



**PHEASEY PARK FARM**  
Primary School &  
Early Years Centre



# School Prospectus

## September, 2021



Pheasey Park Farm  
Early Years Centre



# Welcome to Pheasey Park Farm Primary School and Early Years Centre

## Background Information

### VISION AND MISSION STATEMENT

*Our Vision is to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.*

We have the motto "Believe and Achieve " to remind everyone in the school community, pupils, parents, staff and governors that we should always have high expectations of ourselves and each other. If we believe we can do it then we really can do it.

### OUR PLEDGE

Our vision and mission statement are clearly set out. We have our 11 year pledge - our promise of 11 valuable opportunities during their time with us.

### CURRICULUM INTENT

Our curriculum is designed to:

- recognise children's prior learning
- provide high quality and progressive learning experiences
- allow the children to develop interpersonal skills
- build resilience, creativity, problem solving and critical thinking skills
- develop an awareness of health and safety
- promote tolerance and diversity including Cultural Capital and British Values

Our **Curriculum Drivers** are:

**Possibilities** - For pupils to be aware of all opportunities available to them and to have high aspirations for their future

**Resilience** - For pupils to have the courage to bounce back from any setbacks or challenges and maintain a positive outlook on life

**Diversity** - For pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences.

Our **Intent, Implementation and Impact** is based on locally identified issues and the thread of independence runs through all that we do.

The school recognises the important part parents play and places high priority upon relationships with parents and the local community.

Pheasey Park Farm Primary School was formed as a result of the amalgamation of two schools. The school gained Grant-Maintained status on 1<sup>st</sup> September 1996. Since 1<sup>st</sup> September 1999 this changed to Foundation Status and in February 2020 the School became part of Elston Hall Multi Academy Trust.

Pheasey Park Farm Primary School is situated in the heart of a pleasant residential area on the edge of Birmingham, close to Beacon Regional park. A unique feature is the environment which borders on city, town and country. The school site is extensive, the building is spacious and pupils access a wide range of facilities.

Our large, bright Nursery Unit is well equipped and has its own outdoor play area. In addition to the

Nursery on the ground floor, there are Reception and KS1 classrooms, large hall and 2 dining rooms. The general office is just off the beautiful entrance hall so as to be accessible to parents.

On the upper floor are the KS2 classrooms, a well stocked library and a large hall with a curtained stage. There is a room for Art, Design Technology or cookery with pottery kiln. The music room has a wonderful stock of varied instruments, including computers and music keyboards. Our newly developed Digital Learning Suite further enhances children's learning as well as providing quality training opportunities for Staff. There are also recently installed Interactive SMART Boards in all Classrooms. A 21<sup>st</sup> Century Collaborative Classroom is at the centre of our Collaborative learning initiatives.

Our swimming teachers are based in the swimming pool on site which is designed for teaching and has its own changing rooms adjacent to it. Outside we have an outdoor classroom, an adventure playground, tyre play and climbing equipment, two large playgrounds and a field for sports activities.

The children respond well to learning in well ordered and attractive surroundings. Our primary school offers the opportunity for your child to feel secure in belonging to one establishment from the age of 3 years to 11 years. It enables younger and older children to work side by side and benefit from each other's contribution to the school community. We have whole school policies for the curriculum so that your child will progress through continuous planned stages of learning.

The Curriculum includes daily English and Mathematics lessons which together with all other national curriculum subjects offers a broad range of additional knowledge and skills. Music, Sport, German and Digital Learning are taught by specialist Staff and there is a wide range of Extra Curricular Clubs including Music, Art and Sport.

#### **Section 5 Ofsted Inspection-Pheasey Park Farm Primary School -24<sup>th</sup> and 25<sup>th</sup> May 2016**

We are delighted that our school has been graded as **good and improving** in all areas of its work with Inspectors clearly stating that:

*....the governing body, head teacher and senior leaders have a strong drive towards excellence.....*

*.....there is strong capacity for further improvement...*

We are very proud of our children and staff for the work that has been undertaken and we thank wholeheartedly our parents and governors for their work and support to the school. This is an outstanding achievement.

We are particularly pleased that inspectors have noted that good and better teaching by teachers and support staff across the school has led to significantly improved progress for our children.

We are equally pleased that pupils' personal development has been recognised as strong and that behaviour has been noted as exceptionally good.

Outcomes have been recognised as good and rising and it is our intention that this rapid drive towards excellence will continue so that we are recognised as an Outstanding School in our next Section 5 Inspection.

The Children's Centre (now known as Early Years Centre) was formally designated on February 8<sup>th</sup> 2007, recognising it as a facility to deliver a core of integrated services to families with children under five.

## Section 49 and 50 Ofsted Inspection

Pheasey Park Farm Children's Centre-3<sup>rd</sup> and 14th March 2017 (Now known as Early Years Centre)

We are delighted that the Centre has been graded as **good and improving** in all areas of its work with Inspectors clearly stating that:

*many changes, including the imaginative development of the outside play space, have been made since the last inspection....*

*leaders and managers provide strong leadership and have a clear vision to develop a learning community where all children enthusiastically participate....*

*Staff are highly skilled and provide activities that cater well for children's individual learning needs.*

*Children are happy in the nursery and demonstrate by their behaviour that they feel emotionally secure...*

*Arrangements for safeguarding are effective and children's good health is promoted well...*

*all groups of pupils make good progress from their starting points and are well prepared for the next stage in their learning...*

We are particularly pleased that inspectors have noted that staff know the children very well and plan effectively for their learning.

We are equally pleased that pupils' personal development has been recognised and children are happy in the nursery and demonstrate by their behaviour that they feel emotionally secure.

Outcomes have been recognised as good and rising and it is our intention that this rapid drive towards excellence will continue so that we are recognised as an Outstanding Centre at our next Inspection.

Our provision includes:

Full day child-care which is OFSTED registered, is open from 7.30 a.m. to 6p.m.for 48 weeks of the year in the Children's Centre and in other rooms in the school building:

We offer:-

Baby Provision

Pre Nursery Provision

Nursery Wraparound

Before and After School Care

30 Hour Provision

**Pheasey Park Farm Primary School and Early Years Centre  
Mission Statement**

*Our Vision is to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.*

**Our School Motto is Believe and Achieve.**

To learn well a child needs to be:

- \* safe and secure
- \* motivated and interested
- \* actively involved in the learning process
- \* able to see the purpose of the learning.

A child will get the best from education if:

- \* she/he attends school/Early Years Centre regularly.
- \* his/her efforts are valued and supported
- \* she/he is able to attain achievable targets.
- \* she/he is rewarded for successes
- \* she/he is encouraged at home.

To teach well we need to:

- \* work well together
- \* feel valued and supported
- \* be prepared to cater for the needs of each child
- \* have high expectations of our pupils
- \* expect outstanding professional development

To have an outstanding School and Early Years Centre we need to:

- \* have outstanding leadership and clearly defined policies.
- \* work as a team (staff, pupils, parents, governors).
- \* promote a caring, well disciplined ethos.
- \* have excellent facilities and resources.
- \* ensure continuity and progression in the curriculum.
- \* maximise the strengths of the staff.
- \* develop links with the local community.

