils a firm basis of knowledge and skills so that they become numerate and are confident to tackle real life maths problems now and in the future.

SCIENCE

At our school we aim to provide all children with the opportunity to develop their knowledge and understanding of Science, as set out within the National Curriculum, largely through their direct involvement in a range of practical / investigational activities as related to their age and stage of development. Such activities are intended to encourage the development of specific skills related to scientific investigation. From a very early age children are encouraged to ask questions, to plan and carry out investigations i.e. to observe, to measure, sort and classify, record and interpret their findings, hypothesize and construct 'fair tests'. Such practical skills will provide the children with the means to explore and investigate the world of science and therefore develop a further understanding of it.

In addition, children will study of a range of scientific areas – in KS1 this includes:

- Plants,
- Animals including Humans,
- Everyday Materials,
- Seasonal Changes and
- Living Things and their Habitats.

In KS2 children will learn about:

- Rocks,
- Light,
- Forces and Magnets,
- States of Matter,
- Sound,
- Electricity,
- Earth and Space,
- Changes in States of Matter,
- Forces and
- Evolution and Inheritance.

The development of our school grounds to include growing spaces has supported this element of the science curriculum. School visits also enrich our children's learning in science.

In addition to the scientific skills and knowledge outlined above, we hope that all children will develop an interest and enthusiasm for Science and thus gain, through their own motivation, a wider appreciation of the important role science plays in our world today.

COMPUTING

The National Curriculum requires all children to learn not only how to use a computer and its applications, but also how computers have to be programmed. From learning how to give directions to Beebots and Floor Turtles in the Early Years to using code for modelling on screen and debugging programs, children will be taught to program from an early age. Our children in KS2 are being taught to use programs such as Kodu and Scratch to create their own games and virtual worlds, designing writing and debugging programs to accomplish specific goals including Control, Simulation and Problem Solving.

Our staff and governors have devoted a great deal of time and money to maintaining e-learning opportunities for our children across school until the present time. As well as our I.C.T. suite, we have banks of portable devices for use in classrooms with wireless connectivity. Every classroom has an interactive whiteboard connected to our school network to enhance teaching and learning across the whole curriculum.

We have PCs, Apple Macs, laptops and IPADS for pupil use across school.

I.C.T. permeates all subjects, and it plays an ever increasing part of everyday life. It is our aim that children leave The Links with the ability to use a range of I.C.T. equipment and software with confidence, enthusiasm and an understanding of its ability to communicate, investigate and control information.

An integral part of the Computing curriculum and pupils' use of ICT, is the teaching of E Safety. The Links Primary School takes its safeguarding responsibilities very seriously and E Safety features in the curriculum of each year group. Children are taught to use technology safely and respectfully, keeping personal information private; they learn to identify where they can go for help and support if they have concerns about content or contact on the internet or other on line technologies; older children learn to recognise acceptable/unacceptable behaviour and how to report concerns. The Links Primary has an E Safety team made up of staff and Governors which devises and reviews policies and practices around keeping children safe in the real and virtual world.

HISTORY

History can mean two things - the past and the study of the past. We believe the past influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. Our aim in children learning about the past and the methods used to study it will help them make sense of the world in which they live and appreciate how past events and actions have influenced and formed their present lives.

Children are by nature curious and it is our aim to develop this curiosity about the past.

Children in the early years do have a past of their own to discover and remember and we aim to develop the children's concepts of time, place, awareness of their own environment and family, gaining some idea about their own history. This is extended in the later years where areas of study are planned around topics, projects or themes.

We use a variety of sources of evidence - visits, visitors, collections and artefacts, books, the internet, computer programs - as starting points for history. Children are enthused by visits to a variety of historical sites.

In Key Stage 1 children will learn about figures of local historical significance such as George Stephenson and Captain James Cook.

In Key Stage 2 children learn about changes in British History from The Stone Age to the Iron Age, Roman Britain and its impact, Anglo Saxon & Scots settlement and The Viking and Anglo Saxon struggle with the Normans for the Kingdom of England. They also study a period in British History post 1066 which is relevant to our locality. In addition, children in Key Stage 2 learn about the achievements of ancient civilisations including The Ancient Greeks, Ancient Egyptians and The Mayan Civilisation.

