

# WATH CENTRAL PRIMARY SCHOOL

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## PROSPECTUS

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**Aspirational**  
**Creative**  
**Proud**  
**Respectful**  
**Reflective**  
**Resilient**  
**Responsible**



Team Central,  
Together We Can

## Message from the Head Teacher

# Welcome

On behalf of the children, staff and governors of Wath Central Primary School, I would like to warmly welcome you and thank you for enquiring about our school.

We are extremely proud of our school and as a staff team, we are committed to providing the very best education for all the children in our care. Our work is formed and led by our shared mission and vision.

Wath Central is a family; children are at the centre of everything we do. We are a welcoming and caring school; we work together as a community to provide a happy, safe and secure learning environment where each child is a valued individual, with their own strengths and development needs. We promote mutual respect for each other, we value diversity and continually seek to remove barriers to learning.

We strive for excellence. We strive for every child to reach their potential as successful learners, confident individuals and responsible citizens. We promote education as an experience to be embraced as well as enjoyed, allowing the learner to achieve beyond their expectations. We aim to stimulate and excite the children's imagination, motivate a desire to achieve and inspire a lifelong love of learning.

### **Together, we can.**

If you would like to know more or if you would like to visit us, please do contact us.

We would love to hear from you!

Ms Jude Gray



## Our Mission

We value every child for what they are and prepare them for everything they could be. This is a place where everyone is valued and cared for as an individual, their views and heritage are respected.

As a school, we want our children to make a difference in our community and during their lifetime. We want them to develop a curiosity for the world in which they live, a love of learning and be able to work collaboratively whilst expressing their individuality with confidence. In this way, we encourage our learners and staff to question the purpose of the learning and develop projects which will have an impact.



## Our Vision

For us, education is about:

- Raising aspirations. Preparing our children to succeed in a modern world; supporting and empowering children to see challenge as an opportunity and mistakes as valuable.
- Widening perspectives. Developing in children an understanding of themselves, of others and of their place in the world.
- The joy of discovery and the expression of individuality; nurturing in children a sense of wonder, triggering their curiosity and enabling them to use the power of imagination.

We want our children to:

- Thrive. We want them to feel safe in a calm and supportive environment so they are ready to learn and exceed their own expectations.
- Work hard and produce beautiful work. Be committed to learning and take pride in their achievements.
- Work together in an environment where diversity and inclusion go hand in hand.

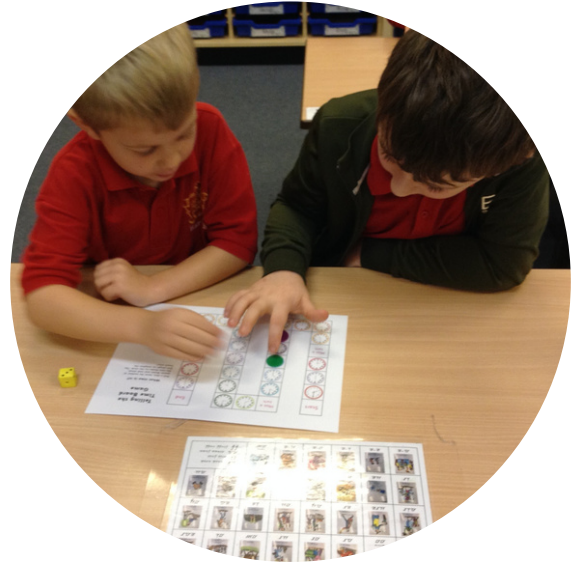
**For us it's about togetherness. It's about inspiring a community to achieve success.**

# Team Central

## Our children

Our children uphold and follow a number of school values chosen for the children, by the children. Our values are threaded through everything we do at Central. We strongly believe that by encouraging, sustaining and enhancing these values, we can achieve the highest possible standard for every child in our school. We aim to:

Be safe  
Be well  
Be kind  
Be respectful  
Be responsible  
Be proud  
Be creative  
Be resilient  
Be reflective  
Be aspirational



At Central, we believe in a pupil centred holistic approach based on positive relationships. We take our responsibility for our children's behaviour very seriously and we like to work alongside parents and the community to encourage our children to develop personally, socially and academically and to this end we concern ourselves with respect; understanding their thoughts and feelings – getting to know them as people.

We seek to provide security, safety and acceptance in a physically and emotionally safe environment. We seek to listen and communicate; understand the behaviour rather than to merely react to it.

All children want to learn and we believe that children learn best in a stimulating, harmonious classroom. We strive to create this environment and ensure our children feel supported by a welcoming, supportive staff team and community.



# Nurture at Central

## The nurture provision is an invaluable resource at Wath Central.

At Wath Central, we value the importance of nurture to support children in reach their true potential and develop as individuals. We believe that for children nurture begins within the classroom which is why we ensure that our classrooms are calm, interesting places to learn. We make sure that we consider both the learning and the sensory needs of children when creating displays.

