

EARLSMEAD PRIMARY SCHOOL



WELCOME TO OUR SCHOOL

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EARLSMEAD PRIMARY SCHOOL

Headteacher

Ms. Barbara Graham

Telephone: 020 8864 5546

*'Pupils at Earlsmead Primary School are happy and safe.'
'Staff have high expectations for pupils' behaviour and their learning.'*

- Ofsted, February 2020

Dear Parents/Carers,

Welcome to Earlsmead Primary School. I was very proud to join the school earlier this year as the new Headteacher. The staff and children at Earlsmead have given me a warm welcome and I am sure they will for you, also.

From my first visit I was struck by how polite, confident and friendly the pupils are; and by the obvious dedication and professionalism of the staff in providing excellent care and learning for the children. I continue to be inspired by the warm, family atmosphere here which is truly special.

In order to help you learn about the school, the following information has been set out for you to read. However, if you require further information on any of these aspects, please don't hesitate to contact the school.

It is expected that while your child is in this school, we can all work together for their academic, social and personal benefit. We want the school to be a safe and cohesive community. To make sure this happens certain rules have to be followed by 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, which usually involves speaking with your child's class teacher in the first instance. Appointments to see staff should be made via the school office.

I very much look forward to meeting you and your children in due course.

Yours faithfully,

Ms. Barbara Graham

Headteacher

ARUNDEL DRIVE
SOUTH HARROW
MIDDLESEX
HA2 8PW

Email: office@earlsmead.harrow.sch.uk
<http://www.earlsmeadprimaryschool.co.uk>



2.1 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.

2.2 OUR MOTTO

“Success for All”

2.3 OUR VISION

As a community we will achieve *Success for All* through:

S*ecuring resilience*

U*nderstanding values and respecting others*

C*ommitting to our learning*

C*ommunity involvement*

E*quality for all*

S*triving to do our very best*

S*etting high expectations*

3. 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 are strict admissions 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 3 and 11 years old. The school comprises of four buildings – Main, Woodlands, Coppice and Nursery. The Main building was built in 1972. It houses the Reception office, Hall, 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 5 and 6 on the upper floor. Nursery is situated in the building at the bottom of the driveway which also has a lovely outdoor garden. 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. Earlsmead benefits from a variety of play spaces for children and a large, grass playing field which is so rare in London.

The school has an Additional 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.

4. GENERAL SCHOOL INFORMATION

The School Day

	Reception	Yrs 1 & 2	Yr 3	Y4	Y5	Y6
Soft Start	8.45am: Soft start for all year groups. 8.55am: School starts. Children need to be in classrooms for register.					
Play Break		10.20 – 10.35	10.20 – 10.35	10.20 – 10.35	11.00 – 11.15	11.00 – 11.15
Lunch Break	11.40 – 12.35	11.40 – 12.35	12.30 – 1.30	12.30 – 1.30	12.30 – 1.30	12.30 – 1.30
Dismissal	3.10pm	3.10pm	3.15pm	3.15pm	3.15pm	3.15pm

Nursery

Nursery currently has a morning session from 8.50am to 11.50am. For those children who attend for 30 hours, they have lunch in the main school between 11.40am to 12.35pm and join the reception classes for the afternoon.

End of Day Dismissal

All parents are required to name the adults responsible for collecting their child at the end of the school day. 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. Please collect your children promptly at the end of the day.

All children in Nursery, Reception, Key Stage One, Year 3 & Year 4 are dismissed from their classroom door using the class dismissal register. Years 5 & 6 are walked down by their class teacher and dismissed from the KS2 playground in the same manner.

5. 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 online 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 - Halal
- Red - Non-halal
- 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 monitored during lunchtime breaks. As a 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 games 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 or fizzy drinks 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.**

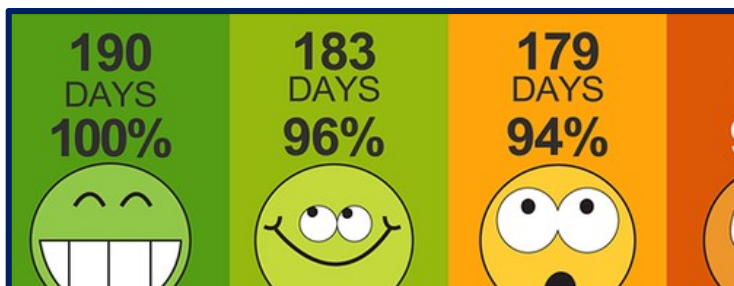
If your child goes home for dinner, please ensure they do not arrive back in school before the end of their class lunch time. All children must enter through the school office.