ART AND DESIGN

Each child at our school will have the opportunity to experience the aesthetic and creative area of learning through Art and Design. The children are given experiences in using a wide range of materials, tools and media, for both two and three dimensional work. This experience is intended to promote an increased sensitivity and a development of art/design techniques. The children are encouraged to use observational skills to develop visual perception and to improve manipulative skills in the execution of their art work.

The children are also encouraged in their appreciation of our artistic traditions and come to understand the styles of different artists in our own and other cultures, making practical connections between this and their own work.

Art also complements other curriculum areas and we endeavour to display the children's work to its best advantage, creating a bright, stimulating environment which reflects the quality of the work carried out in the school.

GEOGRAPHY

We aim to deliver Geography in a variety of ways including through cross curricular themes and as a discrete subject.

During their time at school the children will study the geographical features of their immediate surroundings and progress to studying other localities in the wider world. In so doing, we aim to increase each child's awareness and understanding of the world in which they live. Pupils will develop locational and place knowledge, human and physical geographical knowledge, geographical and fieldwork skills.

In order to support this learning, understanding and enjoyment of Geography, we use a wide variety of resources

(e.g. field work, visitors, artefacts, media clips, reference materials including atlases, OS maps and I.C.T. programs) to provide the children with as much first hand and relevant experience as possible.

MUSIC

Taking part in a range of music-making activities is the most effective way for pupils to develop a real understanding of music. Music education is therefore experienced through an active involvement in listening, appraising, performing and composing, which are the main components of the National Curriculum for Music. The enjoyment of music is strongly encouraged by providing opportunities for pupils to express ideas and feelings through music, and which also develop the necessary skills and understanding. Pupils will then experience personal satisfaction through making music together.

Pupils listen to and perform a wide variety of styles in music, which helps to develop an awareness of different times, traditions and cultures.

Our children sing together each week all children from Year 1 to Year 6 receive weekly teaching from music specialists from Egglecliffe Secondary School. Children are given the opportunity to sing, compose and play a variety of instruments, such as recorder, violin, cello and percussion.

Specialist tuition is provided by Egglecliffe for a number of instrument players in Key Stage 2.

PHYSICAL EDUCATION

P.E. at The Links is highly regarded as an important part of school life and has a planned programme of activity, contributing to the development of the whole child. We are also committed to raising children's fitness and health through quality P.E. activities. The educational objectives of the National Curriculum have been considered carefully and our children play games and take part in dance/movement, educational gymnastics, athletics, outdoor activities and swimming. Through these activities we aim to develop the child's general body control, co-ordination, balance, agility, stamina and co-operative skills as well as encouraging healthy competition. To help the children achieve these objectives we have an extensive selection of large and small apparatus and the use of a hall for indoor activities as well as extensive outdoor spaces including ball court and fields.

During year 6 our children attend swimming lessons at Splash Swimming Pool to support the aim that all children are able to swim at least 25m unaided before leaving primary school.

We also offer for our children a 3 day residential 'outdoor adventure activity' for children in years 5 and 6.

School receives dedicated Sports Premium money which is used to enhance provision.

School uses the funds to transport children to sporting venues for competitive fixtures, specialist teaching for some of the week, release time for sports leaders and membership of the local school sports partnership.

Sporting Achievements

During the past academic year the children have been enthusiastically engaged in a wide range of sporting activities including games, dance, swimming, gymnastics and several other outdoor pursuits. School is a holder of Sport England's Active Mark.

As part of our Outdoor and Adventurous Programme our Y6 pupils and staff enjoy a residential 3 day visit together, usually at Robinwood. The children are able to take part in a full range of outdoor adventurous activities including climbing/ abseiling/ canoeing/ raft

building/ gorge-walking/ orienteering and hill walking - a remarkable and challenging experience enjoyed by all involved.

Competitive Sports

Children in all year groups are given opportunities to take part in inter-year group challenges (intra school sports). Children from Y1 and Y2 take part in cluster sports festivals at various locations around Stockton.

Each year a team of children represents the school in the Tees Valley inter-school athletics competition at Middlesbrough Sports Village and we also have children taking part in local and regional festivals.