Nurture at Wath Central is part of the school's Inclusion and PSHE (Personal, Social and Health Education) provision. There is an abundance of research evidence stating that children's learning is most effective when they have a sense of emotional well-being, good self-esteem and a feeling of belonging to their school community. Therefore, at Wath Central we see our Nurture Provision as being an integral part of our school's curriculum offer. Specialised nurture groups are run through school by our nurture team.

We have three bespoke nurture rooms within school, our "Den," our "ELSA" and our "Nest" sensory room. We also have a number of outdoor nurture areas. These areas are designed to be bridge between school and home/outside; a place where children can feel safe, secure and develop their individual needs further.

We deliver a number of interventions to support children for specific reasons, for example:

- Friendship difficulties – keeping/making friends
- Anxiety or excessive worrying
- Understanding and regulating emotions
- Developing relationships – both friendship and sibling relationships
- Bereavement
- Family Break up



# Our Curriculum Offer

**Our curriculum allows children to develop a curiosity for the world in which they live, a love of learning and are able to work collaboratively whilst expressing their individuality with confidence.**

Our school curriculum fully embraces the National Curriculum and EYFS statutory framework providing a strong foundation on which to build resilient, resourceful and independent learners. Our vision is strong and as such is defining our learning journey. Our curriculum is tailored for children to gain knowledge about the past, information about current and skills to use in the future. We encourage links to real life, current events to make learning purposeful and relevant to the world today.

Our school curriculum is based on philosophical concepts which:

- Enable a cohesive and joined up schema.
- Broaden pupils' understanding of their place in their community and the world.
- Create connections or relevance to pupils' lives.
- Give pupils a wider perspective.
- Facilitate an open and divergent enquiry.
- Allow 'big thoughts' at every age and give our pupils opportunity to think rather than telling them what to think.
- Develops empathy and a commitment to justice.
- Nurture in our pupils their capacity and potential to have an impact on their environment and community.



We immerse pupils in projects with meaningful content and authentic outcomes. Pupils are challenged to work creatively whilst deepening their knowledge and understanding through engaging and memorable experiences. Our

curriculum is a progressive model at the heart of which is the development of core skills and knowledge. We have an ethos of teaching simply, practising thoroughly, feeding back precisely and constructively. In this way, our learners are encouraged to take responsibility for their own learning journey; making choices, working collaboratively, articulating ideas clearly, respecting others' ideas and opinions and they are guided to being open to feedback that will enable them to improve their work and make progress.



# Early Years Foundation Stage

In EYFS, we develop our children to be the very best version of themselves. Our children are at the heart of everything we do and our curriculum reflects this. We believe that by focusing on the interests of pupils we will ensure that our curriculum is ambitious, motivating, and stimulating. The foundation stage provides children with their initial school experiences, we want these experiences to be memorable and pleasurable for all. We envision our curriculum to provide learning opportunities which meet the individual needs of all our children and challenges them to become independent, motivated and responsible learners who are full of curiosity about the world around them. Within our calm, happy and supportive environment, children are encouraged to explore take risks and form positive relationships with their peers in a setting that celebrates the uniqueness of every child.

High quality early years' experience is of vital importance and has a lasting effect on a child's attitude to education, personal and social skills and attainment. The Foundation Stage curriculum follows the most recent Statutory Framework as implemented. All areas of the curriculum are covered both inside and outside, and contain seventeen goals for the children to work towards. The children build up a variety of evidence showing some examples of their work and photographs of some of their other activities, which contribute to the teachers' assessments of each child. Regular updates about the child's progress are communicated with parents as well as informal updates on collection and via Dojo (our electronic communication system). Parents are strongly encouraged to share learning from home with school as well.

An induction evening and transition days are held for the parents and pupils each year. The induction evening outlines the induction process and gives parents a chance to meet the staff and find out anything they want to know about education at our school. The meeting is intended to be informal, with plenty of opportunities for questions and comments.



# English

English is placed at the heart of our curriculum. This makes it a powerful tool for feeding imagination, making memories and creating life-long learners. Our careful selection of high quality texts develops children's curiosity and encourages them to explore the world around them at a deeper level while incorporating the essential skills.

## **Speaking and Listening & Vocabulary**

Vocabulary is the key for unlocking the ability to understand what they are learning but also plays an import role in communicating with those around them. At Central, we want our children not only to use words but have a secure understanding of their meaning and how and when to use these appropriately.

## **Reading**

Reading is an essential life skill that is key to children accessing many areas of the world around them. We place high importance on developing reading skills to enable children to access and discover the world around them. We are proud to provide a reading rich environment for all pupils where children can enjoy texts shared as a whole class, group reads, reading individually, reading for pleasure and more. Children are encouraged to read at home regularly and can choose books of interest from our collection of 'gold star' reads. For early reading, we provide quality teaching of phonics. This involves daily phonics sessions underpinned by the 'Little Wandle' phonics scheme. Our phonics scheme allows us to match reading books with the sounds children are learning and the phases they are secure in, promoting fluent, confident readers.

