

# **EARLSMEAD PRIMARY SCHOOL**



# **WELCOME TO OUR SCHOOL**

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# EARLSMEAD PRIMARY SCHOOL

**Headteacher**

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Dear Parents/Carers,

Welcome to Earlsmead Primary School. We are proud of our school and the achievements of our pupils and feel sure you will soon feel the same.

In order to help you learn about the school, the following information has been set out for you to read, as it is impossible to tell you everything at your initial meeting. However, if there is anything else which you would like more information on, please don't hesitate to contact the school.

It is hoped that while your child is in this school we can all work together for his/her benefit, as we all share the common purposes of ensuring that he/she is developed fully, both academically and socially and that he/she becomes a happy, confident, industrious and caring member of our society. I want the school to be a safe and happy community for both the pupils and staff. To make sure this happens certain rules have to be made and adhere to, for parents, pupils and staff in order for the school to run smoothly.

I hope that your child soon settles into school and looks forward to attending each day. However, should there be any problem please do not hesitate to bring this to our attention. Appointments to see staff should be made at the school office.

Yours sincerely

Norma Marshall

**Headteacher**

## **MISSION STATEMENT**

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life- long learning in order to become confident, valuable, members of society. We create an inclusive, supportive, safe and challenging environment where all contributions are valued. Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

## **OUR MOTTO**

***Success for All***

## **OUR VISION**

Working in partnership with children, parents, staff and Governors as a community we will achieve *Success for All* through:

***Securing resilience***

***Understanding values and respecting others***

***Committing to our learning***

***Community involvement***

***Equality for all***

***Striving to do our very best***

***Setting high expectations***

## **ABOUT THE SCHOOL**

Earlsmead Primary School is situated in the South of the London Borough of Harrow. It is part of the Tithe Academy Trust. The majority of the children attending the school live locally. There is a strict admission criteria for entry into the school set out by the Local Authority and common to all schools in Harrow. Earlsmead Primary School came into being in 2008 with the amalgamation of Earlsmead First and Middle schools.

It is a two form entry school for children between 4 and 11 years old. The school comprises of three buildings- Main; Woodlands and Coppice. The Main building was built in 1972. It houses the Reception area, Reception classes and Additional Resource Provision classrooms. The Woodlands is a prefabricated building which houses Key Stage 1 and Year 3 classes. Coppice- the most recent of the three- is a two tier building with Year 4 on the bottom floor and Years 6 and 5 on the upper floor. In addition to the class bases there are a number of rooms around the school used for other purposes including a children's library and a computing suite. In addition to the above there are various administration areas.

The school has a Moderate Learning Difficulties Additionally Resources Provision (ARP) which is for a small number of children with specific learning needs. Unfortunately, admission into the main school does not give your child access to the ARP. Further details about the ARP can be found in the Curriculum Section.

The school places a high priority on the safety and security of the children in our care. The entrance doors and gates are kept locked after 8:55am and visitors can only gain access to the school via the reception area.



## **GENERAL SCHOOL INFORMATION**

### **THE SCHOOL DAY**

| <b>FOUNDATION STAGE</b> | <b>KEY STAGE 1</b> | <b>LOWER KEY STAGE 2</b> | <b>UPPER KEY STAGE<br/>2</b> |
|-------------------------|--------------------|--------------------------|------------------------------|
| Reception               | Yrs 1 & 2          | Yrs 3 & 4                | Yrs 5 & 6                    |
| 8:55 – 11:40            | 8:55 – 11:40       | 8:55 – 12:30             | 8:55 – 12:30                 |
| 12:40 – 3:15            | 12:40 – 3:15       | 1:30 – 3:15              | 1:30 – 3:15                  |

All classes have a soft start from 8:45 to 8:55 when the school officially begins. Children arriving at school after 8:55am will be deemed late. Members of staff welcome the children and supervise their entry into school.

In the interest of pupils' safety the main doors are closed at 8.55am and all late children should be brought to the school Reception area.

### **End of day dismissal**

All parents are required to name the adults responsible for collecting their child at the end of the school day. All teaching staff record who has collected each child on a dismissal register. If anyone other than the named adults is to collect your child, the school office must be informed so that this information can be passed to the teacher.

