



# Gosforth Park First School



## School Booklet Information for Parents



Gosforth Park First School  
Granville Road  
Gosforth  
Newcastle upon Tyne  
NE3 5JQ  
Telephone: 0191 285 2559

# Welcome to Gosforth Park First School

*We view the time your child / children spend with us as a partnership between home and school as this will ensure the most effective education and support for your child. We look forward to meeting you on many occasions and hope that you will enjoy sharing with us the pleasure that your child will experience as they learn. We also hope that you will feel comfortable in contacting us if you have any concerns at all about your child's progress, happiness or behaviour at school so that we can work together to fully support your child.*

Mrs Leanne Lamb  
Headteacher

## Curriculum Intent

We are a popular school in the heart of Gosforth, well supported by parents and the local community. We serve a changing population and strive to ensure that the needs of all pupils are met, both socially and academically. Our school community has **high aspirations** and **expectations** for the children we serve. We are committed to encouraging children's **understanding** and **acceptance** of other faiths, beliefs and cultures while supporting them to develop their own place in the community, both locally and globally.

*As a staff we passionately promote a **love of reading**; we recognise the pre-eminent importance of reading in giving our children the opportunity to develop culturally, emotionally, intellectually, socially and spiritually. We believe in supporting children to develop their love of literature through widespread reading for pleasure. We build on this strong foundation to develop analytical reading skills across our curriculum.*

We aim to develop **resilient, confident** and **critical readers** and **thinkers** who have the skills for lifelong learning. We believe that children should be exposed to rich creative experiences which celebrate diversity and develop cultural awareness. We promote their spiritual, moral, cultural, mental and physical development in order to best prepare our pupils for the **opportunities, responsibilities** and **experiences** of later life. We aim to nurture and foster the kindness and empathy our pupils will need as fulfilled, responsible and educated citizens of the world.

The following drivers are at the heart of our broad and balanced curriculum.

- **Confidence**
- **Challenge**
- **Creativity**
- **Community**

**Confidence**

**Challenge**

**Creativity**

**Community**

## **Confidence**

We want our children to be determined, enthusiastic, motivated and adaptable. We nurture the natural curiosity of our children, enabling them to become independent in thought and actions and encouraging them to develop self-motivation and a life-long love of learning. We are passionate about the health and well-being of our children. We want them to be confident and healthy in both mind and body and encourage a wide range of physical activities.

We believe that children need to find their voice and that the development of pupils' speaking and listening skills are integral for success in later life. Preparing children to be confident skilled communicators is an essential foundation for future success. We encourage talk in all areas of learning and encourage our children to be respectful of the voices and opinions of others, able to clearly articulate their own point of view and to have the confidence to challenge issues that they perceive as unjust. We give children a wide range of opportunities to think and discuss critically, by solving problems and making informed choices.

## **Challenge**

We have high aspirations and expectations of all our children and support and challenge them to set high goals and be the best they can be. We have the privilege of working with some exceptionally bright children and we acknowledge the importance of challenging them further to deepen their understanding across the curriculum. Children cannot aspire to things they have never encountered, so we work to broaden our children's horizons, expanding their knowledge and experience of a range of subjects. We aim to nurture their interests and challenge their engagement in all areas of the curriculum, giving them the confidence to be inquiring and curious.

## **Creativity**

In our school, learning is exciting and meaningful through the provision of our richly creative and engaging curriculum. We believe that creativity is key in developing well rounded pupils who can imagine, enquire and become increasingly innovative, inventive and resourceful. Developing creative thinking skills helps all children to become lifelong learners. We give children opportunities to seek out new experiences and experiment with new ideas, encouraging them to ask questions and investigate to develop their imagination, critical thinking and problem solving skills.

## **Community**

We are a welcoming and inclusive school. We want our children to be happy, honest, kind and tolerant. We believe in the power of our school community to change and enhance lives. Our aim is to develop an awareness of place in the community and build strong community partnerships to foster a sense of pride in belonging to our school and an understanding of the wider community. We provide a safe, caring and happy environment from which children can explore the world beyond their doorstep. We believe we have a duty to help our children develop an awareness of their responsibility towards the environment and the natural world. We provide opportunities for them to experience its richness and diversity and show they care about its management and sustainability.