## **OUR INTENT**

### **Basic Principles:**

1. Learning is a change to long term memory
2. We aim for our pupils to experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

### **Curriculum Design and Breadth**

When planning our curriculum we consider our principles, local issues, cultural capital, subject topics and high expectations for all our pupils. We ensure that we provide a progression model by:

- recognising children's prior learning
- providing high quality and progressive learning experiences
- allowing the children to develop interpersonal skills
- building resilience, creativity, problem solving and critical thinking skills
- developing an awareness of health and safety
- promoting tolerance and diversity including Cultural Capital and British Values

Our **Curriculum Drivers** are:

**Opportunities** - For pupils to be aware of all possibilities available to them and to have high aspirations for their future

**Resilience** - For pupils to have the courage to bounce back from any setbacks or challenges and maintain a positive outlook on life

**Diversity** - For pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences.

### **OUR AIMS:**

**To value each individual, enhance self-esteem through social and emotional development.**

- To develop an awareness of self and growth in self-confidence and self esteem
- To develop self-discipline and an understanding of acceptable behaviour and politeness
- To develop co-operation, group responsibility and a sensitivity and empathy towards others
- To build resilience, creativity, problem solving and critical thinking skills

**To develop the natural curiosity children exhibit about themselves and their world, and use this to foster positive attitudes to learning.**

- To develop an enquiring mind, independent thought and creative thinking
- To train pupils to plan and organise work and persevere until a task is complete
- To assist children to identify problems, investigate them and find solutions
- To teach children how to acquire information from various sources and record this in a variety of ways
- To encourage the ability to communicate ideas and information, to express views, make reasoned judgements and choices
- To develop Cultural Capital and equip children with the necessary knowledge, skills, values and attitudes to become responsible adults and citizens of the future
- To equip our learners to thrive and excel as 21<sup>st</sup> Century citizens (In line with our vision for EdTech).

**To develop each individual to his/her potential by offering a wide range of high quality experiences.**

- To provide differentiated, personalised learning opportunities to meet individual needs
- To ensure equal opportunity for all, irrespective of gender, race, religion or disability
- To extend individual talents and encourage a healthy spirit of competition

**To develop spiritual, moral and cultural awareness**

- To develop a set of beliefs and values and understanding of right and wrong
- To promote British Values and develop an understanding of and respect for the religious beliefs of others
- To offer experiences which inspire awe and wonder for children and opportunities for reflection

**To develop children's imagination and creativity by offering a wide range of experiences.**

- To develop the skills and understanding to access, appreciate and enjoy the arts
- To develop the ability to experience emotion and express feelings through the creative arts
- To encourage creative and adventurous physical activities.

**To promote a health conscious, safe and stimulating learning environment.**

- To promote the importance of healthy lifestyle and healthy eating, hygiene and safety
- To involve children in regular exercise and extend their physical capabilities
- To ensure that the learning environment is bright, well resourced, orderly, safe and secure

**To develop positive relationships between home, school and the community.**

- To involve parents in their child's learning and in school life
- To develop links with other agencies and organisations in the community

**To provide a broad, balanced, relevant and sequenced curriculum for all children.**

- To provide a wide variety of relevant learning opportunities catering for a variety of learning styles.
- To provide high quality and progressive learning experience across the Curriculum
- To provide a balance of academic, creative and physical education and a balance of individual and group activities

# PHEASEY PARK FARM PRIMARY SCHOOL AND EARLY YEARS CENTRE

## OUR 11 YEAR PLEDGE

**By the time our children leave our school there are 11 enrichment activities which they will experience:**

1. To be involved in at least one outward bound residential visit
2. Experience playing a Steel Pan and performing in a steel pans concert
3. Experience at least one on site theatre group
4. Learn at least one other language
5. Experience the Heart Start life saving programme
6. Participate in at least 2 fund raising events for charity
7. Take part annually in a school performance or production
8. Experience dancing on the stage as part of a Dance Festival
9. Vote in a Mock Election
10. Visit a farm and also experience feeding our own School chickens
11. Take part in Remembrance and remember great war heroes



### **School Poem**

This is our school.  
Let peace dwell here.  
Let the rooms be full of contentment.  
Let love abide here,  
Love of one another,  
Love of mankind,  
Love of life itself.  
Let us remember that  
As many hands are needed to build a house  
So, many hearts make a school.

### **School Prayer**

O Lord, Bless our school,  
That working together and playing together,  
We may learn to serve you,  
And serve one another.  
For Jesus sake.  
Amen.

### **School Song**

Our School is a wonderful place;  
Walk in with a smile on my face,  
Ready just to learn and be the best that I can be.

Trying hard in all I do,  
Teachers here to help us too  
And together we'll believe and achieve -  
We can do it!

Our school is a wonderful place;  
Walk in with a smile on my face.  
We're so glad to be at Pheasey School.

## The School Day

The doors open at 8.40 a.m.

### Morning

Reception/Key Stage 1 and 2 8.45 am. - 12.15 p.m.

Nursery 8.45 am - 11.45 pm

### Afternoon

Reception/Key Stage 1 and 2 1.10 pm. - 3.25 p.m.

Nursery 12.30 p.m. - 3.30 p.m.

All children receive a morning and an afternoon break.

8:40 - 9:00 am	Registration and Handwriting
9:00-9:30 am	Assembly
9:30-12:15 am	Morning Sessions(includes a 15 minute break)
1:10-3:25/3:30 pm	Afternoon Session(includes a 10 minute break for KS1)

## School Organisation

<b>Foundation Stage</b>	Nursery Age 3 - 4 years
	Reception Age 4 - 5 years
(Key Stage 1)	(Key Stage 2)
Year 1 Age 5 ~ 6 years	Year 3 Age 7 ~ 8 years
Year 2 Age 6 ~ 7 years	Year 4 Age 8 ~ 9 years
	Year 5 Age 9 ~ 10 years
	Year 6 Age 10 ~ 11 years

## Arrival and Dismissal

All children must be collected at the end of the day by a responsible adult - aged 16 or over and listed on the Essential Information Form. Children will enter and be dismissed through either:

Classroom Doors or Y3/4 Corridor Door or KS2 Foyer Door. Please check with your child's class teacher.

If you wish your child to be dismissed from school without an adult present (Y5/6 only) then please complete the consent form available from the School Office. Children in lower year groups are not able to be dismissed without a responsible adult present-any letters requesting this will be referred to the School Office.

Children cannot be dismissed without an adult present following after school clubs or other events and must be collected at these times by a responsible adult-aged

## Teaching and Learning

We have high expectations of all our pupils and focus on each child's learning to enhance progress, achievements and participation. We aim to provide children with an outstanding academic education, whilst catering for individual needs and making the best of each child's talents and interests.

Great emphasis is given to the teaching of the basic skills involved in reading, writing and mathematics, within a curriculum that provides breadth, balance and continuity.

The Foundation Stage curriculum for Nursery and Reception children delivers the Early Learning Goals and is based upon practical activity and learning through experience. The foundations of education are laid as children are trained to become independent, responsible members of a group. Integrated themes are taught which introduce children to a wide range of subjects and all aspects of school life through play.

Children aged 5 to 7 years work on Key Stage 1 of the National Curriculum and children aged 7 to 11 years work on Key Stage 2. At Key Stages 1 and 2, subjects are timetabled separately, but linked when relevant. Pupils are taught English and Mathematics every day.

Children are expected to learn information and practise skills carefully, and they will sometimes have open-ended problem solving tasks or be expected to access information independently.

A variety of teaching styles are adopted throughout the school depending upon the purpose of the activity. Introductory lessons or those where key information is delivered will usually be whole-class lessons, on other occasions, children will work as individuals or in groups. The varied learning styles of pupils are accommodated and encouraged.

Personalised learning puts the focus on an individual's potential and learning skills. It removes barriers and customises the learning experience to fulfil the need of the individual. Work is differentiated or additional support may be given. Staff do all they can to encourage and extend those children who are academically more able.

# The Early Years Foundation Stage - Birth to Five

## Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

## Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## **The National Curriculum Key Stages 1 and 2**

### **Core Subjects:**

English, Mathematics, Science, Computing, Religious Education

### **Foundation Subjects:**

History, Geography, Design Technology, Art, Music, Physical Education, Modern Foreign Languages, Personal, Social, Health Education

### **Extra Curricular Clubs**

All children are expected to take part in the concerts, productions, events and visits related to their year group. These are a compulsory part of our curriculum. All children will go on a day visit and Y4 and 6 enjoy a residential visit during the year.