All children in Reception, Key Stage One, Year 3 & Year 4 are dismissed from their classroom door using the class dismissal register at 3:15pm.

Children in Years 5 & 6 are escorted down the stairs ready to exit at 3:15pm.

## **LUNCHTIME**

Children in Reception, Year One and Year Two are entitled to a free hot school meal. Key Stage Two children may have a hot school meal provided at a nominal cost each day. School dinners are paid on-line or through Paypoint at local stores. It is essential that this Parent Pay system is kept in credit at all times. If any difficulty arises, please contact the school immediately.

We operate a colour band system for our lunchtime arrangements. Each morning, on entering school, the children are able to choose from our school dinner menu. The colour bands are as follows:

- Yellow- Halah
- Red – Non halah
- Green – Vegetarian
- Blue – Jacket potato

This information is sent to the office, then on to the kitchen so that our school cook is able to make the correct number of meals. This system also reduces waste and ensures all children have the meal of their choice. During the day the children are given the colour band of their choice which they show to the staff serving lunch. All bands are then removed, washed and returned to class for the next day.

Children's behaviour is closely monitored during lunchtime breaks. As school we practice restorative approaches to enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact. At lunch time this is done by our Blue Cap Leaders which has proven to eliminate bullying and other antisocial behaviours.

Play makers are available at lunch time to run lunch time clubs for Key Stage 1.

### **Your child may bring a packed lunch to school**

The packed lunch must be in a container which should be clearly marked with your child's name and class. The packed lunch must contain a carton of drink (No glass bottles please). We encourage a well-balanced, healthy packed lunch. Sweets, chocolate, chocolate covered items, jelly and **nuts must not** be included in the packed lunch.

If your child goes home for dinner please ensure they do not arrive back in school before the end of their class lunch time. All children must enter through the school office.



## **ATTENDANCE**

Children are expected to attend school regularly. However, should your child be unwell or unable to attend school, please notify the school before 9:30am. Due to Government legislation, if you do not inform the school of the reason for absence, your child receives an 'unauthorised' absence mark. The Attendance Officer checks the registers and unexplained or unacceptable absences are investigated. Poor attendance could result in a visit, court action and / or a fixed penalty fine.

Children attending the clinic or hospital for treatment receive a medical mark in the attendance register providing the school has been notified in advance. We encourage medical appointments to be made outside school hours.

**Long Term Illnesses:** If your child has been diagnosed with a long term illness such as asthma, diabetes etc., it is important the school is fully informed so a health care plan can be written and adhered to (see Health, Safety and Wellbeing section).

**Sickness and diarrhoea:** In the case of tummy upsets, it is vital that children stay at home for at least 48 hours after the last incidence of sickness or diarrhoea to prevent it spreading.

**Head lice:** Please check your child's head regularly. If you find any signs of head lice treat your child's and the whole family's hair with an over the counter treatment. They may come to school after treatment, but please inform the school office or your child's teacher.

**Infectious diseases:** Please let us know if your child has one of the childhood infectious diseases such as chickenpox. We can advise you of the amount of time your child should be absent from school.

### **Minor Accidents**

Unfortunately, however careful we are, accidents happen. We have a set procedure to follow. Miss Doherty (Welfare Officer) and many of our staff are qualified first aiders and as such deal with all minor incidents. Should your child need medical treatment from a doctor, you will be notified immediately. This is why we always request you leave us telephone numbers for an emergency contact.





## **PUNCTUALITY**

Punctuality is extremely important as lateness causes inconvenience to the teaching staff and embarrassment to your child. Persistent lateness has a detrimental effect on a child's learning and confidence. If you do arrive after the doors are closed your child must be taken to the School Office where their late entry will be recorded. If your child is persistently late you will receive letters from the school. In the most extreme cases the Attendance Officer will visit you and Fixed Penalty Fines and / or Court Action could follow.

## **HOLIDAYS**

We believe holidays during term time are detrimental to our children's progress.

Below are some facts you may not be aware of:

- The younger the child the more their progress is affected.
- Children with Special Educational Needs are particularly affected.
- There is a direct link between low achievement and poor attendance.