Curriculum documents for Foundation Stage, KS1 and KS2 can be found on our website at [www.gosforthpark.newcastle.gov.uk/website/curriculum](http://www.gosforthpark.newcastle.gov.uk/website/curriculum) .

### **General information**

The school is a Foundation First School. The building has a large hall and adjoining dining area. We have six classrooms for Key stages 1 & 2. The Foundation Stage Unit for Nursery and Reception age children consists of three classrooms and an outside play area / outdoor classroom. We have a medical room, library and computer suite.

The grounds include a hard surfaced playing area featuring various playground games, plus spacious playing fields equipped with an outdoor activity trail and football, hockey and rounders pitches, an outdoor 'classroom' and role-play area. Our Early Years Garden is located next to the Foundation Stage Unit.

External providers provide some clubs and details are sent out to parents accordingly. A private Out of School Club is run on the school premises. Contact details for this paid childcare can be obtained from the school office.

From Nursery to Year 4 there are approximately 270 pupils.

### **Classroom Management and Organisation**

We have:

- three classes in Early Years Foundation Stage; Nursery and two Reception Classes
- three Key Stage One classes; Year 1 (Green Class), Year 1/2 (Orange Class) and Year 2 (Yellow Class)
- three Key Stage Two classes; Year 3 (Indigo Class), Year 3/4 (Violet Class) and Year 4 (Blue Class)

All classes are led by a qualified teacher and have teaching support staff allocated based on pupil numbers and individual support needs.





### **Early Years Foundation Stage**

At Gosforth Park First School we aim to provide stimulating classroom environments which are warm, caring, safe and secure. We believe that children can only learn effectively when they feel happy, engaged and valued.

We aim to develop children's self-esteem by celebrating their achievements and encouraging them to have pride in themselves, their work, their friends and their school. We give children the skills they need to work as part of a group, they learn co-operation, how to develop and maintain good relationships, and most importantly give them the skills they need for life outside school.

### **What will your child be doing in the Foundation Stage Unit**

Your child will develop their learning in a range of activities:

Learning through play

Sharing and co-operating

Making friends

Using and sharing books

Using their imagination

Observing

Becoming more independent

Investigating and finding out

Making decisions and solving problems

Developing skills and knowledge

The children are free to make choices from the many activities and resources available in our early years classrooms, which encourages the children to be independent and develop their own ideas, solve problems, and also to learn from others. Staff continuously monitor the progress the children make, and engage with them to develop their skills and learning potential.

### **Outdoor learning**

We have a wonderful outdoor area, and use it to help children develop in all areas of the curriculum. We provide lots of opportunities for learning mathematics, we have a reading area outside, lots of mark-making and writing activities, perhaps writing recipes in our mud kitchen. Children can make and perform their own music in our music shed, or can dress-up and put on a show on our stage. The children develop their gross-motor skills by using bikes, scooters, space hoppers, and by climbing on our natural wooden climbing frame. The children interact so positively with their friends when building together, creating their own spaces for role play, or creating an obstacle course for others to complete. Among the many proven benefits of outdoor learning, we believe time spent outdoors stimulates children's imagination, helps build their social communication skills, and promotes a healthy and active lifestyle.



### **Initial Nursery Visits**

Your child's initial visit to the unit will be in a small group of children and parents. It is important you stay with your child during this visit. This is an opportunity for you to familiarise yourself with the Unit and to meet other parents. Visits before the summer holidays are too remote from the experience of joining the Unit.

Time spent making children feel secure makes all the difference to the way they adapt to their new environment. When you do leave your child during the initial settling period, please tell him/her that you are going and will be coming back at the carpet session. It is also helpful to let staff know that you are leaving so we can support your child if necessary.

