

# WATH CENTRAL PRIMARY SCHOOL

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## PROSPECTUS 2020/21

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Aspirational  
Creative  
Proud  
Respectful  
Reflective  
Resilient  
Responsible



Team Central,  
Together We Can

# 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 making memories and fulfilling dreams; it's about children acquiring the knowledge and skills to prepare them for their journey as life long learners, intellectually, physically, socially, emotionally, morally and spiritually. It's about the joy of discovery and the expression of individuality.

We want our children to feel safe and happy, enabling the uniqueness in each individual to flourish through a calm and supportive environment that allows them to flourish and exceed their own expectations.

We want to develop in our children the confidence, independence and self-esteem of every child in our care, so that they are equipped to live as global citizens in our fast changing world. We want them to understand their role and responsibilities in the community and to work together regardless of age, race, gender, culture, religion and disability in an environment where diversity and inclusion go hand in hand.

We want our children to be committed to learning, to be positive enough to see challenge as an opportunity and mistakes as valuable.

We want our children to experience a curriculum that inspires and empowers them to be curious about the world; and to be brave enough to explore ideas and to question why. We want our children to be filled with awe and wonder, to think creatively and use the power of their imagination.

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

# Team Central

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.

It provides a link between home and school and offers children a place where they can feel safe and confident to explore their emotional and social wellbeing. Within the provision they have an opportunity to learn about themselves and others in order to develop and grow as resilient individuals.

Our various nurture areas, including rooms such as The Den and the Chillax Room, form the base for our nurture work which is carried out throughout the school day.

The outside environment, including the nature garden and wilderness area, are also used when delivering interventions. Children access the provision both on a one-to-one and small group basis in order to carry out work to support their individual requirements. Sessions are fun and informative, using activities and resources to motivate, engage and support the children. Before children attend nurture provision parents are requested to sign a permission slip and specific assessments using PIVATS will be carried out to ensure that the children are receiving the specific intervention they require.

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 Concept Driven Curriculum

**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.



# Foundation Stage

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. First days at school for young children (and families) trigger a mixture of all kinds of emotions. The school day and its demands can be quite daunting and, at first, very tiring. Children and their parents/carers are invited to spend some time with us during the three induction days in June/July but also we can design a further, bespoke transition for any children requiring this and to ensure that we are meeting your child's need. Similarly, if any children are unsettled during transition and require further informal visits, we can accommodate this as well.

An induction evening is also held for the parents of our new intake. This meeting 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.



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.

# 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 linked with our concept-driven curriculum 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**

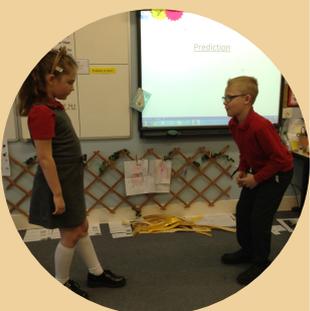
Vocabulary is the key for unlocking the ability to understand what they are learning but also plays an important role in communicating with those around them. At Central, we want our children not only to use words but have a secure understanding of their meaning and how and when to use these appropriately. Children are constantly exposed to vocabulary and provided with opportunities to apply this in both written and spoken form.

## **Reading**

Reading is an essential life skill that is key to children accessing many areas of the world around them. From entering school, 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, by reading in groups, reading individually, reading for pleasure and reading across the curriculum. Children are encouraged to read at home regularly and can choose books of interest from our large collection of texts. For phonics and those in the early stages of reading, we provide the stepping stones for early reading through the quality teaching of phonics. This involves daily phonics sessions underpinned by the 'Letters and Sounds' scheme. We also closely match reading books with the sounds children are learning and make use of the online reading scheme, Bug Club.