***A prolonged absence from school due to a holiday or trips away could result in your child losing their place in this school.***



## **SCHOOL UNIFORM**

All children are expected to wear the school uniform every day. The school's uniform is sold at Angels. The uniform consists of:

- ❖ grey trousers, skirts or pinafores
- ❖ gold shirts or polo shirts
- ❖ royal blue sweatshirts, jumpers or cardigans
- ❖ gold and white summer dresses
- ❖ blue, gold, white or grey headscarves
- ❖ black flat shoes
- ❖ grey, black or white socks or tights

All shoes must be **plain black**. (Sandals, Mules and boots [full length or ankle] are not allowed. Hair decorations should be small and either grey, gold or blue.

**Long sleeve tee shirts must not be worn under the gold shirts**

Leggings may not be worn, but trousers may be worn under a skirt, pinafore or dress. Children may bring trainers to school to wear in the playground or for PE.

### **P.E KITS**

- ❖ Royal blue shorts
- ❖ white t-shirt
- ❖ a royal blue track-suit for colder weather
- ❖ trainers or plimsolls

### **JEWELLERY**

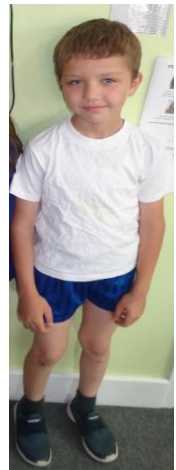
If your child has pierced ears, they may wear stud earrings to school. These need to be removed for PE lessons.

Apart from earrings, pupils may not wear jewellery in school. Pupils are also not allowed to wear any make up or nail varnish, including nail extensions, in school.

Children also need a book bag and a drawstring P.E. bag. (No other bags should be brought into school)

### **MONEY/MOBILE PHONES**

Money should not be brought into school, unless for a specific purpose, i.e. trips, book fair. We prefer children not to bring mobile phones to school. Should parents (who have given written permission and completed a risk assessment for their child in Year 6 to walk home alone) wish their child to carry a mobile phone, they must complete a permission form and their child must hand their phone to school staff every morning.



## **BEHAVIOUR POLICY**

At Earlsmead we aim to:

- Promote exemplary behaviour by modelling positive behaviours and sustaining high expectations at all times
- Encourage high standards of work and behaviour, emphasising praise, celebrating successes and achievement
- Ensure that all adults and children treat each other with mutual respect and consideration

### **Golden Ladders**

We use the school 'ladders' as a way of promoting good behaviour. Each class has a ladder on display in the classroom and each child has a space on the ladder. Children go up the ladder for good behaviour or may go down the ladder if they do not follow instructions or rules.

Children can be moved up the ladder for a range of reasons: producing a good standard of work, good presentation, completing work on time, achieving their targets, using their initiative and going one step further, good behaviour for learning and following your class rules and many more.

Ladders are managed by each class teacher but children are encouraged to move themselves up when told to and tick themselves on the class record sheet when they reach the top. This gives the responsibility to the child and ensures that all steps are recorded.

Each child will be given their named photo at the start of the term. At the end of each week, the progress of each child on the ladder is recorded and certificates or badges are awarded in the Friday assembly the following week.

If a child is on an individual ladder they move one step up the class ladder every time they reach the top of their individual ladder.

## **HOMEWORK**

All children are set homework on Wednesdays with the expectation that it is completed and returned by Monday. The amount of homework set follows the government guidelines and consists of spellings, English, Maths and a talk task. Independent research work is set half termly, link to project work. Each year group distributes a leaflet outlining the homework practices for that year during a parents' welcome meeting in September. This is posted on the school website.

## **PUPIL PREMIUM**

Schools have been able to claim extra funding through Pupil Premium. This extra money is used to support children's development, learning, wellbeing and care.

We can use the extra funding in any way we choose to improve the quality of the education that we provide for your child. This could include, for example, additional training for our staff on early language, enriching our curriculum with different cultural

experiences, or improving our expertise in specialised areas such as speech and language.

