



1859

# Zetland Primary School

*Remembering Yesterday, Valuing Today,  
Striving for Tomorrow*

PROSPECTUS

An A-Z of provision at Zetland Primary

2022-2023



IRONSTONE ACADEMY TRUST

## CONTENTS

|                                |         |
|--------------------------------|---------|
| Addresses & Contacts           | 3       |
| Staff                          | 4       |
| Governors                      | 7       |
| Head Teacher's Introduction    | 8       |
| School Organisation            | 9 - 27  |
| Appendix 1, New starter advice | 28 - 29 |

## ADDRESSES AND CONTACTS

|                        |  |
|------------------------|--|
| School Category        | Academy (Ironstone Multi-Academy Trust)<br>Ironstone MAT <a href="http://ironstoneacademy.org.uk/zetland-primary/">http://ironstoneacademy.org.uk/zetland-primary/</a>   |
| School Address         | Zetland Primary School<br>Redcar Lane<br>Redcar<br>TS10 3JL<br><br>Tel:01642 484595<br>email: <a href="mailto:office@zetland.org.uk">office@zetland.org.uk</a><br>website: <a href="http://zetland.ironstoneacademy.org.uk/">http://zetland.ironstoneacademy.org.uk/</a> |
| Head Teacher           | Mr S English   |
| Deputy Head Teacher    | Mr P Richardson  |
| School Business Manger | Mrs T Barnes   |
| School Secretary       | Mrs V Richardson   |
| Office Administrator   | Mrs L Best   |
| Caretaker              | Mrs J Luxmore  |

Chair of Governors

Mrs Sheila Leng (Contact via school)

Vice Chair of Governors

Mr Jamie Douglas (Contact via school)

Safeguarding Team

The Designated Safeguarding Lead (which is the Head teacher) **Mr English**

The Deputy Designated Safeguarding Lead:

Deputy Head Teacher **Mr Richardson**

Key Stage 1 Leader **Miss Clarkson**

EY Foundation Stage **Mrs Fellows/Mrs Coupland**

IAT DDSL: **Mrs Barnett**

Attendance Officer Miss Robinson

The Designated Safeguarding Governor, **Mrs McGlasson**

## SCHOOL STAFF

### Teaching Staff

#### EYFS\Foundation Stage Teachers

Mrs M Coupland EYFS1 (Nursery)

Mrs S Boyes EYFS1 (Nursery)

Mrs M Fellows EYFS2 (Reception) + EYFS Lead

#### Key Stage 1 Teachers

Miss Hill/Mrs Lawrenson Year 1

Miss J Clarkson KS1 Leader Year 2

#### Key Stage 2 Teachers

Mrs A Herd Year 3 SENDCo

Mrs S McCready Year 4

Mrs L Foster-Spanner Year 5

Mr P Richardson Year 6 Deputy Head Teacher

#### Higher Level Teaching Assistant (HLTA)

Mrs S Young

#### Support Staff

Mrs E Berry

Teaching Assistant EYFS Nursery Nurse

Miss L Daniell

Teaching Assistant (SEN) EYFS

Mrs H Al-Dick

Teaching Assistant EYFS

Miss E Batey

Teaching Assistant EYFS

Mrs J Mehta

Teaching Assistant EYFS

Miss J Williams

Teaching Assistant Key Stage 1

|               |                                |
|---------------|--------------------------------|
| Mrs K Weston  | Teaching Assistant Key Stage 1 |
| Mrs K Thomas  | Teaching Assistant Key Stage 1 |
| Mrs L Moses   | Teaching Assistant Key Stage 2 |
| Mrs C Rice    | Teaching Assistant Key Stage 2 |
| Mrs J Peirse  | Teaching Assistant Key Stage 2 |
| Mrs A Surtees | Teaching Assistant Key Stage 2 |

**Lunch Time Supervisors**

|                |                        |
|----------------|------------------------|
| Mrs D Piggins  | Playground Facilitator |
| Mrs A Dexter   |                        |
| Mrs T Herbert  |                        |
| Mrs J Sawdon   |                        |
| Mrs A Thompson |                        |
| Mrs S O'Connor |                        |
| Mrs H Flower   |                        |
| Mrs W Fox      |                        |

**Premises Staff**

|                  |           |
|------------------|-----------|
| Mrs J Luxmore    | Caretaker |
| Mrs L Julian     | Cleaner   |
| Mrs G McGuinness | Cleaner   |
| Mrs A Dexter     | Cleaner   |

**Breakfast Club (Hungry Caterpillar)**

|                |                                 |
|----------------|---------------------------------|
| Mrs S O'Connor | Lead Breakfast Club Facilitator |
| Mrs H Flower   | Breakfast Club Facilitator      |

## **Local Governing Body 2022 - 2023**

Mrs S Leng – Chair of Governors

Pupil Premium Looked After Governor

Mr J Douglas Vice Chair and Trustee

Mrs B McGlasson Trust Appointed Governor Safeguarding,  
SEND and Pupil Premium Governor

Mrs M Mamoulides

Mrs A Dixon

Miss A Sands

Mrs K Daniel

Mrs D Skjelhaug

Mrs J Taylor

### **Staff Governors**

Mr S English

Mr P Richardson

Mrs Barnes

Mrs M Fellows

## HEAD TEACHER'S INTRODUCTION

Dear Parents and Guardians,

Thank you for choosing Zetland Primary School for your child.