## **Writing & SPaG (Spelling, Punctuation and Grammar)**

Carefully chosen texts are placed at the heart of our English Learning Journey and we use these texts as vehicles to steer reading into writing. The exploration of writing for a range of purposes and genres is an integral part of each journey. The exposure to quality models and examples of writing allows children to identify the features and the writing styles that they will need to include in their own writing. A key part of our journey is the children learning new skills and having the opportunity to explore in these skills in various ways. Therefore, the teaching of the SPaG skills are interwoven into the learning journey so children are developing these skills in context creating a more meaningful learning experience. In order to create reflective writers, we incorporate editing and redrafting sessions into a learning journey so children can evaluate their work.





# Maths



We inspire all children to become confident and enthusiastic mathematicians, who are willing to take risks and are not scared of making mistakes. We teach children that an important aspect of their development is to learn from their mistakes. We aim to develop a range of mathematical skills and provide opportunities for their application in meaningful, real-life situations. We strive to provide our children with exciting and challenging investigations, thereby increasing motivation and promoting a positive response to mathematics.



At Wath Central, we use the Whiterose Scheme of work flexibly to plan maths across school to ensure consistency. The long term overviews are used to ensure progression and coverage. Teachers adapt the length of each unit depending on assessments and the children's needs. Within each of these units, teachers use the small step planning to structure the learning journey and assess key skills and procedures. Reasoning and Problem solving skills are incorporated in to lessons on a daily basis. All children are exposed to questions that require a range of discussion skills. Key number skills are strategically planned and taught to ensure that children leave primary school fluent in number bonds, place value understanding and times tables recall. Wath Central's calculation policy works on a progression of concrete, pictorial and abstract representations. Methods are not fixed to a year group as this allows flexibility with supporting children appropriately.

# Science



We aim to give all of our children a sound understanding and curiosity of the world around them through a curriculum that builds on previous knowledge and is extended through natural awe and wonder. Through the programmes of study in the National Curriculum children will be taught the essential aspects of the knowledge, methods, processes and uses of science. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Our children will 'Work Scientifically' throughout their content study so that the effective use equipment, experiments, explanations and questions are embedded and interwoven in their subject knowledge. Our children are encouraged to be independent, responsible learners who use a range of other curriculum studies as a tool to grow their science knowledge.

# History



At Wath Central, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By using a topic based approach and linking learning to philosophical concepts, children have opportunities to investigate, interpret, ask and answer questions about the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. This concept curriculum also broadens pupils' understanding of their place in their community and the world and gives pupils a wider perspective. It allows 'big thoughts' at every age and gives our pupils opportunity to think rather than telling them what to think.

# Geography



Our Geography curriculum is designed to promote children's curiosity and fascination about the world and its people. Children investigate a range of places - both in Britain and the wider world - to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We also develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

# Physical Education



All children take part in at least 2 hours of P.E. weekly. Teachers structure P.E lessons as they would any other lesson with appropriate questioning, challenge and support given to the children. Our P.E. curriculum includes team and invasion games, gymnastics, dance and swimming.

PE Kits consist of:

- White T-Shirt
- Black shorts
- Jogging bottoms/leggings
- Black jumper trainers/pumps
- Long hair must be tied back
- No earrings should be worn for PE, including swimming lessons, unless they cannot be removed by the pupil themselves. If children cannot remove their earrings, then they should be covered with tape.
- No other personal items are to be worn, including jewellery.

## Art and Design



Art is a useful means of expression, and is linked with many other areas of the curriculum. All children have experience in using a variety of media including paint, pastel, clay, fabrics and sewing. They produce both 2D and 3D work. During art lessons, children are encouraged to talk about their observations, so developing their use of language. They study work by famous artists and imitate those styles in their own work. We also encourage the children to identify art in the local environment, and value each other's work. We believe strongly in children working from first-hand experience, so make use of many artefacts, visits and natural objects.

## Design Technology



Design Technology is a practical subject. It encourages children to learn, to think creatively and to solve problems both as individuals and as part of a group. This allows them to thrive as team members. At Wath Central Primary, we encourage children to use their creativity and imagination, to design and make products that solve real problems within a variety of different contexts. Children learn how to think imaginatively, and talk about what they like and dislike when designing and making. They build on the experience gained in the Early Years through investigation and play. They explore how familiar things are designed and how they work. They talk about, draw and model their ideas. The children learn how to use tools safely, to use ICT as part of their designing and making and to consider the health and safety aspects of food technology.

## Computing



The understanding of technology is an integral part of the National Curriculum and a key skill for everyday life in a rapidly-changing world. Computers, tablets and programmable robots are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. To establish a broad range of skills and understanding, Computing is taught across three main strands: digital literacy, computer science and information technology. As part of information technology, children learn to use and express themselves and develop their ideas through ICT. Within digital literacy, children develop practical skills in the safe use of ICT and the ability to apply these skills to solve relevant, worthwhile problems. In computer science, we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

## Music

At Wath Central Primary the intention is that children gain a firm understanding of what music is through listening to music, singing, playing and evaluating it. Whilst on the musical journey, children will have the joy of appreciating and listening to music from a wide variety of historical periods, styles, traditions, and musical genres. They will be able to express their individuality by composing music which they can then perform to an audience.