It is well documented that high quality early education can influence how well a child does at both primary and secondary school so we do want to make the most of this additional funding.

If you have any questions, please contact the School Office Manager who will be happy to help you.

## **EQUAL OPPORTUNITIES**

Earlsmead Primary School is a caring community demonstrating open, honest and non-judgmental attitudes to differences. Discrimination or stereotyping due to race, colour, religion, gender, special educational needs or disability has no place within our school.

We are at the heart of our culturally rich and diverse community where we believe in offering purposeful and exciting learning opportunities for all.

We strongly believe that our local community is a rich source of learning for all of our pupils and through developing strong partnerships with parents/carers, neighbours and the wider community, we strive to ensure that we respect, share and celebrate everyone's cultural heritage.

Through careful planning, we ensure that the curriculum is presented with no cultural or gender bias. We also make sure that our resources do not reflect or reinforce any stereotypical attitudes.

## **INCLUSION**

Earlsmead Primary School is an inclusive school. We are fully committed to inclusion and we use the definition of Special Educational Needs (SEN) stated in the SEND Code of Practice 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

We offer a safe, supportive and caring environment that allows each child the time and space to develop and progress.

At Earlsmead Primary School we endeavour to meet the needs of children who experience barriers to their learning. We recognise that children develop and learn at different rates and understand that there are many factors affecting achievement. These may include sensory or physical impairment, learning difficulties or emotional or social development.

We work alongside parents and other professionals to ensure that all pupils with special educational needs are identified as early as possible. Our policy is to ensure that all children are supported so that they are able to access the curriculum. We use ongoing monitoring and assessment procedures to track progress and development closely. We always work closely with parents and other agencies where necessary to provide the best provision possible for children with SEND.

### **EDUCATIONAL TRIPS AND VISITS**

As part of their education, children are often taken on educational visits. These will be to museums, galleries and places of interest and relate directly to work the children are doing in school and the National Curriculum. They provide valuable knowledge and experience that the children will need. They may be at the beginning of a half term to introduce a new project with a, "Wow," or at the end to consolidate the work that has been done.

### **ACE CLUB**

Earlsmead runs a successful breakfast and after-school club. Child-care is available from 8.00am until school starts, and from 3.15 until 6.00pm.

### **SCHOOL COUNCIL**

Representatives from Years 1 to 6 participate in discussion of school issues and influence decisions. The sorts of issues the children discuss range from choice of dinners, school environment and curriculum enrichment activities.

## **MANAGEMENT**

### **Multi- Academy Trust**

The school is a part of The Tithe Academy Trust which is in partnership with Rooksheath College. The Chief Executive Officer is Dr John Reavley.

The school is managed by a board of trustee. The Chair of Governors is Mrs Pauline Hughes.

### **Access to the Headteacher**

The Headteacher is available to talk with parents most days and an appointment to speak with her can be made via the school office. In her absence the Deputy Headteachers are also available.

### **Access to Teachers**

Quick messages can be given to the teacher as the children come into school, but if you require a longer discussion please arrange an appointment to speak to the teacher after school by ringing the school office.

## **COMPLAINTS**

If you have a complaint about the school, you are asked first to speak to your child's class teacher. If the problem is not resolved you should then make an appointment to see one of our Deputy Headteachers. Hopefully they will be able to deal with the matter to our mutual satisfaction. In the event that you are still not satisfied please do not hesitate to make an appointment to see the Headteacher.

If however, you are not satisfied, and wish to make an official complaint, you will need to send your complaint in writing to:

The Chair of Governors

c/o Earlsmead Primary School,  
Arundel Drive  
South Harrow  
Middlesex  
HA2 8PW

## **HEALTH, SAFETY and WELLBEING**



### **Accident and Illness**

Unfortunately, however careful we are, accidents do happen and children do fall ill when they are at school. All minor accidents and illnesses are dealt with by a registered First Aider. Whenever necessary, parents are contacted by telephone. Parents are asked to complete an "Emergency Contact Form" on which are given details of where they can be contacted should any emergency arise in school. Parents are requested to inform the school of any change in details or circumstances. It is essential for parents to put the name of a relation or friend to be contacted in case of an emergency, as it is not always possible to contact a parent. This is particularly important if a child has to be taken to hospital as they are unwilling to administer some forms of treatment should a parent not be present.