*Ofsted (May 2019) found that Zetland:*



### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

Zetland Primary is a welcoming school with a vibrant, caring and inclusive learning environment. Pupils are immensely proud of their school. They speak with high regard of the 'amazing teachers', 'friends who care' and the pride they feel when they achieve well in their learning.

Parents describe the school as 'a big family', 'welcoming', 'caring' and 'exceptional in the way they positively manage children, their learning and behaviour'.

There is a strong culture of safeguarding across the school.

Pupils say that they feel safe in school and they talk confidently about how to keep themselves safe, including when they are online. They say that bullying rarely occurs and, if it did, they are confident that adults will deal with it. One pupil commented that bullying is rare because the rules are clear, but also because 'No-one wants to disappoint the teachers.'

We are a member of the Ironstone Multi Academy Trust (October 2016). This means that we work together with five other schools: Normanby Primary, Nunthorpe Primary, Ormesby Primary, Overfields Primary and Riverdale Primary. We believe that together we can share the good practices each school offers to enrich and improve the quality of the teaching and learning provision within each school. The Chief Executive Officer is Carl Faulkner Head teacher of Normanby Primary.

This prospectus is intended to be an informative guide for new parents and children and I hope it will be a helpful reference during our association together.

*Simon English*

Head Teacher June 2019



## Buildings and Facilities

Our school caters for children between three and eleven years of age. We are housed in a building dating from 1859 and are proud of our heritage, trying to retain as many of the Victorian features as possible whilst remaining compatible with modern educational needs.

Over recent years the school has updated its accommodation and facilities to provide pupils and staff with a bright, comfortable environment that enables them to learn in a safe secure setting, to access the latest technology and to feel proud of their surroundings.



We have an ICT suite, networked computers, wireless laptops and also interactive whiteboards in all classrooms.

The main playground and foundation stage outdoor area both have soft surface covering, offering a secure environment, especially for our early year's children. The building is well maintained and cared for thanks to the commitment of teachers, caretaker and cleaning staff.

We endeavour to maintain and enhance the high standards we have achieved.

## SCHOOL ORGANISATION

### Admissions

The school follows the LA's admission policy. (Copy available in school for inspection.)

Parents who are considering applying for a place for a pupil at Zetland School are welcome to visit by arranging an appointment with Mrs Richardson, School Secretary.

### Absence

If your child is sick or away from school for any reason, please ring or call school or text (07932 550372) to let us know at once. This is especially important as the school is legally required to report reasons of absence to the LA. (Local Authority). If you need to take your child out of school during the day, please: ~

Let us know in advance – we have a mobile phone number allocated for attendance so that a text can be sent to inform school of your child's absence

Ensure that children are collected by a parent or carer, they cannot be allowed to meet you off school premises or collected by anyone under the age of 16

Parental discretion applies to Year 5 and 6 who are able to walk home alone upon completion of a permission/collection sheet

The school adheres to LA legislation and requests for a 'Leave of Absence' **must** be made in writing to the Headteacher a **month in advance**. Parents should note that school cannot authorise unjustified absence, for example, to go shopping, to mind the house, to look after brothers and sisters.



Holidays should not be taken during term time. Exceptional circumstances may be authorised and will be considered if pupil attendance to date is over 95%. **No authorised absence will be given during the month of September or during annual SAT week (in May) for Y2 and Y6.**

### **Attendance**

Good attendance is a school priority and our whole school target is 97%. This ensures your child maintains good routines in school and are able to follow a continuous learning cycle so that they achieve their potential. If a parent or carer feels that there are any issues impacting on their child's attendance, we advise that they share this immediately with school so that support can be put in place. Mrs Jill Benson is the School Attendance Officer and will deal with any queries.

### **Breakfast Club "The Hungry Caterpillar"**

School runs a popular breakfast club every morning from 7.45 to 8.45. Children from Reception to Year 6 are given a healthy breakfast and a chance to play a variety of fun educational games as well as use other school resources such as ICT and the playground (weather dependent). It is ran by Mrs O'Connor and Mrs Flower. We charge £2 per day to cover costs. If you would like a place for your child, please contact the school office.



### **The curriculum: our aims and priorities**

We value our children and their individual progress highly, nurturing and celebrating achievement, equal opportunity and personal development.

We aim to work with parents, and the wider community, in order to help children achieve to the full.

For us as teachers, the most important aspect of the way the children work is their attitude, which we encourage positively. If they care about what they are doing, if they take a pride in their work, if they are keen, interested and co-operative then they will obviously do well.

We ask each individual child whatever their ability, that they try and achieve a little more each day and that the quality of their work gradually and steadily improves. As a staff we are continually attempting to improve the quality of our work by careful planning, constant discussion and regularly attending courses. Our staff are caring and committed to the high standard which they set for themselves and the children in their care.

## **An Overview of the curriculum and assessment of the Primary Curriculum at Zetland Primary School**

## Early Years Foundation Stage (Nursery and Reception)

Your child will typically begin school at the age of 3 and enter the Early Years Foundation Stage as a Nursery child which can also be known as Early Years Foundation Stage (EYFS 1) they will then progress into Reception or Early Years Foundation Stage (EYFS 2). During their time in the Early Years Foundation Stage they will follow the Early Years Foundation Stage Curriculum.



This aims to develop key aspects of their emotional, social, physical and academic development set out as the Early Years Goals, of which there are 13 strands. Children who achieve success in all 13 strands will then have reached a Good Level of Development. The teaching methods used, organization of the learning environment, use of teaching staff and other adults as well as resources are directed to help your child maximize their potential in each of these strands, as they go through the Early Years Foundation Stage. You can find out more by visiting our Early Years Foundation Stage, talking to our staff and reading our booklet explaining this area of school further.