### **Visits**

Day visits take place for all year groups. Residential Visits take place for children in years 4 and 6. Governors expect all children to attend these valuable experiences which develop children's knowledge, skills, confidence and independence. These experiences are integrated into classroom work.

### **Music/Drama**

Concerts are as follows:

#### **Productions/Presentations - Autumn Term**

Nursery

Reception

Carol Service -Year 5 - Church

Music Concerts - KS2

#### **Productions/Presentations - Spring Term**

Year 4

Year 1

Easter Service - Year 3 - Church

Music Concerts - KS2

#### **Productions - Summer Term**

Year 2

Year 6

Music Concerts - KS2

Music Tuition includes Recorders, Strings, Woodwind, Keyboards, Percussion, Brass and Steel Pans. We also have our School Choir which regularly performs in school and out in the community.

### **Extra Curricular Clubs**

A range of Extra Curricular Clubs are available for our children in Y1-6. These clubs are of huge benefit to the children. A letter will be sent out in September for children to sign up. See list at end of this document.

### **Sports**

Our Sports programme of work includes Gymnastics, Dance, Athletics, Swimming, Games and Outdoor Pursuits.

A range of Extra Curricular Clubs are also available before and after school and at lunchtimes.

Sports Plus offer our children specialist coaching both during the day and after school.

All children should take part in all activities each week.

Please note for Non Swimmers/PE if we get a note from parents with a genuine reason for non participation then the children will go to another class with work. If kit is forgotten the children will either borrow a kit or observe the session.

### **Reading**

Regular reading is encouraged both at home and at school. Please see guidelines on the next page.

# Reading

Research has shown that children who enjoy reading for pleasure have a wider vocabulary, an increased general knowledge and understanding of other cultures.

But there are lots of activities competing for your child's time so how can you continue to encourage your child to read for pleasure?

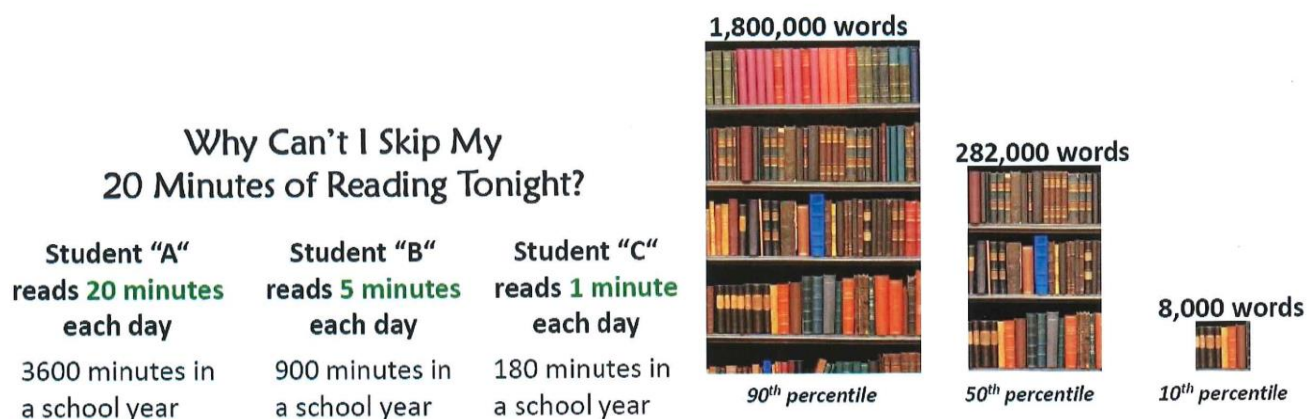
Here are some ways to support your child in reading:

- ❖ Model reading at home. Let your child see you read at home - the newspaper or a magazine.
- ❖ Listen to your child read and in return read to/with them.
- ❖ Reward your child's reading with praise and/or stickers.
- ❖ Show you have an interest in your child's reading by recording comments in their reading diary.
- ❖ Encourage your child to join in with reading at home; read out a recipe or the TV listings.
- ❖ Give and encourage others to give books or book vouchers as presents.
- ❖ Show that books are important so need to be looked after - no ripped pages or scribbling inside.
- ❖ Visit a public library together and choose books together.
- ❖ Don't worry if your child wants to read the same book several times.
- ❖ Encourage your child and their friends to swap books and then this will provide another opportunity for them to talk about their reading.
- ❖ Try to develop comprehension skills; ask questions about their book, reading and particular sections of text: Why did you choose this book? Can you tell me what's happened so far? What do you think might happen next? What sort of character is...? How would you feel if...? Would you read another book by this author?
- ❖ The dialogue between home and school through your child's reading diary will help us to support their reading and enable them to read for pleasure and develop a love of reading.
- ❖ **Example comments:**
- ❖ "My child is struggling to read for any length of time, what can I do?" "Share the reading; read a page each to make sense of what is happening and keep school updated."
- ❖ "My child only likes to read non-fiction; should I force him to read a story book?" "Encourage him to continue reading as he is enjoying it but share some short stories together or suggest an autobiography."

Reception parents - please refer to the reading pack provided by the Reception teachers.

Encourage your child to loan and return books from our well-resourced School Library which features a range of fiction and non-fiction books covering a range of subjects. The Library continues to be updated on a regular basis in order to support your child when reading for pleasure.

**REMEMBER** - Children should enjoy and understand their reading books. Success in reading is measured by understanding reading for pleasure and good readers = good writers.



## **Relationships and Sex Education Policy**

Within the context of the Personal, Social and Health curriculum, we aim to provide children with knowledge, skills and attitudes which will enable them to make informed choices about healthy living. They need to understand their own body, how to protect their health and how to keep safe.

Sex education starts with respect for oneself, one's body and an understanding of life's processes. In all year groups pupils are given an increasing understanding of these issues through science work or personal and social education.

In years 5 and 6 the children participate in a sex education project to prepare them for puberty and give them some insight into human development. Parents are invited to preview this project, which will involve qualified and trained staff and relevant educational materials and broadcasts.

Parents may request to withdraw their child from sex education.

### **Religious Education**

Our R. E. curriculum follows Walsall's agreed syllabus and is sometimes taught as a separate subject but sometimes linked to National Curriculum subjects. Pupils study Christianity and also the other principal religions. They have opportunities to explore human experiences, spirituality and develop moral values. We foster a spirit of co-operation, mutual respect and a growing awareness of belonging to a multicultural society.

### **Collective Worship**

Assemblies are a central part of school life and are broadly Christian but also include stories and traditions from the major world faiths.

Daily assemblies take place 9:00 until 9:30 a.m. These include ICT, Singing and SEAL (Social, Emotional Aspects of Learning).

Weekly Congratulations Assembly takes place and Parents are invited to celebrate children's work, effort and successes over the previous week. Key Stage 1 on Monday and Key Stage 2 on Friday-9:00-9:30 am.



We give public acclaim to children entered into congratulations assemblies.

They may have been nominated for achievement, effort or good behaviour. We also congratulate pupils for achievements outside school. Good attendance is rewarded and school events reported on.

These assemblies confirm our expectations on a weekly basis and re-establish our corporate pride and community responsibilities

Parents have a right to withdraw their child from religious education or collective worship. Children withdrawn go instead to the office with a book or some work.

### **Equal Opportunities**

We believe that all children should have equality of educational opportunity and the best life chances possible. We foster a supportive climate in which the children's self confidence and self esteem can grow. We are committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in the school. We seek to prepare all pupils for life in a multi-cultural society, building upon the strengths of cultural diversity. We are prepared to counter racism in any form.