All accidents are recorded in the school accident book. Accidents requiring further treatment are reported to the Local Authority.



### **Medical Appointment**

Parents should bring a note or clinic card to the school office if their child has a medical appointment. All children must be collected by an adult from the school reception office

### **Medicine and Tablets**

We only administer prescribed medication. A form must be filled in before this can be done. Please contact Welfare if you would like your child given medication while at school.

### **Fire Drill**



A fire drill is held regularly and the children are trained to evacuate the building quickly and calmly and line up at the designated assembly points. Should the fire alarm bell sound when parents or visitors are in the building, they too should evacuate the building. Trained Fire Wardens/Marshalls supervise this procedure.

### **Animals**

In the interest and safety of the children no animals (except guide dogs) may be brought on to the school premises (including the playgrounds) at any time.





## **HELPING YOUR CHILD AT HOME**

Both teacher and parent have a common interest in the academic and social progress and welfare of each child and this partnership is fundamental to the development of each child. Children who receive the support and encouragement from home and school usually do well, work to their capacity and make good progress. It therefore helps if the teacher and parent work together for the good of the child, each respecting the other's role.

There are many practical ways in which this can be done.

1. Ensure your child attends school regularly and punctually.
2. Encourage your child to take an interest in his or her work and tackle subjects he/she finds difficult.
3. Support your child with their reading, writing and maths targets and ask your child where they are on their target and what they need to do to become better
4. Praise your child when they are given stickers, certificates etc. and reward them if you believe it is appropriate.
5. Support the school if you are contacted regarding inappropriate behaviour or a poor attitude to work.
6. Encourage your child to talk about school and what they are doing.
7. Help your child with homework, learning of spellings, tables and hearing them read.
8. Support the school. Don't criticise the teacher or school to your child. If you have a problem, come in to see the teacher in order to hear both sides of the story. If you are not satisfied with the outcome of this meeting, seek an appointment with a member of the Senior Leadership Team at the school office.
9. Show your interest by attending Parents' Evening and all social events.
10. Inform the school if there is any problem of a domestic nature, which may affect your child in school. The school employs learning mentors who will be happy to help you with any family issues





## **PARENTAL INVOLVEMENT**



Generally parents' meetings take place in the Autumn and Spring Term. Early in the Autumn Term teachers speak to parents as a group to inform them of any class procedures. A little later in the Autumn Term, a more formal Parents' Evening is held to discuss initial problems and give an early progress report. Parents are also given the opportunity to talk through any concerns. In the Spring Term all parents receive a report on their child's progress. This is followed by a Parents' Evening where parents are given the opportunity to look at work, discuss progress and to set targets for the future.

During the Summer term annual reports are given and parents can discuss the progress and attainment of their child. Years 2 & 6 receive their national testing results.

There are various events involving parents throughout the year. There are meetings for parents of specific year groups to inform about the curriculum or a coming event e.g. French trip, SATs etc. Added to this our Learning Mentors host coffee mornings and afternoon tea for parents once a term.



Children should bring their reading book home each evening. Please take the time to either hear your child read or discuss their book every day. In addition, children need support at home in learning their number bonds to 10 e.g. 6+4, 1+9 etc. and their times tables, depending on their age. Children may also bring home other homework to be completed.

Parents are welcome to help in the classrooms although not in their own child's class. If you would like to offer your services please contact the school office.

## **CURRICULUM MATTERS**



### **English**

The aim of the English curriculum is to enable pupils to reach their full potential in literacy. We place an enormous emphasis on reading, as this is the key to all learning. All children are heard read at least once a week through Guided or Group Reading, whole class reading lessons and/or individual reading sessions. Children are encouraged to read a variety of materials to improve and develop their reading skills. Children are allowed to take reading books home each day and parents are encouraged to participate and share in teaching their child to read by hearing them read regularly. Children of all reading abilities should be encouraged to read every evening, including allocated books on Bug Club. If a child has learning problems in this area, individual education programmes are devised which cater for the child's special needs. Regular diagnostic assessments provide teachers with information on how to improve a child's reading ability.