### **Initial Reception Visits**

Following the meeting of new Reception parents, a morning visit is arranged in July for children to come and spend some time in the class to which they will be going.

### **Settling In**

Following the initial visit the number of children in the group and the length of the sessions will be gradually increased. This ensures that your child settles into the new environment becomes familiar with routines and feels secure and confident.

### **Transition to Reception**

The Foundation Stage Unit provides the opportunity for the transition to take place naturally. Throughout the Nursery year your child will have the opportunity to work alongside Reception age children for some of the activities in the Unit. They will all use areas of the main school such as the hall for P.E, dance and drama. In the summer term Nursery age children for whom it is appropriate, may join in with some of the more formal work that the Reception age children access.

In the Reception year, the children build on their experiences and as they mature undertake more formal aspects of learning. For the majority of their time the children work towards, at and beyond the Early Learning Goals. We do get a number of children who perform at National curriculum level and as for all children their needs are catered for. We want all of our children to achieve their full potential.



## **Key Stage One and Key Stage Two**

### **Moving to Key Stage 1**

During the autumn term of their Reception year the children begin to join in with some main school activities e.g. assemblies, visiting speakers. In the second half of the summer term Reception children join main school children at play times. The older children are encouraged to support their younger friends, particularly the Playground Friends. (This is done sensitively by staff to ensure a smooth transition).

### **Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 and 4)**

Throughout Key Stages 1 and 2 the children are taught a balance of **core subjects** as identified in the National Curriculum (English, Mathematics and Science) as well as other **foundation subjects** including; Computing, Design Technology, Religious Education, Art, Geography, History, Music, Physical Education and PSHE. In KS2, children also learn a foreign language. In agreement with our Gosforth School's Trust the language started in the First Schools is Spanish.

### **Cross Curricular Work**

At Gosforth Park First School, our curriculum is designed around six yearly topics based upon different historical time periods (e.g. Romans, Ancient Egypt) or geographical areas (e.g. South Africa, Amazon).

Not all curriculum learning is taught within discrete 'subject slots'. Wherever appropriate, children are taught in a cross-curricular way in order to integrate various National Curriculum objectives within their topic. In this way, children are able to make connections between concepts so that new knowledge and skills become more meaningful and memorable.

Within our curriculum, we believe that children should be exposed to rich creative experiences which celebrate diversity and develop cultural awareness. We promote their spiritual, moral, cultural, mental and physical development in order to best prepare our pupils for the opportunities, responsibilities and experiences of later life.

Our curriculum is also enriched by visits and other opportunities which ensure our children receive a broad and balanced curriculum which prepares them for lifelong learning.

### **Homework**

From the start of their time with us, all children bring home books to share with parents and other family members or friends. Parents are encouraged to contribute to the home-school reading record. Children are also encouraged to bring in any artifacts or information they may be able to gather at home in relation to current 'topics' or areas of study. Homework is set on a regular weekly basis and the homework policy can be found on the school website.

### **School Uniform**

Although not compulsory, it is worn by the vast majority of children in school. Sweatshirts, cardigans and polo shirts, showing the school badge, can be purchased from 'Tots to Teams' our supplier at Kingston Park. Information is available from the school office. These are comfortable and practical for children to wear and are very reasonably priced. However, items suitable for school uniform are also available in most large stores locally.

#### **The basic uniform is as follows: -**

- Grey pinafore dress, skirt or trousers
- Red or navy polo shirt
- Red or Navy cardigan, pullover or sweatshirt
- Red and white or blue and white striped or checked dress (summer)

- White PE shirt with school logo, red shorts, black gym shoes
- Cold weather out door PE clothes - tracksuit bottoms & top / trainers for outdoor games only
- School shoes **must be low heeled** in black or, navy
- PE bags & reading folders can be purchased from Tots To Teams (on the school website)

Since most items of children's clothing are similar, parents are requested to name clearly, all items of clothing, including – shoes, gym shoes and Wellingtons

For safety reasons jewellery should not be worn for school except one pair of stud earrings and an inexpensive watch is permitted but must not be worn for PE or when the Year 4 children go swimming. We also ask if children are going to get their ears pierced that this is done in the six week summer holiday to allow for healing.