## Key Stage 1 and 2 (Year 1 to 6) and the new expectations of the Primary Curriculum

When your child leaves Reception or EYFS 2 at the age of 5 or 6 they will enter into Key Stage 1 and will follow the National Curriculum. In September 2014 the Department of Education launched a new National Curriculum which has become compulsory for all children attending Local Authority Schools beginning in 2014. The national curriculum is a set of subjects and standards used by primary and secondary schools to define learning expectations across England, so children learn the same things. It covers all the subjects to be taught and the standards children should reach in each subject. The aim of the Primary Curriculum is to provide a clear outline of the essential skills, knowledge and understanding required by the pupils at the end of each key phase/stage in their education. This is so that they are well equipped to achieve success in later life when they eventually leave fulltime education. In the new National Curriculum the essential knowledge, skills and understanding required by children are known as Matters, Skills and Processes. You can see how this looks in our school by downloading our curriculum maps, which provide an outline of what we will be teaching, during each term.

The Primary Curriculum is organized into different phases. The phases are Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and upper Key Stage 2 (Years 5 and 6). During this period of their development they will complete teacher assessment work to find out how they are progressing, as well as formal tests in Reading, Spelling Punctuation and Grammar (SPAG) and Maths. By the end of Key Stage 2 (Year 6) children will complete their Key Stage 2 Tests and Teacher assessments with the aim of achieving the Year 6 expectations and being “secondary” ready.

Although the New Curriculum is intended to be more challenging, the content is actually slimmer than the previous curriculum. Teachers are required to set high expectations for every pupil. The main changes in the New Curriculum are summarised below:

We believe that all our children matter. We give our children every opportunity to achieve their very best. We do this by taking account of our children’s range of life experiences and varied interests when planning for their learning opportunities.

We therefore, set realistic and challenging targets that meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, from difference socio-economic and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Zetland Foundation Stage are treated fairly regardless of race, religion or abilities. All children and their families are valued.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests to develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs and interests.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe, supportive and stimulating learning environment in which the contributions of all children are valued.
- Develop challenging independent learning through a carefully planned and well-resourced indoor and outdoor environment.
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and take action to provide support as necessary e.g. language support therapy.
- Liaising with specialist agencies as appropriate to meet individual needs.

It is important to us that all children are 'safe'. We aim to educate children on boundaries, rules and limits and help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. In addition at Zetland we aim to enable children to become good young citizens by helping them to respect and build good relationships with others.

*We aim to protect the physical and psychological well-being of all children. (See our Safeguarding Children Policy)*

## **English**

Stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example, the use of commas and apostrophes will be taught in KS1)

Spoken English has a greater emphasis, with children to be taught debating and presenting skills.



## **Mathematics**



Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the previous curriculum) and learn number bonds to 20 (currently up to 10).

Simple fractions ( $\frac{1}{4}$  and  $\frac{1}{2}$ ) will be taught from KS1, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g.  $0.375 = \frac{3}{8}$ ).

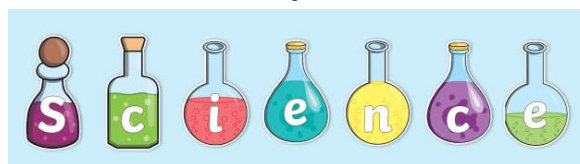
By the age of nine, children will be expected to know times tables up to  $12 \times 12$  (previously)  $10 \times 10$  by the end of primary school).

A strong emphasis is placed on understanding formal written methods in the four number operations and their application in order to solve problems.

## Science

Strong focus on scientific knowledge and language, rather than understanding the nature and methods of science in abstract terms.

Evolution will be taught in primary schools for the first time.



## Design and technology

Afforded greater importance under the new curriculum, setting children on the path to becoming the designers and engineers of the future.

More sophisticated use of design equipment such as electronics and robotics.

In KS2, children will learn about how key events and individuals in design and technology have shaped the world.

## Computing

Computing replaces Information and Communication Technology (ICT), with a greater focus on programming rather than on operating programs.

From age five, children will learn to write and test simple programs, and to organise, store and retrieve data.

From seven, they will be taught to understand computer networks, including the internet.

## Languages

French is taught in Key Stage 2 where children will be expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language

At Zetland Primary, we want to meet national expectations in a meaningful, engaging and holistic way so that your child grows into a well-rounded, confident and respectful person, ready to meet the further challenges of secondary school as they enter the next stage of their education. Helpful sites:

<https://www.gov.uk/national-curriculum/key-stage-1-and-2>

<http://www.theschoolrun.com/primary-national-curriculum-2014>

Useful Documents on our website:

Curriculum Topics and Skills – written for parents to provide an overview of what we will be learning

Curriculum Map – shows what children will be learning about and when

## **In our Planning**

We take account of Government guidelines and strategies to develop Literacy and Numeracy. Also, we follow National Curriculum programmes of study that outlines opportunities, experience and activities (appropriate to age) that children should encounter in each subject. We assess the child's progress as a starting point for developing and planning our teaching, ensuring that work is matched to meet the different abilities and that children have an active involvement in their own learning. The total weekly teaching time available to deliver our programmes for learning is 23 hours in Key Stage 1 and 23 hours 30 minutes in Key Stage 2.

## **An overview of the curriculum at Zetland Primary**

### **English**

Our teaching of English is based on guidelines which emphasise clear speech, attentive listening, reading for meaning and purposeful writing which includes attention to spelling and well-formed handwriting.