6.1 ATTENDANCE

Our school attendance target is 96% or above. Should your child be unable to attend school, please notify the school **before 9:30am by telephoning the school office**. There is an absence option to leave an absence message if your call is not answered by a member of staff. (Select option 1). **Please do not report your child absent by emails or through Class Dojo.** If we do not hear from home by 9.30am, the attendance officer will attempt to make contact as a matter of safeguarding. Due to Government legislation, if the school are not informed of the reason for absence, your child receives an 'unauthorised' absence mark.

The Attendance Officer, Mrs Stangroom, checks the registers and any unexplained or unacceptable absences must be 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 if possible.



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 18).

Sickness and Diarrhoea: In the case of tummy upsets, children should stay at home for at least 48 hours after the last incident 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 a 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. Many staff are qualified first aiders and deal with all minor incidents. Should your child need medical treatment from a doctor, you will be notified as soon as possible. This is why we always request you leave us **at least two** contact telephone numbers as emergency contacts as part of our safeguarding arrangements.

6.2 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.

6.3 HOLIDAYS

We believe holidays during term time are detrimental to 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.

If you are planning a holiday during term time, you must complete an application of leave form which can be collected from the front office at least two weeks before the departure date. These letters may be dropped into the front office.



7. SCHOOL UNIFORM

All children are expected to wear the correct school uniform every day.

The school's uniform is sold at Angels. The uniform consists of:

Nursery	Reception to Year 6
<ul style="list-style-type: none">❖ Royal blue tracksuit bottoms.❖ Gold polo shirts with school logo.❖ Royal blue shorts in the summer.❖ Blue, gold, white or grey head scarves.❖ Comfortable flat shoes or trainers.	<ul style="list-style-type: none">❖ Black trousers, tartan skirts.❖ White cotton shirts.❖ Royal blue jumpers or cardigans with school logo.❖ Gold and white summer dresses.❖ Blue, gold, white or grey head scarves.❖ Black flat shoes.❖ Plain 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 black, gold or blue.

Children also need a **book bag** and a **drawstring P.E. bag** clearly labelled with their name and class. No other bags should be brought into school.

P.E KITS

Only the school's PE kits are allowed in school. PE kits can be worn to school on the days that your child has PE.

- ❖ Royal blue shorts.
- ❖ White t-shirt.
- ❖ Royal blue track-suit for colder weather.
- ❖ Black trainers.



PE kits must be taken home at the end of the week to be washed.

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. Watches are permitted but should be analogue (rather than digital).

Pupils are also not allowed to wear any make up or nail varnish, including nail extensions, in school.

MONEY

Money should not be brought into school, unless for a specific purpose, i.e. trips, book fair. School dinners are paid online or through Paypoint at local stores.

MOBILE PHONES

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.

8. EXPECTED BEHAVIOUR



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.
- Foster intrinsic motivation by encouraging pupils to complete learning well and behave appropriately because it is personally rewarding.

Class Dojo

We use an online platform called Class Dojo to identify children's positive behaviours. Parents receive notifications of these awards. Children will receive points for showing cooperation, creativity, resilience, curiosity, motivation and independence. Progress is tracked and children will receive certificates at key point milestones. Children in Nursery also receive stickers for immediate praise.

9.1 HOME LEARNING



Home learning is set to:

- Help students understand and review skills or concepts currently being learned.
- Prepare students for upcoming skills or concepts about to be learned.
- Assess student understanding.
- Develop good study and work habits.

Pupils are set home learning on Wednesdays with the expectation that it is completed and returned by Monday. This is set online using our Class Dojo system which allows fluid communication between parents, children and the teaching team. The amount of home learning set follows the government homework guidelines and consists of spelling, English, Maths and a talk task. Independent research work is set half termly, linked to project work. Each year group distributes a leaflet outlining the home learning practices for that year during a parents' welcome meeting in September. This is posted on the school website.

Children in Nursery may be asked to carry out simple tasks at home linked to our activities in Nursery. We would also encourage you to talk to your children daily about what they have done at nursery and read with them daily.

9.2 HELPING YOUR CHILD AT HOME

Teachers and parents/carers have a common interest in the progress and welfare of each child and this partnership is **fundamental** to the development of each child. Children who receive support and encouragement from home and school usually make good progress. It therefore helps if teachers and parents/carers 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:

- Ensure your child attends school regularly and punctually.
- Encourage your child to take an interest in their work and tackle subjects they find difficult.
- Support your child with their reading, writing and maths. Ask your child what they are learning and what they need to do to become better.
- Praise your child's efforts. Effort matters more than outcome.
- Work with the school if you are contacted regarding inappropriate behaviour or a poor attitude to work.
- Help your child with homework, learning of spellings, tables and hearing them read daily.

