

INFORMATION FOR PARENTS

This booklet is intended as a general reference guide for any parent or carer wishing to send their child to the school. If further information is required on any matter you are warmly welcomed to visit the school, by making an appointment.

**Highcliffe Primary School is proud to be a full member
of the East Cleveland Co-operative Learning Trust**

Redcar and Cleveland Director of Adult and Children's Services:

Mrs. Barbara Shaw
Education Offices
Kirkleatham Street
Redcar
TS10 1YA

The School Adviser is:

Mrs Lynne Stabler
Cooper Centre
Beech Grove
South Bank

Staff List for Academic Year 2016- 17				
Headteacher	Mrs. J. Woodhead			
Deputy Head Teacher	Mr. L. Parnaby	Year 6		
Assistant Head	Miss L. Krywiczainin	Year 1		
Teaching Staff:	Miss C. Donaldson	Year 3	(0.8)	
	Miss L. Appleby	Year 3		
	Miss N. Dann	Year 5		
	Miss K. Hill	Nursery		
	Miss E. Kirk	Year 1		
	Mrs. N. Hague	Interventions		(0.6)
	Mrs. L. Nash	Year 4		(0.8)
	Mr. R. Nash	Year 4		
	Mrs. R. Pearson	Nurture Group		
	Mrs. C. Rowe	Reception		
	Mrs A. Salter	Year 2		(0.8)
	Miss E. Schofield	Year 2		
	Miss R. Thornton	Year 6		
	Mrs. S. Walker	Year 5		
	Mrs G Whitwell	KS2		(0.4)
	Mrs B. Woodhouse	Reception		
	Mrs J. Whittle	Interventions		(0.6)
	Miss F. Adamson	KS1/2		(0.4)
	Mrs C. Hatton	Y4N/PPA cover		(0.4 supply)
Teaching Assistants:	Mrs. J. Atkinson	Thrive		
	Mrs. G. Beach			
	Mrs. T. Bell			
	Mrs K. Buckwell			
	Mrs. G. Burford			
	Mrs. A. Dixon			
	Miss M. Heslop			
	Mrs V Kast			
	Mrs C. James			
	Mrs S. Lamb			
	Mrs K Lumley			
	Miss L. McQuillan			Y4 SEN supp
	Miss R. McQuillan			Y4 SEN supp
	Mrs. C. Mitchell			
	Mrs S. Neasham			
	Mrs. D. Oxley			
	Mrs. P. Peggs			
	Miss A. Rielly			
	Mrs. T. Scott			Nurture Group
	Mrs. S. Wallis			
	Mrs. K. Williams			
	Miss M. Wright			
Receptionist	Mrs S. Barthram			
Admin. Assistant	Miss C. Carney			
School Business Manager	Mrs. K. Marley			
Caretakers	Mr. R Bennett/Mr A. Mitchell			
School Cook	Mrs. J. Parsons			

The School's Governing Body is made up of the following:

Parent Governors (4)

Mr. R. Isbell
Mr D. Benn
Mr. D. Forteath
Vacancy

LA Governors (1)

Mrs. S. Holyoake

Staff Governors (2)

Miss E. Schofield
Mrs. J. Woodhead (HT)

Co-opted Governors (6)

Mr. H. Bean (Chair)
Mrs. M. Lumb (Vice Chair)
Mrs L. Buckle
Mrs S. Hollinworth
Mrs A. Salter (staff)
Mrs S. Wallis (staff)

Foundation Governors (2)

Mr. N. Sellstrom
Mr. J. Hassan MBE

Clerk: Mrs. C. May

The Aims of the School

- ❖ To create and maintain a caring, happy and stimulating environment which encourages positive attitudes to learning;
- ❖ To promote academic achievement, equity and the concept of continuous improvement in raising levels of attainment for all children;
- ❖ To encourage all children to have enquiring minds and belief in their own ability;
- ❖ To have an environment which promotes and supports positive behaviour, and effective teaching and learning;
- ❖ To help promote and broaden the social, moral, cultural and spiritual understanding and development of all children;
- ❖ To form an effective partnership with parents, governors and the school's community so that there is common ownership and mutual support in developing the school.

HIGHCLIFFE PRIMARY SCHOOL

THE MISSION STATEMENT

At Highcliffe Primary School we endeavour to promote an ethos which fosters mutual respect within a safe, purposeful and stimulating environment.