Our work is built upon children writing for a clear purpose enabling our pupils to write with imagination, clarity, enthusiasm and confidence. Children's writing skills improve and develop by being linked to real experiences, imaginative texts, use of drama, role play and other expressive resources such as film, photographs and objects. Written work is discussed with children and often re-drafted to develop a more focussed awareness of their own ideas and how best to put them across. Children therefore have a rich diet of writing experiences to enable them to write effectively in a range of styles.

### **Reading**

**Reading is the key to all progress in school.** To ensure that all children reach their potential we try to identify and offer help to those having difficulty from the moment they join us. Children who experience specific difficulties in reading may be involved in programmes such as Reading Recovery and Better Reading Partnerships to help them make progress.

A reading diary is used to keep contact between home and school. Parents can help listening to children read on a daily basis, helping your child to learn spellings and supporting with any other homework tasks.



### **Library and Book Provision**

We have a central reference and non-fiction library. Also each classroom has its own collection of fiction, poetry, plays and non-fiction books and children are encouraged to take an appropriate book to read for their own pleasure in school or at home.

## **Mathematics**

Our aim is to lead children in the range of experiences needed to cope with everyday maths and to prepare them for more complex work later. Number work continues to be essential, and time is spent on learning number facts, tables and calculation. Mental arithmetic is taught to all children.

Parents can help by supporting the learning of tables and number facts.

## **Science**

At Zetland we believe that the best science teaching fosters and develops pupils' curiosity in the subject whilst also helping them to fulfil their potential. For our pupils to achieve well in science, they need to acquire the necessary scientific knowledge and also be able to enjoy the experience of engaging and purposeful scientific enquiry in order to help them to answer scientific questions about the world around them. The new National Curriculum states why we teach science in schools: 'A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.'

## **Computing**

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Zetland Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

## **Design and Technology**

This curriculum area incorporates work using a variety of materials, food technology, fabrics and model making. Children discuss, develop ideas and design proposals. They record, review and suggest improvements, plan and evaluate. Some of the work is on specific technology topics, while some is integrated into cross-curricular topics.

## **History**

History fires pupils' curiosity about the past in Britain and the wider world. Children consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. Children are encouraged to use sources of information to help them ask and answer questions. They investigate the past in depth and in overview, using dates and historical vocabulary to describe events, people and developments.

## **Geography**

Geography develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills. This takes place inside and wherever possible, outside the classroom. Children are encouraged to ask geographical questions about people,

places and environments and use geographical skills and resources such as maps, photographs, atlases and ICT.

## **Music**

The main aim of our Music curriculum is to give all the children an opportunity to take an active part in music-making and singing and to develop their musical skills through enjoyment.

Tees Valley Music Service work enriches the musical provision offered across school.



Music is an essential part of special performances and services that take place at key points in the year such as Christmas and end of year performances. All children have the opportunity to make a contribution to these performances. The school is keen to give children the opportunity to experience live performances by a variety of performers when possible. On some occasions it may be necessary to ask parents to make a small voluntary contribution towards the cost of professional musicians.

## **Art and Design**

Work in Art seeks to help pupils to communicate in two and three dimensional work. Pupils are encouraged to discuss their work and to gain knowledge and understanding of different kinds of art and artists. We aim to provide experience of a wide variety of materials and techniques to help develop imagination and creativity. We welcome the opportunity for parents with particular skills to help us on suitable projects.

## **Physical Education**

This essential part of the curriculum aims to help pupils to plan, to perform with increasing skill and judgement, athletic, dance, games, gymnastic, outdoor, adventurous, and swimming activities undertaken. We are an active member of the Redcar and Cleveland School Sports Partnership and as a result competitive sport is a key feature of our wider PE provision. Children of all abilities are encouraged



to take part in after school sports clubs and every class has 2 hours of PE per week. We encourage children to follow the school's PE uniform, details of which are provided under the uniform section. We feel this places emphasis on having high quality PE in lessons by making the children feel smart and prepared for the lesson ahead. If a PE kit cannot be purchased, we would encourage children to wear a plain white or polo neck T-shirt and maroon shorts. We are very proud to have our provision recognised through gaining "School Games Gold Award" and "Enhanced Healthy Schools" status.

## **Religious Education**

Religious Education is based on the LA's approved Syllabus.

We stress in Assembly and in class, community responsibility and care for others. Ethics and morality take up much of the time devoted to this subject, but we also teach Bible stories, deal with the lives of



saints, Christian anniversaries and festivals, and appropriately with other faiths. Our libraries have a number of books for children to use in extending their interests.

Parents wishing to withdraw children from religious education and acts of worship may do so. Please contact the Head teacher.

Reverend Rachel Harrison from St Peter's CE Church leads assemblies and works in class with teachers and pupils.

End of term services are held at St Peter's church. Parents are encouraged to join us at these services

### **Communication with Parents**

We try to ensure parents are kept up to date with how their child is doing in school through a variety of ways:

- Open door policy – staff are available on the yard at the start and end of the day.
- The schools website, which contains up-to-date messages, newsletters, the school calendar and Policies.
- Parent's consultations which are held 3 times per year and a written report is provided in the Summer Term.
- Structured Conversations are provided to support pupils with Special Educational Needs
- Marvellous Me - a "good news" App which we use to inform parents of achievements made by your child during the school day

### **Charities**

We feel that it is important for children to be involved in raising money for appropriate local, national and international charities. Wherever possible pupils will be involved in the organisation of fund raising – usually through the School Council.