Year 5 & 6 pupils also enter the Kwik Cricket Festival for a day's "friendly competition" with Stockton Cricket Club.

Weather permitting, school also holds 2 sports afternoons each year when all our children can enjoy the fun and challenge of team and individual physical activities. Our intention is that all children collect stickers, certificates and encouragement for their participation and performance.

DESIGN and TECHNOLOGY

Design Technology as a subject is intended to provide children with the opportunity to search for and provide practical solutions to real problems. This type of activity will involve all children working, at their own level, within the 'design process' i.e. generating and researching a need, making a design, making a practical response - e.g. a model and finally evaluating the finished article.

Children at The Links engaged in Design and Technology will have the opportunity to work with an increasing range of materials as they progress through school, including reclaimed materials, resistant materials, food and textiles, and will be taught to handle safely a greater range of tools.

In addition, children will learn about those structures, mechanisms and energy systems which might be used in their designing and making activities. Such problem-solving work is intended to further promote the children's self-reliance, perseverance and initiative. We hope that our children will develop in all these areas and also experience the fun, excitement and feeling of achievement to be found in Design Technology as they 'learn through doing'.

Design and Technology includes Food Technology and children will learn to devise and prepare healthy snacks and foods as part of their learning in this area.

RELIGIOUS EDUCATION

Religious Education in our school is provided within the framework of the Stockton Agreed Syllabus. We seek to contribute to the spiritual, moral, social, cultural and intellectual development of pupils by helping them to learn about religion and to learn from religion.

"Religious experience is based on the acknowledgement of a spiritual reality that gives significance to life which transcends the material world."

All children will have the opportunity to explore the nature of religion and the influence it has on its members. We introduce children to aspects of Christianity, together with elements of the world's major religions including Sikhism and Hinduism. Visits to local places of worship are included in the curriculum for RE. We aim to develop the children's ability to reflect on what might be learned from these religions and how lives are affected by different dimensions. We aim to encourage respect and tolerance for those holding different beliefs. We do not attempt to "convert" children, rather we hope to enrich and enliven the child's whole understanding of the world in which they live. We aim to develop a spiritual awareness of children and a sense of awe and wonder which may help them make sense of our world.

NOTE: If the parents of any child attending our school wish that she/he be withdrawn from R.E., the Head teacher will be happy to arrange a meeting to discuss this situation and make appropriate arrangements for alternative activities.

PERSONAL, SOCIAL, HEALTH and

CITIZENSHIP EDUCATION

Although not a statutory subject, Personal, Social, Health and Citizenship Education (P.S.H.C.E) enables children at The Links to become healthy, independent and responsible members of society. We encourage the children to play a positive role in contributing to the life of the school and the wider community and in doing so we help to develop their sense of worth.

The main aims of P.S.H.C.E. are to help children understand what constitutes a healthy lifestyle, what makes for good relationships with others and how to develop self-confidence and self-esteem. We deliver much of our P.S.H.C.E work through Circle Time, where we construct a safe environment where children are encouraged to discuss and share feelings and ideas. These may be related to our main aims or may be issues which have arisen from the children themselves.

The aim of our Drug Education programme is to give children the facts to emphasise the benefits of a healthy lifestyle and to give our young people the knowledge and skills to make informed and responsible choices now and in later life.

At The Links we want to encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community. Many of our children are class or whole school monitors, developing their sense of responsibility, duty and independence. We ensure that they experience the process of democracy in school through our School Council.

We teach our children about rights and responsibilities. The Council meets regularly to discuss issues and share information which concerns staff and pupils. They also meet with contractors, governors and senior management staff to improve aspects of school life.

Our Year 6 pupils provide community service as 'Monitors' across school during their breaks and occasionally after school.

Our children plant and grow vegetables, fruit and flowers, ensure that the grounds stay tidy and litter free and look to ways in which we can improve our environment.