- Support the school. Don't criticise the teacher or school in front of your child. If you have a problem, come in to see the teacher. If you are not satisfied with the outcome of this meeting, see the Complaints Section 17.
- Show your interest by attending Parents' Evening and all social events.

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 issue.

10. 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.

Additional information can be found here:

<https://www.earlsmeadprimaryschool.co.uk/page/?title=Pupil+Premium&pid=24>

11. 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 and will not be tolerated.

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. 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.

With careful planning, we ensure that the curriculum is represents people with a diverse range of protected characteristics. We also make sure that our resources do not encourage stereotypical attitudes.

12.1 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/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.



12.2 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 the school SENCo to discuss further options. The Code of Practice for SEND sets out clear procedures.

Children on the SEN register will have individual education targets on a system called Edukey and these are set and reviewed termly. Earlsmead works with a range of professionals including; speech and language, occupational health, educational psychologists, hearing, vision and autism advisors.

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

The School SEND Report can be found here:

<https://www.earlsmeadprimaryschool.co.uk/page/?title=SEND+Report&pid=27>

12.3 Moderate Learning Difficulties Additional Resource Provision (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 must have an Education and Health Care Plan (EHCP).

The additional resource provision has two classes (Saplings 1 and Saplings 2). Children are taught within the resource base in the mornings and are integrated with their mainstream class from lunchtime onwards. 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.

The additional resource provision has two sensory rooms, one a sound and light room and the other a soft play room. It also has a play area and the children have a visual rota to encourage turn taking, team building and gross motor skills.

If you would like to know more about the work of the ARP, please contact the SENCO 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.

13. 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 experiences from which children thrive. They may be at the beginning of a half term to introduce a new project with a 'Wow' to hook children into the learning, or at the end to consolidate the work that has been done.

If you are experiencing financial difficulty in paying for a school trip, please make an appointment to speak to the Headteacher confidentially via the school office.

14. WRAP AROUND CARE & EXTRA-CURRICULAR CLUBS

14.1 Wrap Around Care: ACE CLUB

Earlsmead runs a breakfast and after-school club which incurs a small fee. Child-care is available from 8.00am until school starts; and from 3.15 until 5.00pm. If you would like to enroll your child in one of these clubs, please contact the school office.

14.2 Extra-Curricular Clubs

Here at Earlsmead, we offer a range of extra-curricular clubs across KS1 and KS2. After-school clubs run from 3:15pm until 4:00pm and include a mixture of sporting and academic opportunities. From arts and board games to athletics and table tennis, there is always something exciting on offer! Clubs are offered termly and parents must reapply each term to express interest in a place for their child.

15. SCHOOL COUNCIL

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

Pupils from the School Council may also participate in recruitment activities via a panel interview of prospective candidates or assist in the running of special events at the school. Elections for School Council are held via a democratic vote in each class at the start of the school year. If an elected member is not meeting school expectations on attendance and/or behaviour, they may lose their position on the council.

16. MANAGEMENT

16.1 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 Trustees. The Chair of Governors is Mrs Pauline Hughes.

16.2 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 Head Teacher is also available.

16.3 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. They can also be sent messages via Class Dojo.

17. 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 the Deputy Headteacher. Hopefully they will be able to deal with the matter to our mutual satisfaction. In the event that you are still not satisfied, please make an appointment to see the Headteacher through contacting the school office.

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

18. HEALTH, SAFETY and WELLBEING

18.1 Accident and Illness

Unfortunately, however careful we are, accidents do happen and children do fall ill. All minor accidents and illnesses are dealt with by a registered First Aider. Whenever necessary, parents are contacted by telephone. Parents are requested to inform the school of any change in details or circumstances.

Parents are asked to complete an “Emergency Contact Form” on which they provide details of how they can be contacted should any emergency arise in school.

At least two emergency contacts must be provided. It is recommended that parents 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.

18.2 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. Where possible, please make appointments outside of school hours so learning is not disrupted.



18.3 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 to be given medication while at school via the school office.



18.4 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.

18.5 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 unless authorised by the Headteacher.

19. PARENTAL INVOLVEMENT



Generally, parents' meetings take place in the Autumn and Spring terms. 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 give an early progress report and outline strategies for home support. 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 and carers throughout the year. There are meetings for parents of specific year groups to inform about the curriculum or a coming event e.g. Trips, Phonics Workshops, SATs etc. Added to this there are regular coffee mornings and afternoon tea. Nursery parents will be invited to regular 'Stay and Play' sessions.