### **English**

At GPFS we know and understand our children. We have listened to our children's voices and we are creating and developing an innovative and creative curriculum that is explicitly and successfully designed around the particular needs of our pupils. Central to this is our English curriculum.

As a staff we passionately promote a love of reading; we recognise the pre-eminent importance of reading in giving our children the opportunity to develop culturally, emotionally, intellectually, socially and spiritually. We engage our children with a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Reading for pleasure and developing lifelong readers is at the heart of our English provision.

### **Literature Works**

We are a lead School for 'Literature Works' which focuses upon the importance of the 'reading into writing' process to support quality written outcomes. We use a wide variety of quality children literature to achieve this – children's classics, modern classics and new books which reflect the diversity of modern British life. Spelling punctuation and grammar is similarly taught in context and we aim for our children have an understanding of the purpose, audience and layout of a range of writing genres.

We aim to further support and develop our children's critical reading skills in fiction, non-fiction and poetry through rich and varied real-life learning opportunities that help them to become confident in finding their own voice. By giving this context to their learning and developing their cultural capital we want our children to understand the value of English to them now, and in their future.

In line with the National Curriculum expectations, we make a distinction between 'learning to read' in Key Stage 1 and 'reading to learn' in Key Stage 2 and plan our curriculum and lessons accordingly. We want our pupils to be effective communicators in both spoken and written English and to actively engage with English, both as a subject in its own right and as the means by which to access the wider school curriculum.

### **Mathematics**

Our aim is for all our children to have a positive, enthusiastic attitude towards mathematics, and for them to feel successful. For children to think mathematically, to be able to reason and to solve problems in a range of contexts. At Gosforth Park First School we recognise that mathematical understanding is essential to everyday life, and aim to provide our pupils with the skills they will need to excel in the future.

We follow the National Curriculum and Early Years Foundation Stage framework, and teachers access White Rose Maths to support their planning of mathematics. The curriculum has three broad aims:



**Fluency** – for children to become fluent in all the fundamentals of maths, so they may solve increasingly complex problems over time, and recall and apply their knowledge quickly and accurately.

**Mathematical reasoning** – children will develop their understanding of a range of mathematical concepts, so they can follow lines of enquiry, make connections between the concepts they've learned, and be able to justify their solutions using mathematical language.

**Problem solving** – children will learn to solve problems in a range of contexts, sometimes breaking them down into steps to find a solution.

In our mathematics lessons we have high expectations for every child. We recognise the importance of pupil's number sense and understanding of place value, and focus greatly on these aspects, so children can then calculate with confidence. Teachers ensure that lessons develop mathematical thinking, and encourage and help develop accurate mathematical language. We follow a concrete, pictorial, abstract approach, helping children gain a deeper understanding of the mathematical concepts they are learning. Each class has a range of resources to support learning, which are easily accessible, for children to lead their own learning. We also have a range of ICT resources to support the teaching of specific concepts, and children can login to Mathletics and Times Table Rockstars at school or at home.

### **Science**

A high-quality science education provides the foundations for understanding the world. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. The programmes of study for science are set out year-by-year for key stages 1 and 2 and are also enhanced by the cross curricular learning undertaken within our half-termly topics.

#### **Key Stage 1**

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them.

#### **Years 1 and 2**

- Working scientifically
- Plants
- Animals, including humans
- Everyday materials
- Seasonal changes
- Living things and their habitats
- Uses of everyday materials

#### **Lower Key Stage 2**

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments.