SEX and RELATIONSHIPS EDUCATION POLICY

The Curriculum Committee of the Governing Body has developed and agreed the Governors' policy for Sex and Relationships Education (SRE). A process of consultation with parents and staff took place during its development. Sex & Relationships Education is a process which aims to support the personal and social development of all pupils, to develop self-esteem, a sense of responsibility and quality relationships. It is an integral part of the learning process for all children in school. Sex Education encourages exploration of moral issues and values, consideration of sexuality and the development of communication and decision making skills. School uses the Lucinda & Godfrey SRE scheme. A full copy of the policy and outline teaching programme is available from the school on request.

NOTE: Parents can withdraw their child from all parts of sex education provided, except that which is required as part of National Curriculum Science.

ITALIAN

All children in Years 3 – 6 learn Italian each week. They learn basic words, phrases and grammar and through their work with a teacher, children experience speaking in another language. For many, this lesson is a highlight of their week! They learn to understand and respond to spoken and written language, speak with increasing confidence, fluency and spontaneity, write at increasing length for different purposes and audiences and discover and develop an appreciation and excitement for the language studied.

COLLECTIVE WORSHIP

At The Links we value our collective worship and the opportunity to share our insights into our place in the world, our purpose of being, and our responses to questions of "right and wrong". This is done in a secure atmosphere and in a variety of settings i.e. whole school, key stage, year group or in classes. The law states that "collective worship must be wholly or

mainly of a broadly Christian character, though not distinctive of any particular denomination". Our Friday assembly often takes the form of a celebration of our children's achievements.

NOTE: Parents/carers have the right of withdrawal of their child from collective worship and the Head Teacher will be happy to arrange a meeting to discuss this. Supervision will be given to the child and appropriate work given.

COMPLAINTS ABOUT THE CURRICULUM

Parents have the right to make a complaint about the curriculum we offer and the Trust has established a procedure for considering these complaints. We hope that parents would feel able to raise their concern in the first instance with the class teacher or Head teacher. We value this informal dialogue and are always willing to listen and discuss ways to further improve what we offer the children here.

Parents can request to see copies of the National Curriculum, OFSTED report summaries, and policies in use etc., by arrangement.

ASSESSMENT & REPORTING PROCEDURES

The assessment of individual children's performance within the National Curriculum will be regularly undertaken by class teachers during the course of the year. Assessment is intended to help staff recognise pupil achievement and progress, to establish what children know, understand and can do to identify strengths and weaknesses, so that a planned response can be made as to the next steps in their learning. Sometimes special educational needs become apparent and the teacher can then take appropriate action to support that child. Conversely, a child may excel in a particular area of the curriculum and additional challenge may be required.

Observing daily classroom activity and the marking of books offer key indicators of learning. These are in addition to more formal assessments which are undertaken each half term/term.

In accordance with the requirements of the National Curriculum, children who are at the end of some year groups (EYFS, Y1, Y2 and Y6) are formally assessed against national standards and parents, the Local Authority and the Department for Education are informed of results.

At the end of Foundation Stage, children are assessed against the Early Learning Goals and judged to be "emerging," "expected" or "exceeding" these measures. A child who is achieving the Early Learning Goals in their Personal & Social Development, Literacy and Mathematical development is judged to have a "Good Level of Development" and is considered able to access the curriculum in Y1.

In Y1 children are assessed against a national phonics standard (how well they can blend letters to read words).

In Y2 children are currently assessed using national tests in reading and mathematics.

These are relatively informal and do not put the children under undue pressure. The tests are intended to offer additional evidence to support teachers' judgements about how well a child is performing against age related expectations and national expectations.

Children's abilities in speaking & listening, writing and science are also assessed by teachers and the results reported.

In Y6, formal assessment through National Curriculum Tests is undertaken each May.

Children are assessed in reading, spelling, grammar and punctuation and maths.

Their writing in different subjects from across the year is also assessed by their teachers against strict criteria. These results, in addition to the teacher assessments for these children, will be reported to parents, the Local Authority and Department for Education by the end of the term and are passed on to receiving secondary schools.

Each academic term, we hold a Consultation Evening to provide the opportunity for discussion between teachers and parents, to share information and to review each child's progress. We have a wide range of information related to pupil progress and the "Value

Added" by the school to the achievement of each child. In addition, towards the end of the Summer Term, parents will receive a written report indicating their child's progress in each subject and how well he/she is attaining in relation to age related expectations.