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. Nursery children will bring a library book home once a week. We would encourage you to read and enjoy the book together to nurture a love of reading.

Parents may 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.

20. CURRICULUM MATTERS



20.1 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.

20.2 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.

Children are taught phonics from their first day in Nursery and continue to receive Phonics tuition as long as it is needed. All children are heard read regularly 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.

Children are given opportunities to write a variety of genres, including stories, poetry, instructions and reports. The work is aimed at improving children's imaginative and factual written expression, spelling, grammar and vocabulary. Children study quality children's literature and are encouraged to use the interesting vocabulary and knowledge they have gained. Children's writing is assessed regularly against the National Expectations for their year group and 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, they are 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.



20.3 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 using Maths Mastery approaches. 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. Pupils use a variety of mathematical equipment to support their learning during lessons, including dienes, counters, Numicon, unifix and measurement devices.

Fluency is an important component of the Mathematics curriculum. Fluency in maths is about developing number sense and being able to choose the most appropriate method for the task at hand; to be able to apply a skill to multiple contexts. Children are given regular opportunities to apply skills to solve problems and discuss their approaches.

In Year 4, pupils sit a Multiplication Check. This is an online test of 25 questions on times tables from two to 12. Pupils begin practising these skills in Key Stage 1, but parents can help at home by spending some time supporting this learning until it is secure.





20.4 Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. At Earlsmead, the children are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

The children cover Science through the DfE National Curriculum organised into a projects. Within Science, children are helped to develop the right attitudes and approaches alongside 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.

20.5 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 and the School is well-equipped with laptops and devices.

Children are taught word processing skills as well as data handling and control technology. Concept keyboards are also used alongside some programs. The latest National Curriculum has a greater emphasis on programming, which Earlsmead pupils begin learning when they are in the Early Years all the way through to Year 6.



20.6 Religious Education

Religious Education provides the opportunity to learn about moral issues through a variety of traditions and festivals, which fosters an understanding of and tolerance towards people of different faiths and creeds. R.E. is taught in class as a specific subject, through assemblies and through links with the wider curriculum where appropriate.

20.7 Music

Pupils greatly enjoy music and there are several musical performances held at Earlsmead throughout the year. Music lessons are taught in class and Earlsmead is looking into providing musical instrument lessons through Harrow Music Services which will be offered at an additional charge directly to the service.

20.8 Design Technology

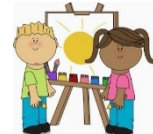
Design Technology is taught through the project-based curriculum. Children are preparing for life in a highly technological society. We encourage them to discuss, plan, make and evaluate their work. Pupils will gradually become aware of the ways in which technology is changing the home, the workplace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

20.9 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, pupils' 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 often displayed in the classrooms and school corridors. This provides a stimulating environment and establishes a sense of value and appreciation.



20.10 History & Geography

History and Geography are taught through projects which include key knowledge and skills. 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 pupils' 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.

At Earlsmead, the intention of the geography curriculum is to inspire children's curiosity and interest to explore the world that we live in and its people. 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.

Fieldwork is vitally important in Geography, and therefore pupils often have chances to use the local area and occasionally venture further afield.

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.



20.11 PSHE, Relationships and Sex Education

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that our pupils need in order for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

The curriculum is mapped out across the whole school to ensure coverage and progression. Pupils cover a range of topics at Foundation Stage, Key Stage 1 and Key Stage 2 under the broad headings of:

- Me and My Relationships
- Valuing Differences
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

Earlsmead Primary School includes the statutory Relationship and Health Education within the PSHE curriculum as our pupils need help and advice to help them develop healthy relationships. We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

Parents do not have the right to withdraw their children from relationships education. Parents do however have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing to the Head Teacher. Alternative work will be given to pupils who are withdrawn from sex education.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not need to seek answers online.

20.12 Physical Education

Earlsmead provides specialist teaching in PE. This subject 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.

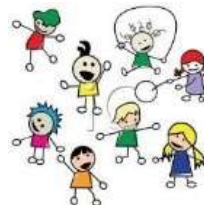
The children have the opportunity to participate in:

- 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 here:

<https://www.earlsmeadprimaryschool.co.uk/page/?title=Sport+Premium&pid=25>

20.13 Modern Foreign Languages

Earlsmead's MFL language is French which is taught through specialist teaching by a fluent instructor. Pupils learn the language through role-play, quizzes, games and activities which are engaging. We also celebrate a French day once per year which the children greatly enjoy.