Children are given experience in writing stories, poetry and a variety of other written work. The work is aimed at improving the child's imaginative and factual written expression, spelling, grammar and widening their vocabulary. Children study quality children's literature and are encouraged to use the interesting vocabulary and knowledge they have gained. They are taught grammar and spelling in discreet grammar and spelling sessions and then shown how to apply this knowledge in context in all other lessons. Children's writing is assessed regularly against the National Expectations for their year group from these assessments targets are drawn up to help focus on the next areas of learning.

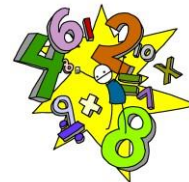


Handwriting is taught throughout the school. The children are taught to form their letters and numbers correctly and to write neatly. Handwriting is very much an individual skill so as a child becomes proficient, he/she is taught how to join up their letters.

Children are encouraged to develop their understanding of the spoken word and to learn to express themselves effectively in a variety of speaking and listening activities involving different audiences.

Drama helps children to understand the people around them and the social world in which they live. They are able to explore a variety of situations about feelings and explore choices and moral dilemmas as well as improving self-confidence.





## **Mathematics**

We aim to give children opportunities to discover and explore different aspects of mathematics so that they may understand and be able to use number, measurement, shape, algebra and statistics in a practical and meaningful way and to solve problems arising from everyday situations. The children follow the National Curriculum. Regular assessment provides teachers with information which then informs their teaching.

All areas are taught using a variety of methods including practical, investigative, oral, written and problem solving activities.

Parents can help at home by ensuring their child does their Active Learn homework and practising any aspect of Mathematics being covered. From Year 2 upwards, parents can help by encouraging their children to learn their times tables. (See homework policy).



## **Science**

The children cover Science through the National Curriculum organised into a project based approach within the context of everyday life. The activities and experiences taught use the home and the environment as a starting point for learning as it is essential that the children have an understanding of the physical and biological world, and an appreciation of their own environment.

Within Science, children are helped to develop the right attitudes and approaches and an awareness of personal health and safety. They are taught to enquire, explore and observe, ask questions about their observations and to suggest answers to their questions, devise experiments and draw conclusions from their work.



## **Computing**

The school has a well-resourced Computing Suite. All classes, use this suite on a weekly basis. In addition there are computer stations situated in all classes and each classroom has access to the Internet and portable notebooks. All classrooms have interactive technology.

Children are taught word processing skills as well as data handling and control technology. Concept keyboards are also used alongside some programs. The National Curriculum (Sept. 2014) has renamed ICT as Computing with a greater emphasis on programming.



## **Religious Education**

Religious Education provides the opportunity to learn about moral issues, through Christian, Jewish and Islamic traditions and festivals, which should foster in each child an understanding of and tolerance towards people of different faiths and creeds. R.E. is taught in assembly, as a discrete subject in class and through the project based curriculum.



## **Music**



Musical instrument lessons are provided through Harrow Music Services and offered each year to a range of pupils. This year we are offering guitar and Keyboard. A tuition fee is charged for these lessons

## **Design Technology**

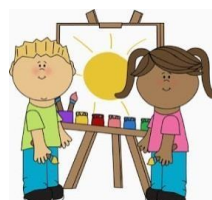
Design Technology is taught through the project based Curriculum. Children are preparing for life in a highly technological society. We encourage them to discuss, plan, make and evaluate their work. Pupils will gradually become aware of the ways in which technology is changing the home, the workplace and lifestyles, making them better placed to respond to the needs of secondary education, business and industry.



## **Art & Display**

Art education is primarily concerned with pupils' aesthetic development and is mainly taught through the project based Curriculum. It enables children to accumulate knowledge of their world through first-hand experience. Their work involves using a variety of media and enables them to express themselves creatively through colour, texture, form and design. From the earliest stages their observation and investigation skills are developed in the process of creating and they also have the opportunity to copy and study the work of influential artists.

The children's work is always attractively displayed in the classrooms and school corridors. This provides a stimulating environment and establishes a sense of value and appreciation.