## Spanish

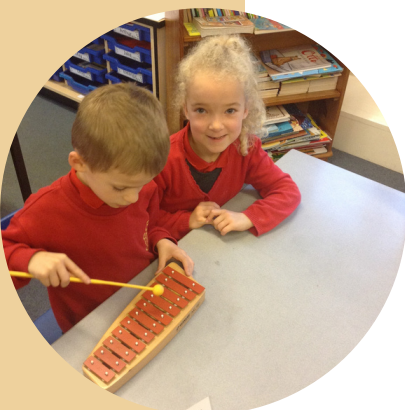
At Wath Central, our Modern Foreign Language (MFL) of study is Spanish which is introduced in Key Stage 2. We offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. We encourage high expectations and excellent standards in their foreign language learning – the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2.

## Religious Education

Religious Education and Personal, Social and Health Education cannot be separated from children's learning about their environment and their relationships with others. We encourage our children to care for and respect the work, feelings, faiths and possessions of other people, and we hope that the ordering of our school life will lead to co-operation and friendship with each other. Through assemblies, stories, visits and visiting speakers, children develop a deeper appreciation of the spiritual, moral and natural world around them.

## SMSC & British Values

Within our creative curriculum, fundamental British Values are promoted and discussed so that the children can be prepared for life in modern Britain. This enables children to develop a strong understanding of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs.





# PSHCE & Developing Holistically

At Wath Central Primary, we want our children to be prepared for life after school and become successful, confident individuals. Our PSHCE curriculum offers a detailed study of emotional work that is interwoven into the wider curriculum.

As we develop empathy, confidence and respect of individuality, we aim for our children to not only make progress in their learning but holistically as an understanding, ambitious individual. This includes:

**Spiritual development** encourages the children to reflect on their beliefs, religious or otherwise, and reflect on their experiences, and to try and answer some of life's fundamental questions. The use of imagination, creativity, and a sense of fascination in learning about themselves and the world around them is developed.

**Moral development** encourages the children to recognise the difference between right and wrong; to have a concern for others and to begin to understand the consequences of their actions. They are helped to think about moral and ethical issues and to think about the views of others in these matters.

**Social development** encourages the children to work and socialise with others and to relate to those from different backgrounds; religious, ethnic and socioeconomic, and they are helped to understand and accept the British Values in order to participate fully and contribute positively to life in modern Britain.

**Cultural development** encourages the children to understand and appreciate the wider range of cultures in their local community and further afield. They are taught to respect different faiths and diversity in local, national and global communities. The children are also encouraged to take part in artistic, sporting and cultural opportunities.



## Supporting Special Educational Needs

We are passionate about providing the best possible education for all our pupils, including those with additional needs, to enable them to reach their true potential and develop as individuals. We aim to reduce barriers to learning and are committed to providing opportunities and support to enable pupils with SEND to successfully access a real and meaningful curriculum appropriate to their needs. We understand that children's mental health and wellbeing is key to their development and our carefully selected PSHE programme (Jigsaw) promotes adopting a mindful approach to health and wellbeing whilst covering a broad range of subjects to help children value who they are and understand how they relate to other people in this ever-changing world.

At Wath Central, our nurturing approach offers a range of opportunities for children to engage with activities and experiences, giving them the social and emotional skills to do well at school both socially and academically. We equip them with skills to develop their resilience and their capacity to deal more confidently with the trials and tribulations of life. A graduated approach is taken within school to supporting children with special educational needs: where specialised support is required for children we have contacts with a wide range of professionals (i.e. Educational Psychologists, Speech and Language Therapists, MIND Counsellors).

We believe in the earliest possible intervention to support children with specific requirements and understand that the liaison between parents/carers is crucial to making this a success. We highly value the partnership between home and school and welcome collaborative working to best support our pupils. If you would like to know more about our SEND and Nurture Provision or if you would like to visit us, please feel free to contact us. We would love to hear from you!

## School Site Accessibility

A clear accessibility plan is in place in school to ensure that we consider the needs of all people with disabilities. We operate a fully inclusive policy in our school, catering for pupils with very diverse needs. The school has a facility for allowing access to the full site using ramps and lifts, and we have an accessible toilet with hoist. Parents with disabilities are encouraged to let the school know if there is any way we can make communication between home and school easier for them.



# Upholding Behaviour at Central

We promote good behaviour at Central by:

- Forging positive relationships with all our children – getting to know them as people recognising good behaviour as it occurs and praising all children for behaving well (we praise in public and reprimand in private).
- Modelling the behaviour we expect to see and giving clear, concise instructions.
- Encouraging children to be responsible for their own behaviours.
- Letting parents know about children's good behaviour.

If the contract of behaviour is persistently or seriously breached, it may be appropriate to take sanctions.