#### **Years 3 and 4**

- |                             |                      |
|-----------------------------|----------------------|
| • Working scientifically    | • Light              |
| • Plants                    | • Forces and magnets |
| • Animals, including humans | • States of matter   |
| • Rocks                     | • Sound              |
|                             | • Electricity        |

### **Design and Technology**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts.

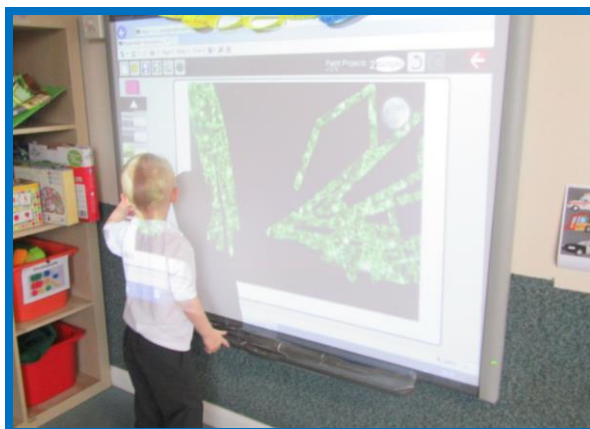
The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

### **Computing**

Computing is taught as a discrete subject as well as being incorporated into many other areas of our curriculum. We have a centralised computer suite in which whole class sized groups have shared access to focused development of computing skills. Aspects of the computing curriculum include; understanding algorithms and how they are implemented, creating and debugging simple computer programmes and become confident users of information and communication technology.

Classrooms are all equipped with BenQ Smartboards and children also have access to iPads which can be used to compliment a range of lessons. In addition to this, younger children are introduced to computing and programming through Bee-Bots and similar interactive technologies. **E-safety** is taught at the beginning of each academic year and children are regularly spoken to about staying safe online.



### **Religious Education**

At Gosforth Park, RE enables children to investigate and reflect on some of the most fundamental questions asked by people concerning the meaning and purpose of life. We help our children learn about different world religions and explore and respond to human experiences. Aspects of the RE curriculum include; expressions of belonging, teaching through stories, meanings of signs and symbols and religions in the local community.

We also organise educational visits to local places of worship and invite representatives of local religious groups to visit school and talk about their personal experiences of religions. We hold three weekly assemblies as a whole-school as well as daily acts of worship within classrooms (e.g. circle time, school prayer)

*Parents have the right to withdraw their children from religious education lessons and from acts of worship. Parents who wish to withdraw their children are asked to contact the head teacher in order to discuss the position.*

### **Art and Design**

These allow children to explore the properties and effects obtained from a wide range of materials. We aim to develop children's awareness and appreciation of colour, form and structure and to develop their skills in a variety of media. Activities range through drawing, painting, collage, exploration of materials, and help to develop self-expression, creativity and imagination. The children will work individually, in groups and as a whole class. They will work in 2 & 3 dimensions, on a variety of projects. With teacher support they will be encouraged to evaluate their own work and that of others. Children will also learn about the history of art and the work of renowned artists. They will be taught how to understand and appreciate art in a variety of styles and from a variety of cultures. They will be encouraged to experiment with these different techniques for themselves.

### **History and Geography**

Our curriculum is designed around six yearly topics based upon different historical time periods (e.g. Romans, Ancient Egypt) or geographical areas (e.g. South Africa, Amazon). Children begin developing an understanding of history and geography during EYFS as they reflect on events during their lifetime and explore the world around them. Historical and geographical concepts (such as cause and consequence, location and place) are revisited regularly throughout Key Stage One and Two so that children can begin to make links between time periods, events in history and locations around the world. Fieldwork is an important part of our learning within history and geography- children enjoy exploring their own locality and researching changes within and beyond living memory.

### **Music**

The broad aim of our work is to develop in the children an enjoyment and appreciation of music by encouraging the child as a listener, performer or creator, having the skills necessary to participate in musical activities. Activities include listening to a wide variety of music, developing musical concepts (pitch, rhythm etc), singing, playing percussion, expression through movement, creative music making, composition, performance skills as an individual, as a group member and as a class. Where appropriate, instruction in the playing of pitched instruments e.g. recorder by class teachers and violin, saxophone and clarinet by peripatetic music teachers. We seek outside musicians to come and perform to the children/ provide workshops to develop the children's experiences and understanding.