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

Engaging texts are used as vehicles to steer reading into writing. The exploration of writing for a range of purposes and specific genres is an integral part of each journey. The exposure to quality models and examples of writing allows children to identify features and the writing styles that they will need to include in their own compositions. As children move up through school a higher emphasis is also placed on the purpose and audience of the writing they are completing. We place high importance on the children learning skills in a meaningful context. This includes the teaching of appropriate SPaG skills when writing. 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 KS1 and 2 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. Reasoning and problem solving objectives are taught explicitly in lessons with teachers modelling how to structure answers and apply skills such as convincing, explaining, conjecturing and justifying. Number fluency is taught through the progression of key skills for each year group. Teachers adapt their teaching of counting, place value and calculation based on the needs and understanding of the children. 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

Science is taught in every year group through school and children develop both their knowledge and skills as scientists. The development of children's experimental and investigative skills is key. Children are encouraged to be independent and collaborative scientific investigators by their involvement in exciting practical investigations. Investigative work takes the form of modelled and independent investigations and the proportion of these skills varies between year groups. The new curriculum also recognises the importance of a developing knowledge of scientific concepts. Our lessons incorporate both knowledge and investigative skills through a lively and creative curriculum.



## History



At Wath Central, we strive to ignite a curiosity and develop children's understanding of the world in which they live, why it is as it is and how they can influence the future. This begins with a secure understanding and awareness of chronology and the passing of time. We want the children to understand events from the past which have had an impact on their lives. Throughout their primary career, children will explore why people did things, research causes and make links between events: begin to explore bias and historical interpretation. The children will have opportunities to explore and question a range of primary and secondary historical sources and develop their skills of organisation, communication and representation. The children will study the lives of significant men and women in the past who have contributed to national and international achievements and discuss changes that have happened over time.

## 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

# SEND at Central

At Wath Central 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.

Children's mental health and wellbeing is paramount. 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.

We believe in the earliest possible intervention in order 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 in order to best support our pupils.

If you would like to know more about our SEND and nurture support 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 are very concerned for 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 8.45a.m – 11.45a.m or 12.15 – 3.15p.m. 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 8:45am and registration is at 8:55am. A morning task is available for all children and parents are welcome to come in and support their children with this in FS1 to Y3 (Y2 and Y3 – during the Autumn term, FS and Y1 – all year).

Lessons begin at 9:00am 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 at 12:40pm and the school day finishes at 3:00pm. 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 at 8:45am and registration is at 8:55am. A morning task is available for all children and parents are welcome to come in and support their children with this in Y3 during the Autumn term. Lessons begin at 9:00am 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 at 1:10pm and the school day finishes at 3:15pm.

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 the whereabouts of your child.

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

School runs a breakfast club as an intervention for those families who would welcome support in a morning so that their children arrive on time every day. This is also a support for our families who receive Pupil Premium.

FUN4U, an independent company, run a breakfast club on site and many of our children attend.

## After School

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 card. There is an expectation that children will read four times per week at home to an adult or older sibling. Reading cards 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

*The information below relates to the school year 2020 -2021.  
Further information is available on our school website at  
[www.wathcentral.co.uk](http://www.wathcentral.co.uk)*

## **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.

# Charges and Remissions

## **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.

## **Music and drama groups (and other visitors)**

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

## **School Money**

As the school moves towards more electronic means of communication with parents, we use a texting and emailing service direct to parents' phones and computer. 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 this service and keep school informed of any mobile phone number or email address changes. This service must also be used to make online payments securely for clubs, visits and music lessons.

# 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.

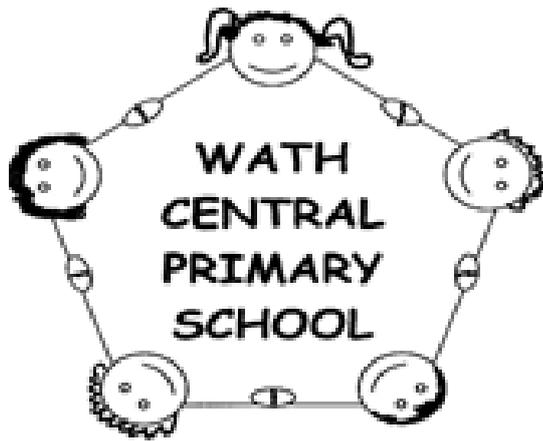
Please note: The car park accessed via Fitzwilliam Street is for staff use only.

## **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. 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