We have high expectations of all pupils, irrespective of their social background, culture, religious beliefs, race, gender, ability or disability. Each child is an individual with individual needs to be met in our inclusive school. It is our aim to ensure that every child feels valued and well supported to access the curriculum and all of school life.

### **Academically More Able and Talented Provision**

We encourage and make provision for pupils who demonstrate exceptional ability in any area of the curriculum or talent in any area of life. Staff are keen to discover the interests, gifts and talents of pupils and they welcome nominations from parents to draw their attention to these.

We feel it is an important commitment on the part of the school to provide challenge for all of our pupils as an integral part of learning and teaching. Targets are set for these pupils and shared with parents.

## **Special Education Needs**

All pupils at Pheasey Park Farm Primary School share a common entitlement to a broad, balanced, relevant and differentiated curriculum.

It is particularly important that pupils with special educational needs have maximum access to the curriculum and share in the full range of academic work or classroom activities. To achieve this, Staff plan and deliver schemes of work which meet the needs of the full range of their pupils' abilities.

We encourage good home-school partnerships which enable families to support their own children. The school works closely with outside agencies to achieve support for children who require it.

The school's Special Educational Needs Co-ordinator compiles relevant information, keeps records and monitors pupils' progress. Children with special educational needs each have an Individual Education Plan (I.E.P). Review meetings are held with parents to discuss progress. Some pupils are offered additional support teaching. Pupils with Education Health Care Plans are supported by staff and additional or adapted facilities offered.

## **Hedgehogs**

Our learning mentor offers a quiet space where children can seek support for 'The prickly things in life'. They will listen to problems, offer guidance and support as required. It is a place of safety where children can go if they are experiencing problems with friendships or bullying or difficulties at home.

## **House Teams**

Every child belongs to one of four teams:

**Vesey**

**Scott**

**Boulton**

**Watt**

Green

Yellow

Red

Blue

Team points are awarded for good work, effort and good behaviour.

Children collect Team Points in their Achievement Book and a certificate is presented in Congratulations Assembly when this is completed.

## **Children's Jobs and Responsibilities**

All children are expected to assume certain duties and responsibilities within their classrooms/year groups on a daily basis.

### **Specific Roles include:**

Y6 Badge holders-by letter of application

Y6 Librarians

Y6 Young Leaders

School Council Representatives Y1-5

Eco Warriors Y1-5

Y6 Jobs Monitors

Junior Safety Officers Y3-6

Reading Champions Y2-5

Digital Champions Y2-6

A\* Sheriffs Y4-5

## **Relationship with Parents**

We value parents as educators and seek support at home for all pupils. There is a Home-School agreement which parents, pupils and school sign.

We appreciate help from parents in the classroom, hearing readers, preparing resources and on school visits. Please let us know if you can give up any time to help.

**Please note mobile phones are not permitted to be used on school premises.**

## Home Learning

At Pheasey Park Farm we offer our children a continuous learning environment via sharepoint which transitions smoothly between home and school. Homework is given to enable parents to support their child's learning at home. It enables parents to have insight into their child's school work and how he/she tackles it. Homework gives pupils the opportunity to consolidate, practise and extend work done in class as well as our flipped learning approach where children can research a topic prior to the lesson. Children are expected to complete homework on time.

Homework will include both written work and on line activity via our School Learning Platform and other education subscriptions. Homework and Curriculum information is available on the school web site.

At Pheasey Park Farm lessons are placed online through our secure portal using a Sharepoint learning platform on our Office 365 tenancy. This transfers the school's usual procedures for lesson planning, teaching and feedback to an online environment. Work is completed by our pupils online using Class Notebook.

Live lessons are also undertaken remotely using TEAMS. Lesson planning is completed using our own designed digital lesson wrapper which is a single Smart Notebook file containing all of the work for the whole week in one file including the lesson plan, explanations, activities, links to other sites, assessment activities.

A range of educational software packages are additionally available for our children in order to help meet the needs of the pupils alongside the prepared lessons.

All Key Stage 1 children will take their reading books home every evening. Parents are expected to ensure that their child practises his/her reading at least three times a week. Comprehension work will be given that links to reading books. Phonics homework will be given each week. Pupils will also be given Maths homework and multiplication, Spellings to learn. Y2 pupil also have practice SATs questions.

All Key Stage 2 children will have a) Reading practice at least 3 times a week, b) Spellings, c) Multiplication tables, d) Maths work e) English work

In addition to this pupils may be given a project or a piece of research probably

related to Science or Humanities per half term. Year 6 pupils also have practice SATs questions.

Children also receive support in homework club at lunchtimes if they haven't managed to do their homework.

Year Group Curriculum information will be available to parents on the web site for each term. Half termly newsletters will keep you informed of events in school and dates to be aware of.

Three times a year you will be offered an appointment to consult with your child's Staff to discuss progress. You will receive a written report at the end of the school year and a Mid Year Report in February.

In the Spring Term, an open evening will be held to enable children and their parents to tour the whole school and gain insight into the work going on.

## ACCEPTABLE USE POLICY FOR PUPILS (updated 10.01.2021)

**This Acceptable Use Policy is for the duration of the child's time at Pheasey.**

As part of our children's curriculum enhancement and in order to develop their EdTech skills we are able to provide supervised access to a range of devices in school along with internet access for children to work online.

We have taken positive steps to eliminate risk and the School's filtering and monitoring systems restrict access to inappropriate materials and alert the school immediately should any risk be identified.

As part of our remote and continuous learning policy we provide loan devices for parents where required and these should be used at home in line with this policy.

All of our teaching materials are accessible via our Sharepoint Learning Platform and all children have a single login to access this secure platform in order to complete their work both at School and at home. We use Class OneNote for online working and Microsoft Teams for discussion and occasional live teaching. A range of pre-recorded instruction is also available along with links to various teaching sites that we have subscribed to.

Teaching information on our Learning Platform may be subject to copyright and we request that any information is downloaded for personal use only by the individual pupil and not shared on any social media platform.

Children will receive a login and password which they must keep secret and not access other people's files without permission.

I understand that if I have any technical questions I can contact [onlinesupport@pheasey.org.uk](mailto:onlinesupport@pheasey.org.uk)

When my child is working online I will ensure that my child:

- Looks after their device, treating it with care and using it only for the reasons intended.
- Only accesses the system with their own login and password, which they should keep secret.
- Does not access other people's files, unless they have their permission to do so.
- Only visits sites which are appropriate.
- Never downloads inappropriate materials of any nature.
- Works in collaboration only with friends and deny access to others.
- Tells a responsible adult immediately if anything makes them feel scared or uncomfortable online.
- Make sure all messages sent are respectful.
- Shows a responsible adult if a nasty message is received.
- Does not give their mobile number to anyone who is not a friend.
- Only emails people they know or those approved by a responsible adult.
- Only uses email which has been provided by school.
- Always keeps personal details private (my name, family information, journey to school, my pets and hobbies are all examples of personal details).
- Always checks with a responsible adult and parents before showing photographs.
- Never meets an online friend without taking a responsible adult.
- Understands that the school has software that checks that what is done on the computer and Internet is acceptable

- I will also contact my internet provider to ensure that the appropriate filtering is in place for home on line working.
- As Parents/Carers we/I will support and review my child's learning at home, engaging in discussions with staff in school about their progress regularly · Any technical support can be sent to [onlinesupport@pheasey.org.uk](mailto:onlinesupport@pheasey.org.uk)

## School Meals

### Cooked Lunches

Good quality school meals are provided. A choice of menu is on offer at the counter which may include a baked potato and a vegetarian choice. Menus are available on the school web site and comply with National nutritional standards. Children with severe allergies are strongly advised to bring a packed lunch and may be requested to do so if deemed necessary by the school.