### **Physical Education**

A wide and varied programme of Physical Education is provided so as to develop body control and to establish the idea of using the body and caring for it in the right way. The programmes of work, place emphasis on vigorous exercise, the development of the full range of motor skills in the whole body, the acquisition of games skills, and personal enjoyment. Activities include gymnastics, movement and dance, games, athletics. Our Year 4 pupils have a weekly swimming lesson. Outdoor and adventurous activities take place in Year 4 during the spring term. During the second half of the summer term we have a week of sports activities to develop existing skills and to give the children taster sessions of new activities.

### **Personal, Social, and Health Education (PSHE)**

PSHE lessons throughout the year are based around three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

During their time at Gosforth Park, children will learn about:

- The elements of a balanced healthy lifestyle (e.g. diet and exercise)
- Dental care and general hygiene
- People who keep us safe
- Staying safe in the community (including how to stay safe on the internet)
- Road safety
- The importance of different types of relationships (e.g. friends, family)
- Respecting themselves and others
- Human rights and responsibilities

Understanding will be enhanced by talks and assemblies from professionals such as police officers, nurses and paramedics. We also regularly invite the NSPCC to school to encourage children to speak out if they have any worries. Year 4 children have the opportunity to visit Safety Works in order to reinforce their learning in a practical way.

Children can become Eco-Schools ambassadors and work together to ensure our school is being kind to our local environment. The children also help to run a daily healthy snack shop for Key stages 1 & 2 at morning break time.

### **Sex and Relationship Education**

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. During the first school years, pupils will have opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will consider the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another.

### **Extra Curricular Activities**

A wide variety of activities are available during the lunch hour and immediately after school. These are available for children from Reception to Year 4. These activities vary according to the specific interests of pupils. School staff run the majority of clubs and there are sessions available to book which are led by external providers. This year the following clubs have been available

- |                               |                      |
|-------------------------------|----------------------|
| • School Council              | • Art Club           |
| • Debating Club               | • Football Club      |
| • School Choir                | • Handball Club      |
| • Mindfulness Club            | • LEGO Club          |
| • Digital Leaders             | • French Club        |
| • Dance Club                  | • Music Tuition      |
| • Times Table Rock Stars Club | • Playground Leaders |
| • Library Club                | • Eco Warriors       |

### **Special Educational Needs and Disabilities (SEND)**

At Gosforth Park First School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Gosforth Park First School follows the graduated approach of Assess, Plan, Do and Review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for adapting teaching to respond to the strengths and needs of all pupils. Our broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. An Individual Education Plan (IEP) is written for every child with SEND which includes specific targets and outlines the support and teaching strategies available to them.

For the vast majority of time, pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. In order to provide additional and different support, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEND support and is updated each term. Parents/carers are always informed when their child is placed on the SEND register and the graduated response, outlined in the Code of Practice, is explained to them. Parent and pupil views form an integral part of the SEND review process.

### **Most Able Pupils**

At Gosforth Park, we are committed to providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. We recognise and support the needs of those children in our school who have been identified as 'most able'

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning.

Examples of provision include:

- Lessons which deepen understanding of concepts
- Activities with emphasis on open-ended tasks, problem solving and reasoning skills
- Opportunities for pupils to initiate discussion and to think creatively.
- Tasks involving individual research and problem solving.
- Activities which promote high order thinking skills.
- Enrichment activities

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning and/or develop new skills. Extra-curricular activities include sporting clubs, musical tuition, school council and debating club.

At Gosforth Park we are proud of our pupils and always promote celebration of achievements, including celebration of awards won outside of school.



### **Pupil Premium Funding at Gosforth Park First School**

Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the local authority, children of armed services personnel and adopted children (if this has been declared to school). The intended effect of this funding is to accelerate progress and raise attainment. See our school website for our Pupil Premium Statement.