### **Complaints**

The aims are to ensure that all complaints are investigated quickly, efficiently, fully and fairly that all aspects of each case are given proper consideration that provision is made for any necessary changes

We have an Ironstone complaints policy available on the web site or school office upon request

### **Dinner Money**

This is currently priced at £11 per week and is collected via ParentPay.

Dinner arrangements should cover the whole week ~ should you wish to change arrangements, please let us know

### **Educational Visits**

We make local day visits to places of interest, which support the curriculum. For older pupils, we offer extended visits for example London and Edinburgh. We make visits an integral part of the work being undertaken. We keep costs to a minimum to make them widely available and seek to give value for

money. Most visits are subsidised by school. They are self-financing that is, unless sufficient voluntary contributions are paid the visit will not run. We are grateful to make use of parental help to provide additional supervision and assistance. School reserves the right, if children misbehave, not to allow them to attend a visit or activity. Other arrangements are made for these children. A signed parental permission form is required for all school visits.

Our Educational Visits Coordinator is Mrs Louise Foster-Spanner

### **Emergencies and First Aid:**



In the event of any injuries staff will care for and administer basic first aid immediately and seek further advice if necessary. All teaching staff and teaching assistants have accredited first aid training and qualifications.

Minor scrapes may be treated, but if a child has an accident or is ill, every effort is made to contact the parents so that the child can be collected, taken home, to the doctor or hospital.

**Please inform school, immediately, of any changes to details regarding address changes, telephone number changes etc.**

If medical attention is urgently needed, the emergency services will be called and parents informed immediately. A member of staff, usually the Headteacher, will accompany any child who needs to be taken to hospital by ambulance in the event that a parent or other nominated person cannot be contacted in time. It is important to note that unless a condition is considered by hospital staff to be life threatening, no operation requiring parental consent will be given unless a parent is there to give consent. A teacher cannot give consent therefore it is important that we have your support in providing us with written updates on your contacts for school to be able to find parents/nominated people quickly in an emergency.

### **Extra-Curricular Activities**

A number of after school clubs are run by teachers or outside agencies. These include, Arts and Crafts, Gymnastics, Homework and various sporting activities. The range of activities may change from year to year.

### **Equal Opportunities/Racial Equality and Cultural Diversity**

The school has a policy for Equal Opportunities and for Racial Equality and Cultural Diversity. These are available to view on request.

### **Health and Medication**

The school nurse periodically checks eyesight, hearing and measures height and weight of younger children. Contact with the home is made directly by the school nurse if any problem arises. The school nurse will advise parents on medical issues on request. Please contact school for further details.

Dental inspections are made and prior notice is given to parents.

Children who are ill must not come to school. Medication can be administered by our staff to pupils only if a medical form has been completed at the office. Children must not bring non prescribed medication such as Calpol and cough sweets into school without consulting a member of staff.

If your child has a respiratory condition requiring an inhaler, please contact us so that we can provide you with the school's policy on asthma which is in line with Health Authority recommendations. Children should always have their inhaler in school at all times.

### **Health & Safety/Drugs Education**

These issues often arise naturally from everyday life at school for example – “Healthy Eating”, personal safety including “stranger danger”, water safety, beach and railways as we are close to both. We make a particular study of ‘Good Health’ as part of Science covering exercise, nutrition and growth, avoidance of smoking and substance abuse.

The school's drugs policy includes details of drugs education within the curriculum as well as how the school deals with any drug related incidents.

Sex education is part of the science curriculum.

Y6 pupils receive tuition in Hygiene and Puberty. This is delivered by the School Nursing Team and class teacher, usually in the form of a video followed by Q&A. Parents are given the opportunity to view the video and may withdraw their child from these sessions if they wish

### **Home school Agreement**

We kindly ask parents and children to sign our Home school agreement upon joining Zetland. It has been written by School Council and aims to inform parents and children as to the general expectations we have in school.

### **Homework**

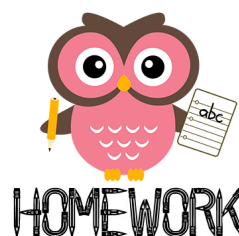
A variety of homework is set and parents can help by providing a quiet area at home and showing an interest in what is being done. We ask that parents ensure that school materials are treated with proper care and that those lost or damaged are replaced.

Reading - **all children are expected to read each night.** They should bring home their reading book and reading diary. Parents are asked to listen to children read and to record and comment in the reading record.

Spellings - classes will be given spellings to learn, usually on a weekly basis.

Maths and Tables - children will be given specific maths work and given times tables to learn.

Other homework - children may be asked to complete work, to discover facts or to visit the library. Homework for children will increase as they move through the year groups.



## Inclusion

Zetland is an inclusive school and as such adheres to the Disability Discrimination Act 1995 and has a disability equality scheme. Children with disabilities are admitted to school through normal school procedures. In conjunction with the LA we will try to accommodate all requests concerning pupils with specific needs. We have disabled toilets and ramps at main entrances and exits to allow access to the school. We review our provision as required for disabled pupils and adults and act appropriately to their needs.

## Jewellery

In the interests of safety, the wearing of any jewellery with the exception of stud earrings is not allowed ~ **no bracelets, rings or necklaces are to be worn.** Small stud earrings are permitted but please be aware that during any Physical Education lesson these must be removed for that session. Watches are permitted but must also be removed for PE sessions.

If you allow your child to have his/her ears pierced, please do so at the start of the six weeks' holiday so that ears are healed before the next term begins.