### Healthy Lunch Boxes

Children may bring a packed lunch and drink for their school meal, which must be in a named box. We recommend an ice pack in lunchboxes during Summer.

Parents are requested to ensure that the packed lunch is a healthy meal and children are encouraged in this through rewards and recognition at school. No sweets or chocolate should be in lunch boxes.

All pupils eat in one of our two dining rooms and have approximately 20 minutes to eat lunch. They are looked after at dinner time by a team of supervisors. Children are expected to behave well and display good manners.

### Free Meals

Since September, 2014 all Reception and Key Stage 1 pupils have been entitled to Free School Meals.

For Key Stage 2:

Parents are entitled to claim free school meals if they: -

- Claim Income Support
- Claim income Based Job Seekers Allowance
- Child Tax Credits but do not receive a Working Tax Credit and have an annual income below the government's current figure.

**Applications will be dealt with confidentially.**

### Morning Snacks

Nursery and Key Stage 1 children are provided with fruit. Key Stage 2 children may bring fruit to eat at playtime. No other snacks are permitted. Children in Y1-6 have access to a Tuck Trolley at playtime-see price list at the end of this document.



## **Nursery and Reception Refreshments**

In the Nursery, every child is provided with a drink of milk and a piece of fruit. In Reception, the free fruit continues and milk up to the age of 5. This forms part of their social learning.

Milk for children over 5 costs 26p per day (at time of print) (invoiced at start of each term).

## **Water**

All children are able to bring a named bottle of water to drink during the day to prevent dehydration. (Sugar Free Squash is permitted in exceptional circumstances). Fizzy drinks are not permitted.

## Money and School Charges

### School Fund

In Nursery & Reception School Fund is £15.00 per year payable upon Induction.

In Years 1-6 School Fund is £6.00 per year.

We use this fund for a multitude of purposes to benefit the children.

Schools Meals - £2.10 per meal are payable in advance.

See separate list at the back of this document for tuck trolley sales.

Please make all payments through SIMS Pay online payments.

[www.sims-pay.co.uk](http://www.sims-pay.co.uk)

**A charge will be made for lost or damaged items.**

Ruler/small items-	£1.00
Reading Book-	£5.00
Library Book-	£5.00
Homework Diary-	£5.00
Exercise Book-	£1.00
Text Book	£5.00
Photocopies of Documents	£1.00-£3.00

A payment of £5.00 is required for passports/driving licences applications if agreed to complete. This is at our discretion.

Early Years Centre charges are payable in advance - see price list.

### Sims Pay

School meals for children in KS2 should be paid in advance via SIMS Pay.

[www.sims-pay.co.uk](http://www.sims-pay.co.uk).

You will be provided with log in details to create an account for your child/children.

Any money added to your child's account will be held as credit and £2.20 will be deducted each time your child has a school meal. School meals cannot be paid for by cash or cheque.

Tuck should also be ordered in advance for each week via Sims Pay

## Health and Well Being Matters

### Accident/Illness at School

When a child is ill or has an accident at school, we do all in our power to contact parents at the earliest opportunity. Parents are asked annually to fill in an "essential information form", giving us alternative contacts in the event that parents are at work or cannot be reached. Please notify us of any changes to this information immediately.

### Medication

Members of staff volunteer to administer medication. Only medicine which is on prescription can be administered at school. If the prescribed dosage is four times a day so cannot be fitted in before and after school-one dose can be given at school. The medicine should be clearly named and accompanied by a note giving the child's name and class, the exact dose and a parent's signature. Please bring medicine to the school office and complete the relevant paperwork. No other medicine will be administered.

Please do not send tablets or medicines in pockets or bags for safety reasons.

Medication which may be required over a long period e.g. eczema cream can be kept in the school office. If your child has asthma, please supply a spare inhaler to keep in the school office. Older pupils may keep inhalers with them, but it is advisable to also keep a spare in the office. An epipen can be stored and administered by a trained volunteer. For any medication held in school parents will be asked to complete a medication form to provide all the details.

In line with the Human Medicines (Amendment) Regulation 2017, schools are now permitted to purchase emergency Adrenaline Auto-Injector devices without a prescription. The emergency Adrenaline Auto-Injector can be used in an emergency for children who are at risk of anaphylaxis but their own device is not available or not working (e.g. because it is broken or out-of-date). The school's emergency Adrenaline Auto-Injector will only be used on pupils known to be at risk of anaphylaxis, for whom both medical authorisation and written parental consent for use of the spare Adrenaline Auto-Injector has been provided. Schools are also permitted to hold spare salbutamol inhalers and spacers. Again, these will only be administered to a child who currently holds an inhaler in school, where their own inhaler is not available or not working (e.g. because it is broken or out-of-date).

## **Hair Hygiene**

Parents are responsible for checking children's hair regularly. We will send out educational information to support parents in identifying and treating nits and lice. The school health advisor will offer advice if parents require it.

## **Sun Protection**

When the weather is sunny, children are welcome to bring a hat to wear outside. They can also bring a labelled bottle of sun screen cream to apply themselves although where possible sun cream should be applied at home before school. Children should not bring sun glasses to school for safety reasons.

## **The School Nursing Team**

The School Nursing Team is based at Harden Health Centre, Harden Road and supports us in health and welfare matters. Parents may see contact the school nurse to discuss concerns. The School nursing team can offer a range of advice, one to one meetings, referrals and parenting programmes.

## **Health Surveys**

Periodically, children are seen in school by the dentist, have vision and hearing checks and are weighed and measured. Parents are notified of forthcoming surveys.

## **Child Protection/Safeguarding**

The school considers its role in safeguarding children to be very important. Children are valued, respected, listened to and taken seriously. School and Children's Centre staff will offer help and liaise with agencies to support families. If a child discloses abuse or staff suspect abuse, local authority safeguarding procedures will be followed.

Parents are required to behave in a manner appropriate to a school environment when on the premises and mobile telephones are not to be in use when on school premises or grounds.

## **Attendance**

We pride ourselves on a high level of pupil attendance and to achieve this there needs to be constant reinforcement and the support of parents. We have our own School Education Welfare Officer who works with us to promote good attendance.

An attendance shield is presented to the class achieving the best weekly attendance. Classes achieving 100% attendance are rewarded with extra playtime. Individual children are congratulated for 100% attendance over a term. Certificates are presented to individuals who achieve 100% over the term and a trophy and certificate for 100% attendance throughout the year.

Staff are required by law to record a reason for absence in the class register so parents are responsible for letting the school know. Parents are asked to adopt the following procedures:

- a) Please telephone the school and record a message on the absence answering machine before 9.00 am explaining the reason for absence. If you do not contact us then we will contact you.
- b) as a medical appointment then please provide school with a copy of the card/letter and please let the office know beforehand. our child, please come to the office.
- c) Holidays during term time cannot be authorised at all as per the DfE guidelines issued July, 2013. The Local Authority will issue Fixed Penalty Notices payable within 21 days.

Our target is 97% attendance.

Parents who access the Early Years Centre are required to inform the Centre separately of any planned absences. Fees may still be payable.

### **Unauthorised Absence**

Absences for which we have no authorised explanation from the parent have to be reported on individual pupils' reports at the end of the year. Authorised Reasons for Absence are:

- Illness with medical evidence where applicable
- Attendance at medical appointments which cannot be at any other time with medical evidence where applicable
- Unavoidable special circumstance.

Other absences will only be authorised in exceptional circumstances.

The Local authority may issue a fixed term penalty per child to each parent for unauthorised absence.