**All matters regarding the use of Pupil Premium funds are treated with discretion and in confidence.**

Should you require any further information on the Pupil premium, please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>

### **Safeguarding and Child Protection**

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect, or other forms of abuse, staff will follow Local Authority child protection procedures and inform Social Services of their concern.

### **Adult Behaviour**

We want our school to be a friendly and welcoming place however, the safety and security of pupils, staff and visitors is our highest priority. Violent or abusive behaviour will not be tolerated anywhere on our school site. Visitors behaving in this way are likely to be removed from the premises and further action will be taken which may include prosecution. We request that adults do not use mobile phones when they are on the school premises.

### **School Rules and Discipline**

Gosforth Park First School believes in the highest expectations of behaviour from all of our children. Our school considers positive relationships to be at the heart of everything we do. We endeavour to provide a safe and stimulating environment in which all learners are able to feel welcome, cared for and achieve their potential.

We have three clear and memorable Golden Rules. These are displayed in every classroom and known by the pupils and staff. Our rules are discussed by teachers and pupils at the beginning of every academic year to ensure children understand the expectations within the classroom and around school.



All of our teachers believe in positive behaviour management strategies. Children receive a range of rewards for their exemplary behaviour and effort. These include; Gold Stars (awarded within class for positive behaviour, work or effort) and Raffle Tickets (awarded for polite and courteous behaviour around school). Our 'Pride of Gosforth Park' wall is used to display exceptional work from across the school. Celebration assembly is held every Friday afternoon so that we can present prizes and awards to our children for their achievements.

### **Home School Liaison**

We recognise that you know more about your child than we will ever do and we welcome the opportunity to share that knowledge and learn from you. It is our policy to involve parents in the life of the school and to promote positive relationships with the aim of together providing the highest quality education for your child.

There will be many opportunities during your child's time in school when you will be able to work with us to support your child's education.

These include:

- Sharing and contributing to their Learning Journeys
- Attending special assemblies
- Meet the teacher meetings
- Parent / Teacher consultations about progress and target setting (three times a year)
- Accompanying children on out of school visits
- Attending open days/afternoons
- Attending Sports Day

From time to time information-giving sessions or workshops on specific curriculum areas will be held for parents to give ideas for supporting your children at home with, for example, reading, writing or mathematics. Weekly newsletters and other communications are sent home with children.

### **School Meals**

Free School Meals – Reception to Year 2

From September 2014 all reception to year 2 children have been entitled to a free school meal. Forms are issued from the school office. Please return ASAP.

Payment for school meals should be made via ParentPay. Your account will be kept up to date and you will only be charged for meals taken. If your child is absent from school you will not be charged. We are a cashless school but if you are unable to use ParentPay for any reason or you are having problems, please speak to the school office where someone will be happy to help or in some cases an alternative payment method can be arranged. ParentPay will give you the flexibility to top up funds 24 hours a day, and you will also be able to monitor your balance. Please note, all lunches are to be paid for in advance.

The week's menu is displayed beside the entrance doors and on the school website. Twice yearly menus are issued by Newcastle City Council.

Children are allowed to bring a packed lunch if parents consider it desirable but please note that one week's written notice is needed when changing from school meals to packed lunch or vice versa. Please note that no fizzy drinks or sweets are permitted. We have a number of children in school who have severe allergies, some to nuts or, nut products, consequently these are not allowed in school, as they could be life threatening to some children. We ask for your support with this matter. School lunches are continually being reviewed to ensure that healthy options are provided.

*Details of criteria for obtaining free meals are available from our school office.*

### **School Routine**

The school day begins at 8.55 a.m. Children are not supervised before this time therefore parents must not to leave their child unattended. Staff attend a weekly briefing meeting and set up their classroom on a daily basis before the start of the school day. The school doors are opened by staff at 8.55am to allow children into their classrooms. (If the weather is inclement then the doors will be opened at 8.50am. you must wait with your child in the entrance areas to the school until their teacher comes to the classroom at 8.55am.).