## Lost Property

School will not accept responsibility for loss or damage to personal property - clothes, own equipment, pens, calculators, toys, money, watches, jewellery etc. Bringing unnecessary property is strongly discouraged. Essential money should be given to a teacher at the start of the day. **All clothing should be marked with the owner's name.**

Lost Property is in a wheelie box in the main hall. It is displayed to children termly or more frequently if the amount becomes significant. Parents who think their children's items have gone missing are asked to call in via the school office to check. The lost property box is cleared and the contents sent to a charity shop once a term.

## Lunches



Our school lunches are lovely! Hot school lunches are available to all pupils should they wish to take them. Parents who are in receipt of some benefits are entitled to free school meals for their children. Pupils are not aware who has paid and who has free meals. Please contact the school office if you think that you may be entitled to receive free meals. Pupils may also bring a packed lunch in a suitably labelled container. As a school we have achieved Enhanced Healthy Schools status and in so doing we ask that parents continue to bear in mind that children should have a balanced diet and not a packed lunch consisting of crisps, sweets and chocolate. **Fizzy drinks are not allowed.** Water and beakers are available for packed lunch children as well as those having a cooked meal. Parents are encouraged to try a school lunch with their children prior to entering full time education.

**We are a nut free school to safeguard those pupils who may have an intolerance to nuts.**

## Mobile Phones

The use of mobile phones in school is not permitted. If, for any reason a child brings a mobile to school e.g. as a means of contacting family for after school arrangements, the phone must be handed into the class teacher for safe keepings and will be kept switched off for the duration of the school day. If there is a need to contact your child to let them know of a change of arrangements e.g. for pick up after school, please telephone the school office who will relay the message to the teacher.

## New starters

We have a waiting list for parents who wish their child to attend the school as they approach the age of entry. We recommend that you contact the school when your child is approaching 2 years old. Home visits for children beginning Nursery are organised prior to their start. These are designed so that we can respond to your child's needs quickly and effectively.

All parents and new starters are invited into school into the Nursery (FS 1) area in particular for an introductory visit in the term before they start school.

To offer our 'new starters' the best possible start, we review Foundation Stage provision each year, seeking to match the needs and the number of children being admitted with favourable staffing ration, best use of available space and access to their own playground facilities.

Our reception children (FS2) start school in the September of the school year in which they will be five. We are especially keen that our reception children settle in happily, as a happy child is a child who will learn all the more quickly.

Meetings for these children and those moving into Year 1 also happen in the summer term.

## Opening Hours

### For Key Stages 1 and 2:

|                   |                        |
|-------------------|------------------------|
| Morning Session   | 8.45 a.m. - 12.15 p.m. |
| Afternoon Session | 1.15 p.m. - 3.10 p.m.  |



### For Early Years Foundation Stage

|                   |                                     |
|-------------------|-------------------------------------|
| Morning Session   | 8.45 a.m. - 11.45 a.m. for Nursery  |
|                   | 8.40 a.m. - 12.15 for Reception     |
| Afternoon Session | 12.30p.m. - 3.30 p.m. for Nursery.  |
|                   | 1.15 p.m. - 3.10 p.m. for Reception |

A teacher is on duty from 8.30am to supervise the children on the yard. Supervisory assistants are responsible for the children during lunchtime. Children should not arrive before the school gates are open at 8.30 unless following specific arrangements made by the staff such as “early morning maths” Year 5/6 or Breakfast Club. At 3.15pm, children are dismissed from their classroom to go straight home. As much notice as possible is given of any changes to after school activities.

**School hours will not be altered without prior notice to parents, in writing, except in the event of an emergency necessitating closure of the premises, when local radio, public notices, telephone contact and verbal messages from staff will be used.**

**Parents please note that in emergencies concerned with safety or good order, for example, hazards from local industry, threats of violence or abuse from undesirable intruders, all or some children may be kept in until it is safe to let them out. An explanation of any action of this sort will be given as soon as is practicable.**

### **Parents as partners**

Your child's education began at birth, listening, looking, walking, talking. Everything's exciting: new experiences inside and outside the home promote curiosity and lively interest, caring and sharing ideas. All these experiences contribute to making your child unique and will continue to influence your child's development alongside the school curriculum. We hope that we can work with you, as an encouraging and supportive team, for the good of your child.

Your child's achievements need to be monitored carefully, progress being reviewed and extended through regular meetings between parent and teacher as children move up through the school. In this way we look for awareness on all sides of a child's achievements and areas of developments where extra effort may be needed.

You can be closely involved with the assessment of your child's progress from their earliest days in school, sharing with us what you know about your child. Then we can welcome their individuality and provide for their needs in the best possible way right from the beginning.

### **Pastoral Care**

Our aim is to ensure that children feel happy and secure in school and are therefore more likely to achieve their full potential. As well as dealing with possible problems on a day to day basis, teaching teams meet regularly to discuss the well-being of children within the care of the teachers in the team. Problems are addressed and appropriate strategies are put into place. Parents are invited into school to discuss areas which we feel may be of importance. Parents are also encouraged to contact school if they feel that anything is adversely affecting their child's happiness and well-being.

Parents wishing to see teachers please note that it is not usually possible to speak to teachers during teaching time.

When a parent wishes to see a teacher at the beginning or end of the day they should always.

- be aware that teachers will not be able to discuss any matters with parents at the end of the day until all other children in their care have been collected
- be sensitive to the need of teachers in the course of duty to deal with all children for whom they are professionally responsible at these times.
- discuss only routine brief matters, longer difficult issues require an appointment which the teacher will gladly make.
- be aware that a teacher may need to attend an important meeting at the end of the school day and may not be able to see you immediately.