### **Punctuality**

Please ensure that your child arrives at school on time. The doors open at 8.40 am when children should be in the playground and ready to come into school. At 8:40 a.m. children may come into school to start their Handwriting lesson. If you are late though, do send your child in rather than miss a whole day. After 9.00 am please bring your child to the main reception.

Letters are sent out each half term to parents of pupils who have attendance below 90%. Attendance is closely monitored by school and we welcome parents working with us to secure good attendance for our pupils.

### **Mobile Telephones**

Pupils are not permitted mobile telephones on site. If required for safety reasons and consent given (e.g travelling on public transport) then they should be locked away in the School Office upon arrival and collected at the end of the day.

Parents should not use mobile telephones on site.

# BEHAVIOUR POLICY

## **Rationale**

In order to operate and function efficiently and safely, School has a sound and firm approach to behaviour, which takes account of the individual ages, needs and backgrounds of our pupils in relation to the needs of all.

It is therefore essential to adopt a set of rules, rewards and sanctions which are applicable to all children.

## **Try Hard**

Through high expectations, we aim to help children to become responsible, independent and self disciplined. This whole school policy on discipline is vital to ensure that a good standard of behaviour prevails throughout the school. All members of staff understand the policy and work together to contribute to its success.

## **The School Climate**

We believe that the positive ethos of the school is important in setting the tone for children's behaviour. We endeavour to create a caring, encouraging and supportive atmosphere where children are valued. Within our attractive environment we help children to feel a sense of ownership and pride in the school and its community. We encourage respect and tolerance through the curriculum, and promote the idea that teachers notice good things. Our approach to discipline is part of the positive ethos and comprises strategies which are used by all staff.

## **Aims**

- To develop a Whole School Behaviour Policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To ensure that there is a clear system of rules, rewards and sanctions which are known by parents, teachers, children and governors.
- To apply positive policies in order to create a caring family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the School Curriculum, values and attitudes as well as knowledge and skills.(This will promote responsible behaviour, self discipline and respect)

- To encourage good behaviour rather than simply punish bad, by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of related sanctions.
- To treat problems when they occur in a caring and sympathetic manner in order to achieve improved behaviour.
- To promote equality of opportunity, eliminate racial discrimination and promote good relations between people from different racial groups

## Key Principles

We draw on the following good practice principles:

- Setting good habits early
- Early Intervention
- Rewarding Achievements
- Supporting Behaviour Management
- Working with Parents
- Involving Pupils
- Commitment to Equal Opportunities
- Identifying Underlying Causes
- Study Support

## Reasonable Adjustments

The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Staff should seek advice from the SENCO or a Senior Member of Staff if they are unsure about how to manage a pupil's behaviour where this is related to a special educational need or disability. Reasonable adjustments may include timetable variations, additional support in school, external agencies, regular meetings with parents or any other support deemed appropriate in the circumstances.

Where exclusion needs to be considered, the School will ensure that a pupil with a disability or special education needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.



## Rules

School has 12 rules which cover all aspects of School Life. These are:

1. All children must attend School by the stated times every day, unless they are ill or have otherwise had permission granted by Head Teacher or Governing Body.
2. Apart from going home for dinner, no child will be allowed to leave the premises during the School Day unless collected by a parent/adult or otherwise granted permission by a Senior Member of Staff.
3. All children must wear the school uniform at all times unless written permission or instruction to do otherwise has been provided.
4. All children will be expected to follow any reasonable request issued by a member of Staff, or Year 6 Monitor without question or argument.
5. All children will address each other, Staff of the School and any visitors to the School, in a polite and respectful manner.
6. Foul or abusive language must not be used.
7. All children will be expected to display good manners and courtesy at all times.
8. All children are expected to do their best at all times and to co-operate with staff to ensure the highest possible standards of personal achievement.
9. Children should not bring sharp or dangerous instruments, or any item that might cause a problem, to School. (Weapons Policy)
10. Respect for people and property must be shown at all times. No individual, or group, behaviour which may cause injury to self, others or damage to equipment or property will be allowed.
11. No child will indulge in any action or behaviour coming to, or going home from School, or on trips and visits, which is likely to bring School into disrepute.
12. Under no circumstances will School tolerate bullying (either physical or verbal), racism, vandalism or theft.

The following are classed as very serious incidents which may well lead to detention or exclusion: Absconding, Bullying, Cheating, Defiance, Persistent lies, Physical Violence, Racism, Stealing, Swearing

## Rewards

A major aim at Pheasey Park farm Primary School is to encourage children to practise good work and behaviour by operating a system of praise and reward for all children.

The following system of rewards is used at the School to acknowledge good work and behaviour both inside and outside School:

1. Verbal praise
2. Green Card
3. Golden Time
4. Written praise
5. Achievement / House Point Stamp\*
6. Dinnertime stickers or certificates
7. Display of work
8. Selection for Congratulations Assembly\*\*
9. Positive communication with parents
10. Referral to Phase Leader for praise/reward
11. Referral to Senior Leadership for praise/reward
12. Additional playtimes

\* Each child has an achievement / House Point book in which s/he collects stamps. Stamps are awarded for both academic and non academic achievements, for effort, for being caring and for all other aspects of good work and behaviour. Upon completion of the Achievement Book children are presented with a certificate during Congratulations Assembly.

\*\* A weekly Congratulations Assembly is held in both Key Stage 1 and Key Stage 2. Children receive stickers/certificates for good work and behaviour and for effort. Children's names are displayed on the Achievement boards.

Each half term the House which has earned the most house points receives Golden Time Play.

## House Teams

There are 4 House Teams in School and all Pupils and Staff belong to one of these.

Vesey

Scott

Boulton

Watt

One House Point is given for effort or achievement

Two House Points are given for considerable effort or achievement

Three House Points are given for outstanding effort or achievement

House Point Scores are announced during Assembly

## **School and House Captains**

School has designated roles for the following  
Head Boy , Head Girl, Deputy Head Boy, Deputy Head Girl  
One captain and one Vice captain for each House.

## **Sanctions**

In order to set standards which are acceptable to both parents and School and society in general it is necessary for School to have a clear system of sanctions for dealing with children who break the agreed Code of Conduct.

These are as follows:

1. Verbal warning from Class Teacher
2. Further warning and move to Yellow Card
3. Time out within classroom
4. Red Card and Loss of playtime (do lines/complete work)
5. Referral to Year/Phase Leader
6. Time out with Year/Phase Leader
7. Phase Leader to contact parents
8. Work sent home/child on report as appropriate
9. Referral to Hedgehogs if appropriate
10. Referral to Assistant Head Teacher
11. Referral to Head Teacher
12. Detention - Playtime or Dinner Time
13. Loss of 2 or 3 House Points
14. Seclusion - Internal Exclusion from Class
15. Withdrawal of extra-curricular privileges/responsibility
16. Referral to S.E.N. Co - ordinator if appropriate
17. Letter to parents
18. Meeting with parents
19. Child on report if appropriate
20. Liaison with other support agencies
21. Pastoral Support Plan/other support/training if appropriate
22. Verbal or written warning to parents
23. Referral to Head Teacher
24. Short Fixed term exclusion - Lunchtime / Childcare / School
25. Long fixed term exclusion - Lunchtime / Childcare / School
26. Permanent exclusion - Lunchtime / Childcare / School

## **Note**

Persistent serious incidents and/or fixed term exclusions may lead to a permanent exclusion.

Children in Detention 3 times or more over a half term will have a letter sent home to inform parents and possibly set up a meeting with a member of the Senior Management Team. A telephone call will also be made on the same day.