These may include:

- Reminding children of appropriate behaviour
- Allowing the child time and space to calm down, before supporting them to self regulate, repair and take part in a restorative conversation
- If necessary, the child may work separately within the class or in out of class learning spaces to allow space.
- Removing privileges
- Contacting a parent to discuss ways of improving behaviour.
- Referring a child to the Senior Leadership team, Safeguarding and Inclusion manager, Learning Mentors and Headteacher who will take appropriate action such as setting up a system of reporting to a member of senior leadership team regularly, designing a bespoke behaviour plan, seeking advice from external agencies etc. Exclusion is the very last resort when resources in school have been exhausted and the child is a significant risk to themselves or others.

# Tackling Severe Incidents

We prioritise each child's well-being and cannot and will not tolerate bullying or racism. If there are any instances where a child is being upset in this way, please make sure that we are informed immediately so that help and advice can be given and problems solved before the issue becomes even more serious. We have strategies in school aimed at eradicating any issues.



# Our Uniform

## School Uniform

It is the policy of the Governing Body at Wath Central that all children wear school uniform. We believe this contributes to a sense of belonging to our school; whereby each child is an equally important member of our team!

It is important that children are encouraged to feel a pride in their school community and in themselves. They must also be encouraged to take responsibility for their belongings. Please ensure all items of clothing and personal belongings are marked clearly with your child's name.

Our uniform consists of:

- A round-neck sweatshirt or cardigan in red,
- A red or white polo shirt, with or without our logo
- Black or grey trousers or a black or grey skirt
- A red and white checked or grey dress can be worn in Summer months
- Grey or black shorts can also be worn in Summer months

## P.E. Kit

For P.E. children should wear:

- A white T-shirt
- Black shorts
- Black pumps, which need to be kept in a bag on your child's peg
- A plain black tracksuit for outdoor P.E.
- Trainers for outdoor P.E.

Children are not allowed to wear jewellery in school except a pair of stud earrings. Some children wear watches to school, which is acceptable, but we are unable to take responsibility for any accident, loss or breakage.

The wearing of make-up and nail varnish is not permitted. Hair should be tidy, and if long tied back. Symbols shaved into hair, for example Nike ticks are not encouraged.

## Personal Belongings

Children are not allowed to bring toys, sweets or large amounts of money into school. This avoids breakages, loss and distractions through the day. Mobile phones are not permitted in school. The only exception is for Year 5 and 6 children who are independent travellers. In these cases the mobile phone must be given to the office at the beginning of the day for safe keeping. For safeguarding reasons, it is vital that SMART Watches are not enabled to connect to the internet or another device in school.



# Our School Day

## Foundation Stage 1 (Nursery)

Sessions for Foundation Stage 1 children (Nursery) run from 8.45am – 11.45am or 12.15 – 3.15pm. Monday to Friday. A facility exists for a fixed number of children to attend full days. If eligible for funding, parents may take advantage of full 30 hours provision if their child attends our Nursery, where places exist. In addition, we offer affordable childcare for parents who do not qualify for the 30 hour provision but are interested in their child attending. Foundation Stage 1 has its own entrance to the left of the main entrance of school. Parents are welcome to join in the first task of the day when dropping off a child for their session.

## Foundation Stage 2 & Key Stage 1

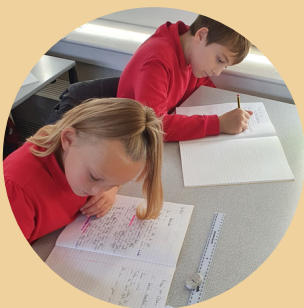
For Foundation Stage 2 and Key Stage 1 (Year 1 and 2), doors open at between 8:35am and 8:40am and registration is between 8:40am – 8:45am. A morning task is available for all children to complete upon entry to school.

Lessons begin between 8:45am and 8:50am and finish for lunch at 11:45am. During the morning, there is a scheduled break of 15 minutes for Years 1 and 2. Foundation Stage children have access to their outdoor space at various times during the day but due to the nature of their curriculum, do not have scheduled 'break' as such. Afternoon lessons resume after lunch until the school day finishes between 3:10pm and 3:15pm. Teachers in Years 1 and 2 may decide to take an afternoon break when and if appropriate on the day.

## Key Stage 2

In Key Stage 2 (Years 3 to 6), doors open between 8:40am – 8:45am and registration is between 8:40am – 8:45am. A morning task is available for all children upon entry to school. Lessons begin between 8:45am and 8:50am and finish for lunch at 12:15pm. During the morning, there is a scheduled break of 15 minutes split across the Key Stage so that no more than two year groups are out together. Afternoon lessons resume in the afternoon until the school day finishes between 3:05pm and 3:10pm.

It is essential that children arrive on time for each session in order to get off to a prompt start. Supervision of pupils on school premises is available from 8:40am and, for safety reasons, pupils should not arrive earlier than this. Children who arrive late face great difficulties as the first few minutes set the tone for the rest of the day.