In partnership with parents, governors and the community which the school serves, Highcliffe will work to provide an environment in which children can value their own achievements and know that their efforts will be valued by all the parties that make up the school.

We will encourage enquiring minds and positive attitudes to learning, ensuring equal access and opportunities for all.

At Highcliffe we will endeavour to raise the achievement of pupils by meeting the needs of each individual and ensure that all children achieve high standards in all aspects of their education by offering a relevant and challenging curriculum.

We will strive to provide and maintain a happy and positive environment where there is a sense of belonging and a pride of ownership, which is reflected in dress, behaviour, attitude, and a sense of self-worth in a climate of continuous improvement.

"Listen to the MUSTN'TS, child
Listen to the DON'TS
Listen to the SHOULDN'TS
The IMPOSSIBLES, the WON'TS
Listen to the NEVER HAVES
Then listen close to me-
ANYTHING can happen, child,
ANYTHING can be."

Shel Silverstein

With belief and hard work anything is possible.

We warmly welcome you to Highcliffe Primary School. We hope that your child's stay with us will prove to be happy and successful and that we can provide an exciting and stimulating environment in which your child can acquire the skills and attitudes which will help them to live as full a life as possible in a fast changing world.

Through our work in school we hope to help children to communicate, to think and reason, to be aware and curious, to develop feelings for language, music and poetry, to grow physically, to discover their own manual and creative skills and to live within an accepted code of social and moral behaviour. Along with these aims we endeavour to make all children feel secure by attempting to meet their individual needs. We hope to do this by presenting children with interesting and appropriate challenges and to involve them in an exciting and relevant programme of study embracing the demands of the Early Years Foundation Stage and National Curriculum, but tailored to meet individual and local needs.

The school is situated on Hutton Lane and its admission zone stretches from Hutton Lane in the west, Enfield Chase in the south, New Road in the east and Westgate in the north. Children not living in the school's admission zone will be admitted provided we do not exceed our admission number, which stands at 60. The Local Authority Admission Department oversees all admissions to the school, other than Nursery.

Annually, there are approximately 370 children in full-time school and there is a 39-place nursery with places for 78 children to attend on a part-time basis. The school is structured into four phase teams: EYFS (Nursery and Reception); KS1 (Y1 and Y2); Lower KS2 (Y3 and Y4) and Upper KS2 (Y5 and Y6). From Reception onwards, the children are grouped according to age in two mixed-ability classes per year group.

The following sections of the brochure offer an outline of the school's curriculum provision and other helpful information. Curriculum overviews for each phase of school are available for parents and carers on the school website. Copies of school policies on a wide range of issues are available from the school office, as well as being published on the school website: www.highcliffeprimary.org

Early Years Foundation Stage

The Early Years Foundation Stage is the first stage in school, beginning when your child attends nursery the term after their third birthday (dependent upon an available place) and continues on until the end of the Reception class. From three years to five years, your child will be following the Early Years Foundation Stage curriculum which incorporates a series of developmental stages which work towards the Early Learning Goals.

The first part of the Foundation Stage starts in the nursery class. At Highcliffe we have a 39 place nursery. This enables us to provide nursery places for 78 children in total. The children attend for a three hour session every morning or afternoon.

Once you have registered your child, when we have a nursery place you will be contacted by letter and given an appointment to come and visit, to attend an "open day", and to receive a home visit, prior to your child starting Nursery.

Parents are a valuable resource in any child's education and we value any help that you can offer us. The important partnerships between school and home start in the Early Years, and we hope that this will lead to a greater understanding of your child's education and continue on into Key Stage 1 and 2.

The school has a Nurture Group, based in the Sunshine Room, which operates as part of the Early years Foundation Stage. This provides a small group, in a less formal environment, in which additional support can be given to younger children with their social, emotional and personal development.

Admission into School

There is one admission into school each year with children being admitted into our Reception classes in September before their fifth birthday. As a foundation school, the school acts as its own Admissions Authority, but the Local Authority co-ordinates admissions to school, including those that take place mid-year, on the school's behalf. Parents and carers should initially contact Admissions on 01642-837740. If a place is allocated, parents, carers and children will be invited to visit the school prior to children being admitted.

Organisation of Classes

In 2016-17, our classes are organised as mixed ability year groups. We organise the children in single age year groups, wherever possible, to support curriculum delivery. The staffing establishment and class sizes are reviewed every year and are dependent upon the number of children in school and the school's budget.