3 Detentions for Serious Incidents - Letter from Phase Leader

5 Detentions for Serious Incidents - Letter from Assistant Head Teacher

7 Detentions for Serious Incidents - Letter from Senior Assistant Head Teacher

9 Detentions for Serious Incidents - Letter from Head Teacher

Children in Detention more than 10 times for playground behaviour/physical violence will be excluded at Dinner Times for a fixed period.

## **Homework**

Pheasey Park Farm Primary School has a structured Homework Policy which is known to children, parents, staff and Governors. When Homework is not completed and returned by the said date the following procedures must be followed:

1. Verbal warning from Class Teacher-Homework completed and brought for next day.
2. Text to Parent-sent by school office-stating child will be in detention today to complete Homework
3. Reminder Letter sent if this persists
4. Referral to Senior Staff - Homework completed in Detention.
5. If appropriate at any point a referral will be made to Homework Club.

Over a term letters are sent out as follows:

3 Homework Detentions - Letter from Phase Leader

5 Homework Detentions - Letter from Assistant Head Teacher

7 Homework Detentions - Letter from Senior Assistant Head Teacher

9 Homework Detentions - Letter from Head Teacher

A telephone call will also be made on the same day.

On all occasions, unless the Class Teacher is satisfied with the reason for non-completion, a Homework slip must be completed and Homework **MUST** be completed in the Detention Room. All names are recorded in the Homework Detention Book by a Senior member of Staff. Persistent offenders are to be placed on Homework Report.

### **Anti Bullying Policy**

Bullying can be described as being 'a deliberate act to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and / or property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

At Pheasey Park Farm Primary School Staff, Parents and children work together to create a happy and caring learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying can be brought to the attention of Staff by the victim(s), their friend(s), their parents or other interested people. All such incidents are dealt with in line with our Behaviour and Anti Bullying policies.

## **Nursery Admissions Policy**

### Criteria for Admission (applied if there is over-subscription)

1. Children in Public Care (looked after children).
2. Where children have a brother or sister already at the school at the time of admission.
3. Children for whom a place at the school is essential on medical or social grounds, as supported in writing by a medical practitioner or social worker (applications will be subject to verification by the governing body).
4. Distance between the home address and the school as measured in a straight line, with priority given to those living closest.

### **Nursery Admission Procedure**

- a) Parents may apply to add their child's name and details to the waiting list any time before the child's 3<sup>rd</sup> birthday.
- b) Parents will be informed in the spring term, if their child has a place.
- c) Parents will be invited to an induction evening meeting to receive information and meet staff.
- d) Nursery pupils will be offered admission dates on a staggered basis to enable the children to receive extra adult attention as they settle in.

### **Over-subscription**

Legislation does not give children who are attending the Nursery an automatic right of admission to Reception. For the sake of efficient education and the efficient use of resources, it is the policy of the Governing Body to limit Key Stage 2 classes to a maximum of 32 pupils. If the number of applications received exceeds the number of places available, the admission criteria are applied. If your child is of school age, you have a right of appeal so you may request forms and notes of guidance. A waiting list will be maintained of children who have been refused admission

### **Age of Admission**

Nursery pupils may be admitted in the September after they are three. Reception pupils are admitted in the school year in which they are five. (Compulsory school age is the term after a child's fifth birthday).

### **Admission Numbers**

90 children can be admitted to Reception and 91 to Nursery. KS1 can admit 90 children and KS2 96 children.

### **Early Years Centre**

Please contact the Children's Centre for information about:

- 3-4 year old funding
- 2 year old funding-Time2Start

### **Reception Admissions**

1. Parents must apply on line to their local authorities admissions during the Autumn Term
2. Parents will be informed by their local authority in the Spring Term which school has been allocated for their child
3. Parents will be invited by our School to an induction evening to receive information and meet staff, School tour will be available and paperwork to be completed.
4. Children will be invited into school to meet their teacher and class during the Summer term
5. Children will be admitted on the first day of the Autumn Term.

### **Mid Year Admissions**

All mid year admissions (excluding Nursery) are dealt with by the local authority.

## **Personal Belongings**

The school cannot be held responsible for any lost, stolen or damaged personal belongings. Children should not bring toys or expensive items to school. It is helpful if all articles of clothing and equipment are named.

Children should not bring in play equipment from home. Children are not permitted to play ball games in the playgrounds before or after school. Scooters and bikes must not be rode on school premises and should be securely placed in the bike shelter. School is not responsible for loss or damage.

## **Compliments and Complaints**

This school strives to care for each individual pupil and provide the best education possible. We do appreciate parents' views. We have a store of thank you letters available to view.

Regrettably, there may be times when complaints arise. Please contact the school quickly to avoid ill feeling or worry.

- a) Speak to your child's Class Teacher
  - b) Speak to the Year Leader
  - c) Speak to the Senior Teacher/Phase Leader
  - d) Make an appointment to see the Assistant Head Teacher
  - e) Make an appointment to see the Senior Assistant Head Teacher
  - f) If the issue is still not resolved after the above it should be referred to the Head of School who will almost invariably be able to resolve difficulties in consultation with all parties concerned.
  - g) Referral to the Governing Body C/O School
- A complaint form is available from the School Office.

For Children's Centre please:

1. Speak to the Room Leader
2. Speak to the Manager
3. If the issue is still not resolved after the above it should be referred to the Senior Assistant Head Teacher who will almost invariably be able to resolve difficulties in consultation with all parties concerned.
4. Referral to the Governing Body C/O School

If you require any further information about any aspect of your child's education, please do not hesitate to ask.



## Uniform Policy

The uniform policy is compulsory. All children are expected to maintain a high standard of appearance and to wear our indoor school uniform which, although kept as simple and inexpensive as possible, is most effective and has brought many compliments from visitors to the School.

The governors recommend school uniform for the following reasons:

it generates a corporate image and pride in the school.

it works out cost effective in the long run.

it makes no distinction between individual pupils.

it saves time in the mornings.

### **Winter - October (after half term) to April (Easter)**

Navy cardigan or jumper with logo

Sky blue shirt or blouse with tie

Plain grey skirt, pinafore or tailored trousers

Navy, sky blue and gold striped tie (elasticated up to Year 3)

Plain and flat black formal school shoes

Plain black, white, navy or grey tights or socks.

### **Summer-April (after Easter) to October (half term)**

Sky blue polo shirt with grey skirt, trousers or shorts

Plain grey skirt, pinafore or tailored shorts

Knee length pale blue and white striped or gingham summer dress

Sandals may be worn in dry weather with socks. Sandals must be black or navy and flat.

Fashion items are not allowed. Parents are requested not to permit fashion clothing or 'designer' clothes to be incorporated in to the uniform. For example fleeces, zipped tops, loose tops and designer labels are not part of the uniform. Please ensure that trousers are grey and tailored, not tight fitting or stretch type and no zips or combat style pockets please.

A formal school shoe is a shoe usually of leather and consisting of a stiff or heavy sole and a lighter upper part ending at or below the ankle. Shoes should be flat, comfortable and appropriate for school activities, no trainers, pumps, canvas, suede, two tone shoes or slogans and no plastic sandals, boots or high heels please.

Coats should be plain and not bear unacceptable pictures or slogans. Skirts/dresses must be below knee length.

### **Outdoor Wear**

All children need a sensible, plain and inexpensive school coat which should be suitable for the weather conditions prevailing and may vary from season to season. Coats bearing inappropriate lettering or slogans are not acceptable, neither are denim or leather jackets including imitation.

In very severe weather it is perfectly acceptable/sensible for both boys and girls to wear suitable outdoor clothing/footwear to and from School and to slip on for outside play at dinner time. Children will, however, be expected to remove or change such items inside School.

Parents are implored to mark all items of clothing with the child's name as School will not take responsibility for lost items of clothing.

All children are required to come and go from school in full uniform for all events and occasions including evening events.