# Attendance Every Second Counts

**We believe that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.**

## **What the school expects of pupils:**

- To attend regularly.
- To arrive on time, appropriately prepared for the day.
- To report to the class teacher.

## **What the school expects of parents/carers**

- To fulfil their responsibility by ensuring their children attend school regularly and on time.
- To ensure that they contact the school on the first day their child is unable to attend by 9:15am.
- To ensure their child arrives on time and is well prepared for the school day (rested, fed, appropriately equipped and prepared etc.).
- To contact the class teacher or Head teacher in confidence whenever any problem occurs that may keep their child away from school.
- To inform the class teacher and/or admin assistants and seek authorisation for any forthcoming appointments and, where possible, arrange appointments outside of the school day.
- To ensure the continuity of their child's education by taking holidays during the school holiday period and, in exceptional circumstances where this is not possible, to request leave in term time by completing the application in advance of the holiday.

## **What parents and pupils can expect of the school:**

- A broad and balanced education that is dependent on regular and punctual attendance at school.
- The encouragement and promotion of good attendance.
- Regular, efficient and accurate recording of attendance.
- First day contact with parents when a pupil fails to attend school without providing good reason.
- Prompt action on any problems notified.
- Close liaison with our Pastoral team and linked agencies who can provide Early Help support within school or refer to Local Authority level to assist and support parents and pupils where needed.
- Notification to parents/carers of their child's unauthorised attendance record through annual reports home.



# Attendance Every Second Counts

## **Illness**

We request that children who are clearly not well should not be sent to school. If your child is absent from school through illness, please contact the school office by telephoning before 9:15a.m stating the reason for absence. If we have not received a phone call, and your child is not in school, we will contact you to enquire about your child's absence.

If a child should be taken ill at school every effort will be made to contact the child's parents/carers as soon as possible. Therefore it is essential that we have current emergency contact details for yourself and two additional named contacts who could collect your child.

## **Medical Appointments**

Parents are requested to notify the school office if they wish to collect their child from school for an appointment. Children will only be allowed to leave school if collected by their parent or authorised adult from the office. Your child will then be 'signed out' of school. Please note that this does affect your child's attendance.

Every effort should be made to arrange appointments before or after school. If your child has an appointment during the morning or afternoon, it is expected that your child will come in to school to be registered before leaving for their appointment.

## **Holidays in Term Time**

Legislation dictates that Headteachers are unable to grant any leave of absence during term time unless there are exceptional circumstances. In such circumstances, you should contact the Head teacher who will discuss the definition of exceptional circumstances. Evidence will be needed. If you take your child out of school during term time, without the schools authorisation, the Headteacher will make a request to the Local Authority to issue a Fixed Penalty Notice.

## **Registration Procedure**

Registration is at the start of each day, where class teachers will insert a mark for every pupil whether it is a present mark or an absent mark. All marks will be made accurately in accordance with computerised registration systems. If pupils arrive after registration, they will be deemed to be late. The register is closed immediately after registration and will only be reopened in the classroom for afternoon registration. Pupils arriving after close of register in the morning or afternoon should report to the school office.



## Before School

We facilitate a privately run company who run a Breakfast Club within our school. All children are invited to attend the club, which includes children from other schools within JMAT's Wath schools.

The club is informal and friendly, allowing children a choice as to how they start the day. A nutritious breakfast is also provided and children are taken to their class by a member of the company's staff.

After school provision is also provided through a variety of after school clubs. Members of school staff run half termly clubs for different year groups ranging from Foundation Stage 2 up to Year 6. Over the last year, some of the clubs have included:

- Sign Language
- Computing
- Art and Craft
- Story Time
- A variety of Sport events and clubs

FUN4U also run an after school club on site and many of our children attend.



## Home Learning

Every child is issued with a reading diary. There is an expectation that children will read four times per week at home to an adult or older sibling. Reading diaries are checked by school staff each week and children have the opportunity to change their book at this time. There are regular opportunities to change books in school. We encourage you to help to develop comprehension skills and the love of reading through regular reading.

We actively encourage learning at home and provide links to a number of websites including Times Table Rock Stars within our Learning At Home policy. We encourage regular practice of tables and spellings.

Each term, a newsletter is sent home which will include details of a choice of home learning projects linked to that half term's topic. Children are asked to choose at least one to suit their particular interests and talents. These should be completed and returned by the deadline given and these will be celebrated in class.



# *Working in Partnership*

## **Parental Involvement**

The relationships between the teacher, the child and the parent/carer are regarded as very important to the school. We consider ourselves to have an open, approachable team and encourage regular contact and communication. Parents are welcome to see teachers at the start or end of the day and to make appointments at any time to discuss any issues which have arisen.

We make use of ClassDojo, an online communication system to share what your child has been up to throughout the school day, celebrate achievements and provide regular updates about school events.



We aim to keep parents well informed of their child's progress or problems at all times.

If you have any concerns or questions, please do not hesitate to ask. Parent/Carer consultation days are held twice during the year, with a summary report of progress given at each meeting. An annual Record of Achievement is sent out during the Summer Term and there is an opportunity to meet the new teacher in July and September.