We endeavour to ensure that all age groups receive advantageous children to adult ratios. Through SEND (Special Educational Needs) and Pupil Premium funding, we have been able

to increase teaching and support staffing to support the progress of specific groups and individuals.

Classes are in mixed ability groups and the class teacher is responsible for all teaching, although we do take advantage of some specialist lessons, or team teaching across the phase. Classes may join together for certain lessons and activities or may split into various groups. Teaching is organised on a phase, year group, class, small group and individual basis depending on the most effective and appropriate approach for a particular activity. Whole class teaching will be experienced along with individual and group teaching.

School Times

The children in Key Stage 2 begin at 8.50 am (the whistle is blown at 8.45 am, allowing for a prompt start to the day) and finish at 3.15pm (lunch is from 12.20 pm to 1.10 pm). The children in Reception and Key Stage 1 begin at 8.55 am and finish at 3.10 pm (lunch is from 12.10 pm to 1.10 pm). Children in Key Stages 1 and 2 have a morning break of 15 minutes at 10.30a.m. The teaching time in a normal week is 23.40 hours for Key Stage 2 and 21.30 for Reception and Key Stage 1 classes.

We value punctuality, giving children a prompt and settled start to the school day. If a child is late after the register closes at 9.10am, this is marked as an unauthorised absence.

Teaching & Learning

In Nursery and Reception, the programme of teaching and learning is organised to present children with opportunities to learn through activities and play, indoors and outdoors, as well as the times when they undertake adult led work, occasionally as a whole class, or in small groups.

In KS1 and KS2, work is planned to meet the National Curriculum as well as individual and local needs.

The work undertaken by children in all areas of the curriculum is planned and organised carefully by teaching staff to match the stage of development reached by the children. The staff guide and monitor the children through their work, continuously assessing the children's work, noting progress, and planning and sharing the next steps of learning.

Library

At Highcliffe we are lucky to have a spacious and attractive fiction and non-fiction library. The non-fiction books are organised according to the Dewey system, which prepares children for secondary school and public library usage. The books and posters are catalogued using the computer program, Junior Librarian. This allows children to search for information by key word and enables us to track stock.

The library is available to all children, supporting each curriculum area, and is open for browsing during lunchtimes for Year 2 and Key Stage 2 children, as well as peer reading between older and younger children. In addition, a group of KS2 children act as librarians with responsibility for issuing and returning stock as well as maintaining a tidy, pleasant environment.

Children with Special Educational Needs and Disabilities (SEND)

Within any school there will always be a number of pupils who are assessed as having "special educational needs", or who may have disabilities.

All schools have a responsibility to identify children who may have additional needs and to ensure that they have access to an appropriate curriculum.

Children identified as having SEND receive Support Plans within their classroom to ensure that their individual needs are met. The children remain in class as far as possible to ensure that they receive a broad and balanced curriculum at an appropriate level.

Within the school we have a special assessment and monitoring procedure which is organised by the teacher who is responsible for managing the special needs provision (the Special Educational Needs and Disabilities Co-ordinator). Parents and carers of children who we assess as having a special educational need are informed and involved in the planning of the provision and this involvement is both important and invaluable to the school in our planning.

Teachers assess and review the provision and progress of children in their class along with the SENDCo. Specific targets are set for children in their learning. We endeavour to maintain a close liaison with parents and carers throughout this process.

It is our intention that children with special educational needs receive work that is modified to meet their needs and that, in nearly all situations, this is undertaken within their class with support where needed. Such strategies embrace the idea of inclusion, in that children are not segregated in their education but work is presented at the appropriate level and undertaken with a child's peers.

"Thrive" Provision

At Highcliffe Primary, we want all of our children to make good progress academically and in their social and emotional development, so that they enjoy school and learning, and have positive relationships with adults and their peers.

Our staff have recently been trained in the Thrive approach to support us to achieve these aims for all children in our care.

Thrive is a dynamic developmental approach to working with children to promote their emotional wellbeing at the right time; to support emotional learning at key times; and to support early signs of difficulty within time.

Miss Heslop (Lead Thrive Practitioner), Mrs Walker (Special Educational Needs and Disabilities Co-ordinator), Mrs Pearson (Nurture Group Teacher) and Mrs Scott (Nurture Group Teaching Assistant) are trained to use the Thrive programme to check all children's personal, social and emotional development, and to ensure that individual children with any specific needs have an Action Plan in place. An individual Action Plan can be put together that will help to meet a child's needs through simple and practical strategies that can be undertaken at school and with you at home.