EXTRA-CURRICULAR ACTIVITIES

At The Links Primary we consider extra-curricular activities as an extension of the school life. We also encourage children to support various charity activities which have been agreed by the Community Links Committee of the Governing Body.

Participants pay for some of these activities, in order to attract suitably qualified and experienced tutors. Each term there is a new programme of activities, tutored by school staff or bona fide course tutors.

Charges are made at the start of the term for the entire course. The activities offered include Computing Club, Multi Sports, Art Club, Football Activities, Italian, Drama, Cooking, Gardening and Dance.

We welcome any parental support and skills you may have to offer. Please do not hesitate to contact a member of staff if you would like to help. All volunteers must undergo a Disclosure and Barring Service check, forms for which are available from the school office.

Special Educational Needs and Disabilities (SEND)

Our school Special Educational Needs Co-ordinator ('SENCO'), Mrs Young has continued to play a significant part in the implementation of the Code of Practice procedures with our staff and parents. She has worked alongside teaching and support staff during the course of the year. She has also been able to speak directly to our parents and support agencies.

Governors believe that this is a valuable contribution to the SEN work, taking place in the school. The local SENCOs meet from time to time to discuss needs and developments and are supported by the SEN section of Stockton Authority.

Financial support for additional teaching assistants to work with children with complex needs is sometimes provided directly by the SEN section of the Education Authority. The Local Authority will occasionally provide additional funding where there are severe medical needs or where a child has a significant learning delay. This means that ALL other teaching assistant support for children with special needs is financed by school's own budget, with a partial SEN contribution of the funding by the local authority.

If it is felt that a child has special educational needs, the parents of a child in question will be informed and their support and advice welcomed.

Such children will be entered onto a Special Educational Needs Register so that their individual needs can be better identified and addressed. This is known as School Support.

Some children may require the support of outside agencies

- e.g. Hearing Impaired Service, Learning Support Service, Educational Psychology Service, Autistic Spectrum Support or the Behaviour Improvement Service. In some cases, where the child's needs are many and complex, they may require an Education, Health and Care plan which outlines what provision must be made for them by each different agency. The plan will describe in detail all the special help required. At all stages parents will be informed and involved. Your views and support are very important in the procedures outlined above.

At The Links, we endeavour to ensure that the needs of all children are met to enable them to fulfil their potential. As professionals, all teachers make provision for a range of abilities in their classes and for the strengths and weaknesses of individual children. They assess the progress of all children and maintain a written profile of their academic and social achievements.

We view any considered response to a pupil identified with special educational needs as best met through the very necessary partnership of parents, teachers and any outside agencies involved. The Code of Practice focuses on the principle of "Inclusion" into mainstream schools of children with SEN where support is available, appropriate and practicable.

Breakfast Club and After School Club information

The Links Breakfast Club and After School Club has been set up to provide our pupils with a safe and fun place to start and end their school day.

The aim of the clubs is to be informal and friendly, allowing children a choice as to how they start the day and end the day: some children like to wake up slowly or wind down at the end of the day, others prefer to get on and play. The club will provide a quiet space (for reading, etc), a free play area, as well as more structured activities. Play, rather than education, is at the heart of the club.

Each morning a breakfast will be provided and after school a small snack will be provided. The children will be encouraged to sit down and talk together, and then clear up their dishes: the idea is that our breakfast and snack time replicates as far as possible the atmosphere of a family meal.

The clubs will take place in the **mobile classroom to the right of the school.**

Breakfast Club

Children will be able to **arrive from 7.30 a.m.** There will be no admittance before this time. Children will enter via the green gates next to the car park where they will be registered. At 8.45 a.m. the children will be taken to their individual classes.

After School Club

Children will be collected from their classes and taken to the mobile classroom. Please note the end of this session is 6:00.

Cost

The Breakfast Club will have a fixed cost of £5.50 per session which includes a choice of breakfast and fun activities. The cost does not change depending on the time you arrive or if you choose not to have breakfast with us.

The After School Club will have a fixed price of £8.50 per session and includes a choice of snack and fun activities. The cost does not change depending on the time your child is collected or if they choose not to have snack with us.