



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 experiences 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

General information

The school is a Foundation First School. There are approximately 292 pupils from Nursery to Year 4. The building has two halls. We have 8 classrooms for Key stages 1 and 2. The Foundation Stage Unit for Nursery and Reception age children consists of three classrooms and an outside play area. We have a changing spaces room, community room, medical room, library and computer suite and each year group has a break out space suitable for use with small groups.

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

The Rainbow Wraparound provision is run by Gosforth Park First School and exists to provide high quality, affordable out-of-school hours childcare for our parents. It provides a range of stimulating and creative activities in a safe environment. It is staffed by appropriately qualified support assistants who work at the school. External providers provide some clubs and details are sent out to parents accordingly.

The provision operates from 7.45am – 8.55am and from 3.30pm – 6:00pm term time. Rainbow Wraparound also operates in school holidays (not bank holidays, school training days or the Christmas break).

Classroom Management and Organisation

We have:

- three classes in Early Years Foundation Stage; Nursery (26 place full time equivalent) and two Reception Classes (30 children in each)
- four Key Stage One classes from September 2025; 2 Year 1 classes and 2 Year 2 classes (30 children in each)
- three Key Stage Two classes; Year 3, Year 3/4 and Year 4 (30 children in each) and a spare Year 4 class as we grow and expand.

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. 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 and 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 them 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 visit is arranged in July for children to come and spend some time in the class they are going into.

Settling In

From September, all Reception children are encouraged to attend for full days from the very first day. We know that many children have already been in full day Nursery provision. If you think your child will need an alternative arrangement, please let us know.



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 experience 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 via the Tapestry APP in Early Years and SeeSaw in KS1 and KS2. Our homework policy can be found on the school website.

School Uniform

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. Uniform does not have to be branded with the school logo.

The basic uniform from reception to Year 4 is as follows: -

- Grey or black pinafore dress, skirt or trousers
- White polo shirt
- Navy cardigan or sweatshirt
- Blue and white striped or checked dress (summer)
- Cold weather outdoor PE clothes – navy tracksuit bottoms, tracksuit top or hoodie and a plain white polo or t-shirt. Trainers to be worn on PE days
- School shoes **must be low heeled** in black or, navy
- 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 wellies.

For safety reasons jewellery should not be worn for school. 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

Our English curriculum is explicitly and successfully designed around the particular needs of our pupils. 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's 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.

Our school online reading platform is Collins Hub which gives access to an extensive range of Big Cat books linked to our school reading scheme. We encourage children to use this from Reception onwards in order to develop fluency in reading and comprehension skills. We also send books home matched to your child's phonic ability and a book for pleasure which children choose from the school library.

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

- 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. We 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

- Plants
- Animals, including humans
- Rocks
- Light
- Forces and magnets
- States of matter
- 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 complement 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 term 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 this.

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 include 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 are taught how to understand and appreciate art in a variety of styles and from a variety of cultures and encouraged to experiment with 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

We aim to develop 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. We seek outside musicians to come and perform to the children/ provide workshops to develop the children's experiences and understanding.

Physical Education

We believe in encouraging all children to have a healthy and active lifestyle. 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 and athletics. Our Year 4 pupils have a two week intensive course of swimming instruction. 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 is 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 2 and Year 4 children have the opportunity to visit Safety Works in order to reinforce their learning in a practical way.

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
- Debating Club
- School Choir
- Mindfulness Club
- Running club
- Board Games Club
- Library Club
- Outdoor Activities
- Art Club
- Football Club
- Handball Club
- LEGO Club
- French Club
- Playground Leaders
- Gardening club
- Science club



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.

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 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 staff follow positive and restorative 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 morning so that we can present prizes and awards to our children for their achievements.

Home School Liaison

We view the time your children spend with us as a genuine partnership between home and school. We know that this will ensure the most effective education and support for your child. 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 via Tapestry
- 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 via Parent Pay.

School Meals

Free School Meals – Reception to Year 2

All reception to year 2 children are entitled to a free school meal. Forms are issued from the school office.

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 this is preferred to a hot meal. Please note that one week's notice is needed when changing from school meals to packed lunch or vice versa. No fizzy drinks or sweets are permitted. There are a number of children in school who have severe allergies, some to nuts or, nut products, therefore **we are a nut free school**. We ask for your support with this matter.

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

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. Only the Headteacher is able to authorise a request for an absence.

Holidays

Please be aware that I am unable to authorise absences during term time for family holidays. Please inform grandparents, family and friends who may be looking to book birthday or Christmas trips away that these do not fall under exceptional circumstances and will not be authorised. Both Newcastle City Council and the Department for Education are taking a tougher stance on attendance. Fixed penalty notices may be issued in the event of unauthorised absence in term time which is equal to or greater than 10 sessions (5 days). Fixed penalties for the first offence are £160 per parent, reducing to £80 if paid within 21 days. Leave of absence request forms are available from the school office.

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.***

Transfer to Middle and High Schools

At the start of the autumn term when a child enters year 4, parents will receive transfer information from the Local Authority. 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). As part of the yearly transition process, staff liaise closely with middle school colleagues.

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