## **Visiting School**

Where we can, we encourage Stay and Learn sessions. This is where adults can attend a session in school to work alongside their child in the classroom. We hold regular sessions, during the daytime and evening, for parents to attend to give you the opportunity to find out how we teach different subjects; meet the teachers and gain advice about how to support your children's learning at home.

Parents/carers are also invited to a number of other events during the year, for example curriculum/project days, sports events, music and drama celebrations, and topical special events. We also hold termly 'Central Champions' assemblies where adults are invited to attend an award ceremony for stand out pupils.

# Working in Partnership

## Transition

Close links are maintained with Wath Academy, St Pius and other local secondary schools so that the transition periods at the end of Key Stage Two are made as smooth as possible. Transition meetings between class teachers, SENDCOs and other members of the school team are planned and a transition schedule is planned accordingly.

## External Visits

We firmly believe that children learn best from their own first hand experiences and to this end we endeavour to take the children on visits that enhance and enrich the chosen topics. Visits range from simple walks around the locality to look at shops, transport, housing and hedgerows etc. or further afield to working farms, zoos or museums. All such outings are carefully planned by the class teacher and are always well supervised by staff and parent volunteers. Full risk assessments are carried out. Contributions towards the cost of school visits are entirely voluntary, but parents will appreciate that without their help, such visits, which play such an important part in the life of the school, would have to be severely curtailed. Parent helpers may be requested to support school staff on visits.



## School Council

Our **Pupil Leadership Team** consists of a small group of children, who are representatives of the school as a whole. The group meets with a member of staff regularly to discuss various topical aspects. Volunteers from each year group have an opportunity to be part of the council group.

We feel that this group of children have become a positive aspect of school life. It has given children a voice and a sense of ownership and responsibility within the school. The council have already had an input into organising fundraising events and making key changes within school. They also made decisions about new playground furniture for the outdoor playground area.

# Lunch Time!

## School Dinner Options

### School Meals

School meals are cooked on the premises and are served cafeteria-style. They offer a nutritious, hot and well-balanced meal. There is a wide and varied choice of menu. We also provide a Sandwich Service. The cost of a school dinner is £2.05.

Children in Foundation Stage 2, Year 1 and Year 2 are provided with a cooked meal free of charge through the government Universal Free School Meal offer. In addition, some families may be eligible for a Pupil Premium payment to school. You may be eligible if you receive Child Benefit and any other benefit such as Income Support or Income Based Jobseekers Allowance. *If you think your child may be entitled to a Pupil Premium payment, contact the school office for further information on how to apply.*

### Packed Lunches

Facilities are available in the dining hall for any children who wish to bring packed lunches from home. Water and beakers are provided. If drinks are being sent as part of a packed lunch then, for safety reasons, they should not be in a can or a glass container. If you feel you may be entitled to Free School Meals, but do not know the procedure, then please ask at the School Office for information in confidence.

### Home Dinners

If a child is eating lunch at home, in the interests of safety, he/she must be collected from reception at the beginning of their lunchtime and returned by parents for the start of lessons at 12:40pm for KS1 and 1:10pm for KS2.



## Additional Choices

Children are encouraged to drink water during the day. Fresh, chilled water is available to all pupils. Please equip your child with a lidded, named, plastic drinks container for this purpose. Children in the Foundation Stage are provided with free milk and fruit/veg choice daily. Water is also readily available. Free fruit/veg continues until the end of Year 2.

# *Keeping Safe & Healthy*

## **School Health Service**

We link with The School Health Service which can offer a service in and through school to help with the health and well-being of your child. At various times during your child's time at primary school, dental, hearing, sight, weight and height checks may be made. Flu inoculations are also given in the Autumn term for all primary children as of September 2019.

Your child and you can be seen by the nurse at your request or the request of a teacher/other professional. The School Health Service can arrange referral to other clinics or help from other professionals if necessary. The school nurse offers advice on health promotion.

## **Medical Information**

If a child is fit enough to come to school but has to take a course of medicine which has been prescribed by a medical professional, a form must be obtained from the school office to give consent for the medication to be administered by a member of staff. This medication will be kept in a secure container in the medicines box in the office or in the refrigerator in the office.

School is only able to administer any medicines which have been prescribed by a GP or consultant. All medicines must be in their original packaging with the pharmacist's label attached stating the GP/consultant's prescribing instructions. We will only administer the dose prescribed by the GP/consultant in accordance with the instructions on the pharmacist's label.

Where a child has asthma, inhalers are kept in the child's classroom. These should be clearly named, and will be kept in the class teacher's cupboard for safety reasons. It must be stressed that any child feeling in need of his/her inhaler, should inform the teacher. No other medicine is to be kept in the classroom.

Please note that any medical condition should be recorded on the admission form, and discussed with the Headteacher and/or the child's teacher. An action plan can then be identified in dealing with the condition, if necessary.