## **History & Geography**

History and geography are taught through different projects. History is taught in order to help pupils recognise past and present in their own and other people's lives. In the earliest stages we try to develop their sense of chronology by sequencing events and objects, retelling stories and finding out about events from appropriate sources of information. Throughout their studies, pupils are encouraged to interpret different historical sources and to communicate their ideas.

Children should also have knowledge and an understanding of their surroundings and the wider world. The study of places, the human and physical processes which shape them



and the people who live in them are major elements of the Geography curriculum at Key Stage 2.

For both History and Geography, teaching is enriched by class visits to places and areas of specific interest, as well as by visitors to the school. The preparation and follow up work form a valuable part of such experiences.



### **Physical Education**

Physical education develops children's physical, emotional and social health through a variety of movement related activities. Our aim is to encourage all children to enjoy P.E. and participate to the best of their ability. P.E. is a compulsory subject and children may only be excused on receipt of a medical certificate. Should any child suffer from a known health problem the school should be informed immediately.

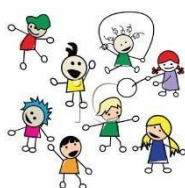
The children have the opportunity to participate in:  
Dance/Movement lessons in the hall  
Indoor apparatus lessons in the hall  
Outdoor games lessons in the playground.  
Outdoor sports lessons



Plimsolls are essential for outdoor P.E. They are also needed for children to wear as they walk through the corridors but best practice stipulates that apparatus and indoor P.E. is safest in bare feet. Jewellery must be removed for all P.E. lessons, in the interest of safety. In Years Three and Four, children will be given the opportunity to learn to swim. Parents are asked to supply their child with a swimming kit, which MUST include, for boys and girls, a swimming cap. These can be bought from the school or the swimming baths. All earrings and jewellery MUST be removed before the swimming lesson.



The school currently receives money from the Sports Premium Fund. Details of how this money is spent each year can be found on our website.



## **SPECIAL EDUCATIONAL NEEDS**



Children may be identified as having Special Educational Needs if they are failing to make progress through Quality First Teaching or additional interventions. Parents will be asked to meet with the class teacher and a member of the Inclusion Team to discuss further options. The New Code of Practice for SEND sets out clear procedures.

At all times the school, parents and any other professionals, such as health, will work together to promote the best outcomes for each child.

### **Moderate Learning Difficulties ARP**

The Additional Resourced Provision for children with Moderate Learning Difficulties was opened at Earlsmead in September 2015. This provision is at the heart of our inclusive ethos here at Earlsmead and offers integrated teaching and support for up to 12 children with moderate learning difficulties.

All children accessing the provision will have Statements of Educational Need or Education and Health Care Plans (EHCPs) for the primary need of Moderate Learning Difficulties. Children are taught within the resource base (known within the school as Saplings) in the mornings and are integrated with their mainstream class in the afternoons. This enables them to receive highly individualised specialist teaching for literacy, numeracy, speech and language and any other additional needs (such as physiotherapy or occupational therapy) in the mornings, while being able to integrate with mainstream peers whenever possible for other subject areas. Saplings children are also fully involved in all aspects of school life. For example, they participate in class assemblies, educational trips, workshops, PE lessons, ICT lessons and swimming lessons alongside their mainstream friends.

If you would like to know more about the work of the ARP, please contact the Deputy Head for Inclusion at the school. If you are interested in a placement for your child within the ARP, in the first instance please contact SENARs at Harrow to discuss your child's needs.

What OFSTED said about the ARP in July, 2016:

"... pupils in the 'saplings class' resource provision receive individualised targeted support to develop their skills and understanding ... teaching assistants interact well with those pupils who have special education needs and/or disabilities, so that their needs are met and they progress in their communication, social and learning skills."

"... pupils who attend the 'saplings class' make steady progress from their individual starting points. During the inspection, these pupils demonstrated effective social skills and they improve their reading and writing over time. They progress at a similar rate to their peers across the school..."