21. 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.

Year 2 also complete English and Maths tests but an overall 'Teacher Assessment' is submitted as their final assessment. Year 1 complete a Phonics Screening Check at the end of the year along with pupils in Year 2 who did not pass in Year 1.

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

21.1 National Curriculum attainment (SATs) awarded at the end of Year 2

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

21.2 National Curriculum attainment (SATs) awarded at the end of Year 6

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

22. ADMISSION ARRANGEMENTS TO EARLSMEAD

Admission to our school for Nursery and 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:

<https://www.harrow.gov.uk/schools-learning/school-admission-arrangements/3>

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.

23. GETTING STARTED

Starting nursery

For some of the children, this may be the first time they have been away from parents or people they know. This can be daunting for them. Nursery offers a very warm welcome in a cosy, friendly environment. They will soon realise that nursery is a fun place to be with lots of exciting and interesting activities to take part in.

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. Any ongoing issues should be discussed with your child's teacher.

More information can always be found on our School website:

<https://www.earlsmeadprimaryschool.co.uk/>

Welcome to Earlsmead Primary School!

24. Parental Code of Conduct

EARLSMEAD PRIMARY SCHOOL

Code of Conduct Policy (parents)



SUCCESS *for* ALL

Written by	N Marshall
LGB Approved	06.10.20
BoT Ratified	20.10.20
Date of Review	October 2022

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 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

Purpose and Scope

At Earlsmead Primary School we believe it's important to:

- ❖ Work in partnership with parents to support their child's learning
- ❖ Create a safe, respectful and inclusive environment for pupils, staff and parents
- ❖ Model appropriate behaviour for our pupils at all times

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct) and pupils (through our behaviour policy).

This code of conduct aims to help the school work together with parents by setting guidelines on appropriate behaviour.

We use the term '*parents*' to refer to:

- ❖ Anyone with parental responsibility for a pupil
- ❖ Anyone caring for a child (such as grandparents or child-minders)

Our expectations of parents and carers

We expect parents, carers and other visitors to:

- ❖ Respect the ethos, vision and values of our school
- ❖ Work together with staff in the best interests of our pupils
- ❖ Treat all members of the school community with respect – setting a good example with speech and behaviour
- ❖ Seek a peaceful solution to all issues
- ❖ Correct their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct
- ❖ Approach the right member of school staff to help resolve any issues of concern
- ❖ Support the school when sanctions or consequences for poor behaviour are issued according to the related policies

Covid-19 expectations

- ❖ Loitering or gatherings in the playgroup is not allowed
- ❖ Appointments must be made to see a member of staff- no face to face meeting with staff
- ❖ Visitors, unless you have an appointment, are not allowed in the school
- ❖ Follow the strict dropping off and collection procedures

Behaviour that will not be tolerated

- ❖ Disrupting, or threatening to disrupt, school operations (including events on the school grounds and sports team matches)
- ❖ Swearing, or using offensive language
- ❖ Displaying a temper, or shouting at members of staff, pupils or other parents
- ❖ Threatening another member of the school community
- ❖ Sending abusive messages to another member of the school community, including via text, email or social media

- ❖ Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms including within so called 'closed groups'
- ❖ Use of physical punishment against your child while on school premises
- ❖ Any aggressive behaviour (including verbally or in writing) towards another child or adult
- ❖ Disciplining another person's child – please bring any behaviour incidents to a member of staff's attention
- ❖ Smoking or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event)
- ❖ Possessing or taking drugs (including legal highs)
- ❖ Bringing dogs onto the school premises (other than guide dogs)

Breaching the code of conduct

Although fulfilling a public function, schools are private places. If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- ❖ Send a warning letter to the parent
- ❖ Invite the parent in to school to meet with a senior member of staff or the headteacher
- ❖ Contact the appropriate authorities (in cases of criminal behaviour)
- ❖ Seek advice from our legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- ❖ Ban the parent from the school site

In imposing a ban, the following steps will be taken:

- ❖ The parent/carer will be informed, in writing, that they are banned from the school's premises, subject to review, and what will happen if the ban is breached e.g. police involvement or an injunction application may follow
- ❖ Where an assault has led to a ban, a statement indicating the matter has been reported to the employing body and the police will be included
- ❖ The chair of governors will be informed of the ban
- ❖ Where appropriate, arrangements for pupils being delivered to and collected from the school gates will be clarified.

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the code of conduct rests with the headteacher.

The headteacher will consult the Chair of governors and CEO before banning a parent from the school site.