Lunchtime is from 12.00 — 1.10 (11.50 - 1.00 for Reception Children) and is supervised by midday supervisors who look after the children in the dining hall and in the playground (or classrooms if the weather is inclement).

The school day ends at 3.30 p.m. There are breaks of 15 minutes each in mid morning for the whole school and midafternoon, 10 minutes for Key Stage 1. The Foundation Stage is flexible.

### **Emergency Contacts and Accidents**

It is *essential* that we have up to date records of addresses, telephone numbers places of employment and means of contacting you in case of emergency. Please keep us informed of any change, since we may have to contact you in the case of accident or illness.

### **Absences**

The Department for Education require us to keep very detailed records of attendance in school. In particular, we are asked to give details of any unauthorised absences i.e. those, which are not explained by a parent or guardian. Parents, carers, are asked to contact school on the first day of their child's absence by letter or telephone with the reason for the absence. It is also helpful if you can give us prior warning if you will be collecting your child during school hours for dental or medical appointments, etc. In accordance with city guidelines a pass is required (available from the school office) whenever a child is to be out of school during school time. Only the Headteacher is able to authorise a request for an absence.

**Holidays** taken within term time are not permitted by the Government and from September 2013 parents can be fined by the Local Authority if they do this. Leave of absence is only granted under exceptional circumstances, parents need to request to see the Headteacher. Leave of absence taken without completing a request form and receiving the Headteacher's signature will be deemed an Unauthorised Absence. This then is reported to the Civic Centre by computer data transfer. Attendance at school is very important for your child to access a full education.

### **Children Leaving the Premises**

No child is allowed to leave the premises during school time without a personal request from the parent and collected by the parent or, a person designated by the parent to do so. It is also helpful if you can give us prior warning if you will be collecting your child during school hours for dental or medical appointments, etc. In accordance with city guidelines a pass is required (available from the school office) whenever a child is to be out of school during school time.

### **Childhood Ailments**

Parents must keep their child off school for at least 48 hours if they have been sick or, suffered from diarrhea. If in doubt please contact the school office and staff will advise you.

### **Medication in School**

- Medication is permitted on the school premises but must be handed over by an adult to one of the schools' first aid trained staff and a medical form completed.
- All prescribed medication must have detailed instructions on the box, name of the child, dosages etc. If they do not we can't give them i.e. Official Pharmacy label is required.
- Parents must sign a form and get the Headteacher's approval prior to medication being administered.
- All children who have long term medication in school e.g. Epi/Jext Pens, asthma inhalers, cortisone creams will have a care plan and parents must sign a consent form. Again names and dosages must be on the box etc. It is the responsibility of parents of children who are on long-term medication, which is held in school to ensure that it is within the expiry date.
- Any child who has a specific dietary need in school, which involves alternative food sources, will have a care plan and parental signatures will be required.
- ***If your child has any diagnosed allergies, major childhood illnesses e.g. febrile convulsions please inform the school office. It is parental responsibility to keep school up to date so that your child's records can be amended.***

*A school nurse visits to carry out routine vision and hearing tests and is available through Gosforth Clinic to give advice on dealing with head lice or other childhood health concerns.*

The school nurse also holds half termly drop in sessions at school for parents to seek advice.

### **Transfer to Middle and High Schools**

At the start of the autumn term when a child enters year 4, the Local Authority (L.A.) send out transfer information packs to year 4 parents. The pack lists schools and information concerning procedures on applications and time deadlines to submit the form for your child/ren. Children transfer to any one of the Middle Schools in the Gosforth area (the majority go to Gosforth East Middle School which is situated on the same campus as this school). Regular liaison meetings take place between staff of the Middle and First Schools on curriculum content so that, wherever possible, continuity and progression can be assured.

Records of the work covered by each child are passed on to the Middle School; the head teacher and Class Teacher give a verbal and sometimes written report to the First Year Tutor in the Middle School.

Thank you for taking the time to find out more about our wonderful school.

If you have any further questions please do not hesitate to contact us.

*Together we make a difference*