### **Physical Education**

For reasons of safety and hygiene, all pupils must change clothes and footwear for P.E. lessons. The P.E. uniform is a white T shirt with logo and navy shorts or P.E. skirt and plain black pumps (not branded).

A costume (trunks for boys and full costume for girls) and towel are required for swimming.

All pupils must wear a swimming hat for safety reasons. Swimming goggles are not allowed in Reception to Year 4 unless there is a medical reason with evidence. Nail varnish is not permitted in school.

For outdoor P.E. a pair of plain Training Shoes or pumps, a Navy Sweatshirt and a pair of Navy Joggers are optional.

Parents should note that Swimming and P.E. is a compulsory part of the curriculum and all children are required to participate every week. If a child is unable to participate parents must send a note into school.

Children unable to participate in swimming will be sent with work to the SMT. Children who do not bring a P.E. or Swimming kit will borrow one from school. All children are expected to participate in P.E. and must have kits in School.

### **Bags and School Book Bags**

Older children in particular will want, and find it useful, to have a bag in which to carry books and equipment to and from School. Children and parents are asked to remember that storage space at school is extremely limited and that therefore such bags/packs should be as small as possible. Children should also be able to carry them easily.

Children should use a plastic book bag for Homework/ reading books available to purchase from school via SIMS Pay.

### **General Appearance**

Hair must be smart and formal. Hair styles which are extreme/detract from learning or impact health and safety are not allowed-e.g tram lines, beads, numerous plaits, spiky or outrageous styles. Please note:

- Scalp should not be visible
- Long hair (shoulder length or below) must be tied back and fringes kept short
- Hair bands/bobbles must be plain black, white, grey or navy with no ornamental accessories
- More than two plaits are to be tied back together
- Hair Gel/hairspray must be kept to a minimum and used to tidy hair and not spike or fashion hair
- Children should not have their hair or eyebrows shaved.
- Tramlines, patterns, highlights, beads, colours, shaved partings are not allowed.

**The School reserves the right to make decisions in all matters relating to uniform & hair styles.**

### **Jewellery**

Children may not wear jewellery at school. One pair of pierced earrings are permitted which should be a **small, plain stud** type so that they do not catch on anything. No other body piercing is permitted. For KS2 a small plain watch, covered by clothing, is permitted at the discretion of the Head Teacher and at the risk of the owner.

For both your child's safety and that of others, all jewellery, in particular earrings, have to be removed for P.E. and Swimming.

Please note that if children have ears pierced they must do so at the beginning of the summer holiday otherwise it will affect their statutory curriculum.

We also reserve the right to ask children to remove any other accessory which in our opinion constitutes a danger to the wearer or other children.

### **Purchase of Uniform**

School uniform should be purchased from our supplier Uniforms Plus, 935 Walsall Road, Great Barr, Birmingham, B42 1TN, 0121 357 8285 or Crested School Wear, 7 Victorian Arcade, Walsall Town Centre, WS1 1RE, 01922 276266

School ties, swimming hats and book bags are available to purchase from the school office via SIMS Pay and collected from the School Office.

## Tuck Trolley Price Lists (Subject to Change)

### Infants (Year 1 - 2 only)

Toast (half slice)	20p
Teacakes	20p
Crumpets	30p
Fairtrade Drinks	20p
Bottled Water	30p
Fruit Juice	30p
Flavoured Milk	40p
Fresh Milk Cartons	30p
Raisins and Sultanas	30p

### Juniors

Toast	40p
Teacakes	20p
Crumpets	30p
Fairtrade Drinks	20p
Bottled water	30p
Fruit Juice	30p
Fresh Milk Cartons	30p
Flavoured milk	40p
Grapes	40p
Raisins and Sultanas	30p
Melon	30p
Yoghurts	30p

Please order via Sms Pay.

## TERM DATES 2021/2022

### **Autumn Term 2021**

**INSET Day: Thursday 2<sup>nd</sup> September 2021, Friday 3<sup>rd</sup> September 2021**

School Opens: Monday 6<sup>th</sup> September 2021

School Closes: Thursday 21<sup>st</sup> October 2021

**INSET Day: Friday 22<sup>nd</sup> October 2021**

**October Half Term: Monday 25<sup>th</sup> October – Friday 29<sup>th</sup> October 2021**

School Opens: Monday 1<sup>st</sup> November 2021

School Closes: Friday 17<sup>th</sup> December 2021

**Christmas Break: Monday 20<sup>th</sup> December – Friday 31<sup>st</sup> December 2021**

### **Spring Term 2022**

**INSET Day: Tuesday 4<sup>th</sup> January 2022**

School Opens: Wednesday 5<sup>th</sup> January 2022

School Closes: Friday 18<sup>th</sup> February 2022

**February Half Term: Monday 21<sup>st</sup> February – Friday 25<sup>th</sup> February 2022**

School Opens: Monday 28<sup>th</sup> February 2022

School Closes: Friday 8<sup>th</sup> April 2022

**Easter Break: Monday 11<sup>th</sup> April – Friday 22<sup>nd</sup> April 2022**

### **Summer Term 2022**

School Opens: Monday 25<sup>th</sup> April 2022

Bank Holiday: Monday 2<sup>nd</sup> May 2022

School Closes: Thursday 26<sup>th</sup> May 2022

**INSET Day: Friday 27<sup>th</sup> May 2022**

**Whitsun Half Term: Monday 30<sup>th</sup> May – Friday 3<sup>rd</sup> June 2022**

School Opens: Monday 6<sup>th</sup> June 2022

School Closes: Friday 22<sup>nd</sup> July 2022

**PHEASEY PARK FARM PRIMARY SCHOOL**  
**EXTRA CURRICULAR PROVISION 2021/22** (Subject to Change)

Name of Child: \_\_\_\_\_

Class: \_\_\_\_\_

BEFORE SCHOOL		Clubs	Please Tick
Tuesday	8:20 am	Tag Rugby (Aut/Spr) / Rounders(Sum) Y4/5/6	
Thursday	8:20 am	Cross Country (Aut) / Cricket (Spr/Sum) Y4/5/6	
Monday	8:40 am	Swimming Booster	Selected Children only

LUNCH TIME		Clubs	Please Tick
Monday	12:15pm	Gifted and Talented Swimming	Selected Children Only
Thursday	12:30pm	Homework/Reading- Y1-6	
		Training Choir KS1/Y3	
		Competitions Preparation	Selected Children only
Friday		Netball Y5/6 (Aut/Spr) Tennis Y3/4 (Sum)	
		Orchestra	Selected Children Only

AFTER SCHOOL		Clubs	Please Tick
Tuesday	3:30pm - 4:30pm	Sewing/Knitting-Y5/6	
		Gymnastics-Y5/6	
		Science Y5/6	
		Gymnastics-Y1/2	
		Ball Games-Y1	
		Cookery Y5/6-There is a charge for this-see separate letter	

AFTER SCHOOL		Clubs	Please Tick
Monday	3:30pm - 4:30pm	Boys Football Y4/5/6	
		Girls Football Y4/5/6	
		Gymnastics-Y3/4	
		Code Club-Y5/6	
		Cool Kids-Y1/6	Selected Children only
		Dance-Y1/2	

AFTER SCHOOL		Clubs	Please Tick
Thursday	3:30pm - 4:30pm	Art-Y1/2	
		Ball Games-Y2	
		Dance-Y3/4	
		Film Club-Y2/3	
		Gardening-Y3	
		Boys & Girls Football Squad Y5/6	Selected Children only
		Choir KS2	Selected Children only These children can select an additional club

Please note that Booster Clubs are not listed here.

Please return form to School Office.

Signed \_\_\_\_\_ (Parent/Carer) Date \_\_\_\_\_