# *Charges and Remissions*

## **Sports insurance**

The Governing Body may ask for voluntary contributions for insuring children for P.E. and other sporting activities.

## **Accidental damage to equipment or property**

The Governing Body reserve the right to ask parents to pay the whole or part cost of repairing damage or replacing equipment, books and property, damaged or broken by the deliberate action of their child or children. (The Head Teacher will decide whether any damage caused can be termed accidental or by deliberate action).

## **Photographs**

The Governing Body will charge parents the full cost of school photographs retained by the parents.

## **Music tuition**

Music lessons are available in school, at a cost provided by Music Services later in the year (payable up front for 10 lessons). At the moment, children are offered woodwind, guitar and drum lessons provided by Rotherham Music. The Governing Body reserve the right to charge for musical tuition and the hire and insurance of musical instruments. More information will be given if you wish your child to take part.

## **Activities**

The Governing Body reserve the right to ask parents to meet the costs incurred in certain activities e.g. baking, model making, etc. where the children take home or consume the result of the activity. It is school policy to subsidise visits to ensure that the cost is no higher than £18 per visit. Parent helpers may be required to make a contribution to visits. A full copy of the Charges and Remissions Policy is held in the school and is available to any parent on request. Pupils in receipt of Free School Meals are entitled to have part of the cost met by the schools "Pupil Premium" funds.

# Charges and Remissions

## **External Visitors**

The Governing Body reserve the right to ask for Voluntary Parental Contribution in relation to visits to school by drama, music and other educational visitors where a charge is incurred to the school.

## **Online Communication and Payments**

As a school, we use ClassDojo, email and text services as our main form of communication. This is a very quick and efficient way of giving information in a range of circumstances such as if school was to close due to severe weather conditions. We urge parents to sign up to these services and keep school informed of any mobile phone number or email address changes.

SchoolMoney is a digital platform allowing all payments for school dinners to be made online. An account will be created upon your child joining school. This service must also be used to make online payments securely for clubs, visits and music lessons.

*Further information is available on our school website at [www.wathcentral.co.uk](http://www.wathcentral.co.uk)*

# *Important Information*

## **Public Access to Documents in School**

Parents are allowed access to a number of documents and policies which are kept in the entrance to school, and a growing number are available on the school website, [www.wathcentral.co.uk](http://www.wathcentral.co.uk).

## **GDPR**

The General Data Protection Regulation (GDPR) is a legal framework that sets guidelines for the collection and processing of personal information of individuals within the European Union (EU). The GDPR sets out the principles for data management and the rights of the individual, while also imposing fines that can be revenue-based. Under this data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' to individuals where we are processing their personal data. This privacy notice explains how we collect, store and use personal data about pupils. We, Wath Central Primary, are the 'data controller' for the purposes of data protection law.

## **Parking**

When bringing children to school in the morning or collecting them at night, parents are requested to avoid parking, dropping off or picking up on the zig-zag lines outside the main entrance on Fitzwilliam Street. Parked cars can cause dangerous situations for children. The safety of children is of paramount importance and it is also vital that entrances are kept clear in case of emergency.

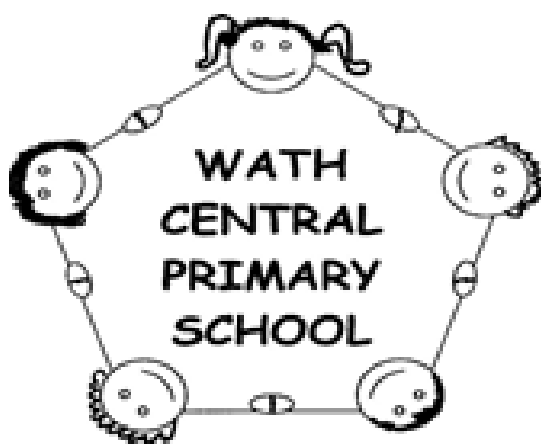
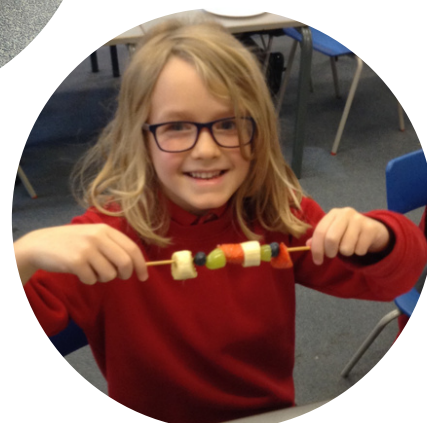
Please note: The car park accessed via Fitzwilliam Street is for staff use only.

## **Dogs**

Dogs are not allowed on the school premises (playground, paths or car parks) unless they are assistance dogs. This is in the interest of health and safety.

## **Smoking**

The Governing Body has complied with the national policy in making its grounds a no smoking zone, including the use of e-cigarettes. Parents are asked to comply with this request.



For more information, visit our website:  
[www.wathcentral.co.uk](http://www.wathcentral.co.uk)  
Or contact school via:  
01709 760 345