We have a Home-School Agreement which is sent out to new pupils in September. We ask parents and pupils to sign the agreement and return one copy to school.

### **Rules in School**



We feel that our school aims will be better achieved if there is good conduct and acceptable behaviour. Rules are kept to a minimum and are agreed between children and teachers: they are largely connected with preventing accidents and anti-social behaviour. Our motto is “Kind hands, kind mouth, kind feet”. For children whose behaviour is unacceptable there is a firm response or withdrawal of privileges. If there are problems, we will discuss them with you in expectation of your help, support and co-operation.

If difficulties of any sort arise that home and school cannot solve, then together we seek help from special needs support services which provide advice and support and if necessary, extra resources.

We want to help our children become a responsible part of the community and we have high expectations of their behaviour.

We have a school policy to define our approach and are keen that parents share in this.

### **Safety First**

In addition, because we value the safety and security of the children entrusted to our care, we ask parents to support the following provision we have in place to protect them:

Access doors and the school gates are closed and locked by 8.55 a.m. The doors can be opened from the inside but key codes are needed to gain access from the outside and procedures are understood and carefully followed by children and adults alike. After the school day has begun and doors are closed, children and parents arriving thereafter need to call at the main office to ensure that registers are complete and all children are accounted for.

At any time after 8.55 a.m. parents calling at school for any reason must first call at the main office. Please be aware that parking is also a problem, there is no dropping off area and vision is limited. May we ask to be particularly careful and park as far from the school premises and entrance as possible, to ensure your child's safety ~ we encourage pupils to walk to school if at all possible.

Children should always know if they are to be collected at the end of the day by an adult and which adult it should be. If parents are delayed at the end of the day, a system is in place where children will go to the main office to await their arrival.

### **Settling in**

Finding your way around can be daunting for new little people. We try and make them feel as confident as possible and support your child as much as we can. Fitting in to school is a big step and little things are large and important to your child. Can you help? **Please clearly mark your child's name on clothing, book bags and lunch boxes.** Please put your child in clothing that he or she can manage. Difficult belts, laces etc can lead to children becoming distressed and also cause delay during PE lessons. Children settle happily into school if they can cope with their clothes!

We have found old shirts or blouses very useful to protect the children's clothes when they are gluing and painting etc. If you can give your child an old shirt we can use it in school.

Whilst most children can cope with their own toilet needs, could you please make sure that your child can ask when they need to visit the toilet so that any distress is avoided. Please see Appendix 1 for further help and advice on being a new starter.

### **Swimming**

Swimming is an essential part of the PE Curriculum and takes place for pupils in Year 3/4. Pupils walk (or coach in bad weather) to Redcar Leisure Centre.

#### **Swimming Kit**

Girls - a one-piece costume. A bikini is not suitable.

Boys - trunks. Football shorts or cut-offs are not suitable.

All children need a towel (goggles only allowed with written consent from parents). Boys and girls with long hair need a bathing cap. For safety, no jewellery should be worn during swimming lessons. For hygiene, and to avoid forgetting to have underwear, children must not arrive at school wearing their costume or trunks under their school clothes.

#### **Uniform and PE kit:**

We encourage children to be clean and tidy, of smart appearance and to wear the proper school uniform at all times when involved in school activities. Children feel they belong at school because they dress similarly to their classmates both in class and during an out-of-school activity. Wearing uniform prevents clothing becoming the focus of unkind comparisons based on cost and fashion. Children should wear the school uniform, which is practical and inexpensive. It helps to give a child a sense of pride in belonging to a special organisation and helps to avoid arguments about wearing the latest expensive and inappropriate fashions to school. Shoes should be flat and preferably black.

#### **School uniform is as follows:**

Sky blue polo shirt



Maroon sweatshirt

Grey or black trousers, shorts, skirts and pinafores

Gingham dresses in blue or red

Polo shirts, sweatshirts and PE kits and School Bags with the school logo and your child's initials embroidered on are available from "Quick a Stitch" in Redcar.

### **PE Kit is as follows:**

White polo –shirt (embroidered free of charge at "Quick a Stitch")

Maroon shorts

Jumper or track suit top for outdoor activities in cold weather

Sensible PE trainers for outdoor activities (i.e. not those worn for normal school wear)

Optional draw string bag (embroidered free of charge at "Quick a Stitch")

The PE kit must be kept in a named bag small enough to be kept tidily in the cloakroom. Children should bring PE Kit to school on Mondays and take it home on Fridays for washing. Because of hygiene and safety children without correct PE kit will not do PE.

Pupils must be suitably dressed for school whether or not they are strictly in uniform, having regard to season, weather, activity of the day (for example school visits), modesty, comfort and safety. Clothing is unsuitable if it is easily torn, highly decorated or very bright. Clothing is unsuitable if the garment has no sleeves, leaves the midriff uncovered or is very tight fitting.

**All clothing must be marked with the child's name.** We do collect several items of lost property over the school terms ~ so do come and ask if something is missing!

Footwear must have footwear that is comfortable, flat and sensible and in reasonable repair and suitable for the season, for example wellingtons for playing in the snow, warm boots or shoes on cold days and lighter weight shoes in summer. Boots are not suitable for all day wear in school because they can cause feet to overheat. Unsuitable footwear includes shoes with very thick soles or high heels that prevent ordinary running and shoes with difficult laces.

The school has no objections to the wearing of trainers.