Counselling

At any time there will also be a number of pupils within school who are experiencing increased difficulties in coping with their emotional needs. Children may become angry, develop low self-esteem or become withdrawn. This may be as a result of bereavement, loss, relationship issues or trauma. When children find it difficult to recover from these upsets it can hinder them returning to anything like their normal life and can affect their learning. To help children through these difficult times we have a trained counsellor who works in school with individual children offering opportunities to explore their feelings and emotions through art, games, play and discussion.

We are also able to refer to more specialised counselling services, through external providers, funded from a successful bid with Public Health through the East Cleveland Co-operative Learning Trust.

Parents and carers will always be consulted and involved throughout the process.

More Able and Talented

Provision for, and progress of, children identified as being more able and/or talented in specific areas are also monitored. Such areas may include academic subjects, sport, art, music or leadership skills.

Class teachers are responsible for planning this provision, which is set within the context of our aim to raise achievement for all, by developing skills of questioning, thinking and problem solving in all children.

Child Protection and Safeguarding

Highcliffe Primary School follows the principles and procedures laid down by government guidelines and Redcar and Cleveland Local Safeguarding Board.

The school has a duty to take reasonable action to ensure the welfare and safety of its pupils and in cases where staff have cause to be concerned that a pupil may be subject to ill-treatment, neglect or other forms of abuse, staff will follow Redcar and Cleveland Council Guide-lines with regard to Child Protection Procedures. If necessary, the "Nominated Person" will initiate the procedures laid down and subsequently monitor the situation as appropriate.

The Nominated Person represents the school at case conferences. In Highcliffe Primary School the Nominated Person is Mrs Woodhead, the Headteacher, and Mr Parnaby, the Deputy Head, is the Deputy Nominated Person.

School Meals and Pupil Premium

The school has its own kitchen and meals are served everyday. It is a cafeteria system with two choices of main course, a range of accompaniments and desserts. In addition, there is a salad bar available every day. Menus are displayed in the corridor leading into the lunch hall, so that children can make an informed choice. Children taking a school meal are provided with water or they may choose milk or fresh fruit juice as part of their dessert course.

Children can bring packed lunches in suitable plastic containers. Non-fizzy drinks are allowed in plastic containers or small plastic bottles. We ask that children do not bring hot drinks/food, as this can be dangerous in terms of spillage and food hygiene guidance. We also ask that children do not bring sweets, chocolate bars or nut products as part of their packed meal as we try to promote healthy and safe eating for all children.

Children demonstrating polite table manners and eating a balanced meal, either a school or packed lunch, may be rewarded by being nominated to sit at our "Star Diner" tables for a week. They are invited to lunch before the other children and dine at specially decorated tables, with table cloths, crockery and flower arrangements.

For 2016-17, the cost of a school meal has been maintained at £2.00 per day. All Reception and KS1 children may take a free school meal, as part of a continued government initiative.

Free meals are available for KS2 children from families in receipt of certain benefits: all such matters are dealt with in confidence and application forms are available from the school office.

We urge families to still register for free school meals, even if a child will receive a free meal as part of the KS1 initiative. Pupil Premium funding generated by free school meal registration means that an additional £1320 is budgeted to primary schools for each child eligible for free school meals. This funding is used for a wealth of activities to support children, including additional teaching staff for interventions and pre-teaching; the Thrive provision, Counselling Service and Nurture Group; resources and educational visit subsidies.

Beginning School

We hope that you and your child will look forward to beginning school. We endeavour to make the transition from Nursery into Reception as smooth as possible. However, it can be an anxious time for you and we want you and your child to feel as comfortable as possible about beginning school.

Naturally you will want to see your child settled into their class. You are always very welcome and we hope that when your child has settled you will help us in trying to encourage independence and self-reliance. We value your contribution to your child's education and in the information you can pass on to us. The informal meetings between teachers and parents at the beginning and end of the school day are of great value and benefit in helping us to gain a better understanding of your child. We would ask that longer discussions be left until the end of the day when staff will have more time to discuss with parents and carers any matters of concern.

The Curriculum

The school, like all other community schools, works within the guidelines provided by the National Curriculum and local guidance for Religious Education.