## FOUNDATION STAGE

Children come to school from a wide variety of social and cultural groups. They will have developed many complex skills. Most children will have learned to talk, to communicate, to adopt different roles and to take some responsibility for their own actions and welfare. This learning has taken place in the home, in real life contexts and through children's first hand experiences. A partnership between parents and school is a crucial element in children's learning and one which needs to be formed from the outset and maintained throughout the child's time in school.



Our curriculum is focused on a number of topics relevant to the children's interests, with a strong emphasis on play and practical activities.



Our aim is to provide an environment appropriate to the age and developmental needs of the children and to lay a good foundation for their more formal education at Key Stage One.



## **SATs – STANDARD ASSESSMENT TASKS AND TESTS**

All children in Year 2 and Year 6 are assessed in accordance with National Assessment arrangements. In addition, children in all other year groups undertake a series of assessments each term.

From 2005 teacher assessments have taken the place of the tests in Key Stage One although the children are still required to do tests and/or tasks to back up their teacher assessment. Your child will receive a grade for reading, writing, mathematics and science.

In Year 6, children sit formal tests in English and Mathematics. These tests take place under strict examination conditions. There are three papers for Mathematics incorporating arithmetic and reasoning skills. English is assessed with a reading test, a grammar and punctuation test, and a spelling test, along with moderated writing tasks.

Your child's results in these tasks and tests will be reported to you in their Annual Report in July.

### **National Curriculum attainment awarded at the end of Key Stage One.**

Children will be reported as either:

Working below the expected standard

Working towards the expected Standard

Working at the expected standard

Working at greater depth within the expected standard

### **National Curriculum attainment awarded at the end of Key Stage Two.**

Children will be reported as either:

Working below the expected standard

Working towards the expected Standard

Working at the expected standard

Working at greater depth within the expected standard



## **ADMISSION ARRANGEMENTS TO EARLSMEAD PRIMARY SCHOOL**

**Admission to our school for Reception to Year 6 is dealt with by the Admissions Department at Harrow Council. Applications must be made via the authority in which you pay your council tax.**

If you live in Harrow, further information including the application process is available on line at: [http://harrow.gov.uk/info/200129/school admissions](http://harrow.gov.uk/info/200129/school%20admissions)

**Admissions Criteria/Oversubscription Criteria:** If there are fewer applicants than there are places available for entry in September, everyone who applies will be offered a place. If there are more applicants than there are places available the following criteria will be considered, in order, to determine who will be offered a place:

1. Children who are or were previously looked after - A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. (See definitions below of children who are or were previously looked after)
2. Medical or social needs of the child – Children for whom it is essential to be admitted to a specific school because of special circumstances to do with significant medical needs and or social needs. (See definition below of medical or social needs of the child)
3. Medical reasons relevant to parent(s) - Parent(s) where there are special medical reasons for seeking a place for their child at the school
4. Siblings - Children with a brother or sister attending the school at the time of application.
5. Children of staff in the school – Children where their parent(s) has been employed by the school for at least two years at the date of application or where the member of staff has been recruited to a vacant post where there is demonstrable skills shortage.
6. Distance from home to school - Places are allocated to applicants who live closest to the school. This must be the address where parents and child normally live and they must be living there on the closing date for receipt of applications. Tie-breaker: If more applications are received in any one criterion than there are places available the tiebreaker of distance from home to school, measured in a straight line, will be applied.

## **GETTING STARTED**

### **Starting school for the first time**

Starting school is one of the most important times in your child's life. Deciding which primary school you want to send your child to is an important decision. All children who are five between September and August start school in September. Not all children will start on the same day and you will be given a start date for your child.

At first the children attend school for the morning session and when they are settled they will stay to lunch and then eventually all day. This varies according to each child's needs. Even if your child has been at a nursery or pre-school it can be a big change in both your daily lives when they start primary school. Separation on that first day can be difficult for both of you, but children soon come to realise that school is fun and an interesting place to be. We will work with you and your child to ensure they settle well, safely and quickly.

### **Joining the school as a result of moving**

If you join Earlsmead as a result of moving, we aim to make the change as easy as possible. Each child is given a 'buddy' who shows them around and keeps an eye on them for the first few days. Staff and pupils all work hard to ensure new-comers feel at home.