### **Safeguarding**

(Please also refer to our website and Safeguarding Leaflet)

Our priority at Zetland is ensuring that our children are safe and their needs are met. We have robust safeguarding systems that are managed by our Safeguarding Team and reviewed on a regular basis by a Safeguarding Consultant. If you are concerned by any issues at all regarding the wellbeing of your child or another child in school, then please contact the school and ask for:



The Designated or Deputy Designated Safeguarding Leads (see above contact page)

The Designated Safeguarding Governor, Mrs B McGlasson

Other helpful links are provided below:

[www.childline.org.uk/](http://www.childline.org.uk/)

[www.cleveland.police.uk/](http://www.cleveland.police.uk/)

[www.redcar-cleveland.gov.uk/](http://www.redcar-cleveland.gov.uk/)

[www.gov.uk/government/.../keeping-children-safe-in-education-](http://www.gov.uk/government/.../keeping-children-safe-in-education-) (2016)

[www.gov.uk/.../protecting-children-from-radicalisation-](http://www.gov.uk/.../protecting-children-from-radicalisation-)

*Contact phone numbers:*

*Zetland Primary School 01642 880568*

*Redcar and Cleveland Social Services 01642 771500*

### **Special Educational Needs**

We monitor pupils' progress closely. A Parents are invited termly to discuss their child's progress through a Structured Conversation, which aims to ensure that together we work in partnership to achieve the best possible provision to meet your child's needs. Special resources, for example, games and ICT equipment is used where necessary. Where appropriate, outside agencies such as Behaviour Support Teachers and the Educational Psychologist will visit the school to support pupils needing extra provision. Where the Local Education Authority has accepted responsibility for the provision of extra facilities for a pupil on the grounds of Special Educational Needs the pupil has an Educational Health Care Plan or SEND Support Plan.

The school's designated co-ordinator for Special Educational Needs is Mrs A Herd. Mrs Herd can be contacted directly at the end of the day, via your child's class teacher or an appointment made through the school office to address any questions, queries or concerns you may have.

### **Transfer to Secondary School**

Parents are invited to state their preference of comprehensive school for their children. Depending on where they live *most* children are allocated a place to go to Ryehills School. Some children are allocated other schools. The Authority's booklet on Secondary Education and the appropriate form are sent to the parents of children due to transfer to comprehensive school well in advance of transfer.

Visits to the comprehensive schools by parents and children are encouraged. In the summer term before transfer, activities are arranged involving teachers and pupils of the comprehensive schools with primary children who will transfer to their school in that autumn term.

Every effort is made to ensure continuity of education on transfer.

Notification of the child's placement is normally made during the April of the child's final year in Zetland Primary School. As required by law, the Authority runs a full appeals procedure.

*Please note that the Primary School has no involvement nor influence on the allocation of Secondary School placements.*

### **Silver Star Celebration Assembly**



Once per term a child from each class is recognised for their achievements over that term. Parents are invited into school to share in this assembly. Their awards are displayed in the entrance hall and sent home as a memento.

### **Volunteer Helpers**

We are very grateful to have parent visitors regularly in school to help many educational activities. As part of the Government's safeguarding children protocol, all volunteers will be asked to apply for or demonstrate DBS (enhanced) disclosure clearance. This is now a pre-requisite of all schools. Please talk to either your child's class teacher or the head teacher if you can offer help or support in school.

A number of parents have also trained as Better Reading Partners and work regularly with children in school. Please contact us if you wish to know more about this project.

Further Information about the School

Information about the school is available to parents and others on request to the School.

Help us to help you!

**Thank you for taking time to read our prospectus.**

**If you think there is anything that has been omitted or have any comments or queries, please feel free to contact school.**

## APPENDIX 1

### **Working Together ~ Advice for New Starters**

#### ***How to prepare your child for school***

#### **Encourage your child to:**

Talk about school as a happy place

(An unhappy child never works well so we want everyone to be happy).

Play with other children

Think and act for him/herself

Speak distinctly

Listen when other people are speaking

### ***Some practical ways in which you can help***

Encourage your child to:

Use the toilet properly and wash and dry hands

Use a tissue

Put away toys

Hang up his/her clothes

Dress him/herself. Put names on clothing ~ this helps if things are mislaid!

### ***How you can help with school work***

The greatest need is communication. We want to be able to communicate with your child and we want him/her to be able to communicate with us. Please spend ten minutes every day talking to your child and let him/her talk to you. Please answer questions simply and honestly ~ this is the way he/she begins to acquire knowledge. Look at books and pictures with your child and tell or read stories.

Help him/her to sing Nursery Rhymes. Help your child recognise colours and count (up to five). See if he/she can recognise different groups of objects e.g. 3 buttons, 4 buttons. Let your child use pencils, crayons and paints. Encourage drawings of family. Using scissors is hard ~ he/she will need lots of encouragement! If you want him/her to write letters, please come and see what letters we use. If you can only do one of these then

## **PLEASE TALK TO YOUR CHILD AND LET THEM TALK TO YOU EVERYDAY.**

### ***Prepared for School?***

How can you help your child:-

- put on coat/socks/shoes
- wipe his/her own bottom
- wash his/her hands
- tidy up his/her things
- speak clearly without shouting
- describe experiences
- name colours
- spot details
- count objects
- listen attentively
- do up buttons
- wipe his/her own nose
- eat with a fork
- share his/her own things
- ask questions
- sing songs/recite nursery rhymes
- tell stories
- copy simple shapes
- do simple jigsaws
- hold and use a pencil