All areas of the Foundation Stage curriculum and all subjects of the National Curriculum are covered and taught in school. Great emphasis is put on the acquisition of language skills and we consider it of paramount importance that children learn to read and develop a basic competence in written and spoken language. This also applies to achieving fluency in the basic mathematical skills and in gaining a firm grounding in science. Whilst these three areas are the core subjects, the National Curriculum and our own school ethos aims to give children a "broad and balanced curriculum". To this end computing, history, geography, design & technology, music, art and design, PE and RE are covered in our programmes of work, as well as personal, social, health and economic education (PSHEe) and citizenship, and French in KS2.

We aim to provide wide and diverse opportunities for learning for our children. We hope these experiences will help to develop self-reliance, positive attitudes to school and to learning, and an ability to apply the skills learnt in school to deal with and solve real problems. We hope to equip children with the skills necessary to lead as full a life as possible. Each curriculum area is planned to enhance children's understanding and provide equality of opportunity in all subjects.

Language: Reading, Written and Spoken English

Our aims for reading are integrated with our approach to "language acquisition" in writing and spoken English. We hope to enable children to become literate in the very broadest sense by being an active user of language. To this end we attempt to extend children's

vocabulary, encourage and teach correct spelling and grammar, teach children patterns of corresponding letters and sounds (using "Letters and Sounds" phonic materials), and support children in becoming independent and fluent readers and writers. We believe that these skills cannot be effectively taught in a vacuum but are learned and applied by the children being active participants in the listening, speaking, reading and writing of English. The children will experience a planned programme of work, which will enable them to practise the skills they are taught in both real and imaginary situations. We hope to present the children with exciting challenges and opportunities to demonstrate the skills they have learned in their language work. Much of our work in this area is undertaken in dedicated English lessons, with opportunities to use and practise their skills across the curriculum. The school does not follow a core reading scheme - instead, a wide range of books are colour coded into "book bands", according to the degree of challenge, including some books from across a range of reading schemes. High quality literature is at the heart of our curriculum planning, with all children studying at least four whole good quality texts in each year of EYFS and KS1, and at least two whole texts in each year of KS2.

We believe in encouraging children to take pride in the presentation of their work. This includes the way the work is written. Handwriting forms part of our language policy because it has to do with communication. Legible handwriting makes easier reading and so the process of communication is more effective. One of our main aims is to encourage and help our children to acquire and maintain from an early age, a fluent and legible style of handwriting which will not only serve their everyday needs in school but will also meet the demands of later life for speedy yet tidy writing. We are adopting the cursive "Penpals" scheme across school, which encourages early joining of letters, and supports children's spelling development.

Written English forms a large part of the children's work, being necessary for all subjects. Children are directed in undertaking writing tasks at the appropriate level for real purposes and audiences. We believe it is good practice to identify common errors in grammar, spelling and syntax and thus enable children to develop competence in these areas in order to become confident users of language. We endeavour to foster a confidence and enjoyment in writing in all its many forms with an expectation of learning the rules through relevant teaching and usage, this often stemming from the children's own writing. We use a variety of materials to stimulate the children including high quality literature and non-narrative texts, digital media, theatrical productions, visits and visitors. We follow the principles of "Talk for Writing", encouraging the children to investigate, orally rehearse, retell and innovate good examples of texts, both narrative and non-narrative.

Mathematics

The curriculum is organised into the following areas:

Using and applying mathematics

- Solving Problems
- Communicating

- Reasoning

Number and Calculation:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions (including decimals and percentages)
- Ratio and proportion
- Algebra

Shape, Space and Measure

- Shape: Properties of Shape
- Space: Position and Direction
- Measurement

Statistics

As well as a daily mathematics lesson, children undertake basic skills work for an additional 15 minutes every day, focusing on the acquisition of key skills, such as multiplication tables and converting units of measurement.

Through the teaching of mathematics it is intended that each child will:

- Realise and develop their mathematical potential.
- Enjoy mathematics for its own sake and develop an interest in investigation.
- Be able to think clearly and logically and communicate thought using appropriate mathematical language.
- Gain an understanding of mathematics through the processes of enquiry and experiment.
- Show curiosity, question and probe persistently for meaning.
- Attain mathematical skills and knowledge accompanied by the quick recall of basic facts.
- Appreciate the creative aspects of maths as well as developing an awareness of mathematics in the environment.
- Recognise patterns in their work, and make generalisations based on what has been learned earlier.
- Develop the concepts of number, shape and space.
- Be able to identify mathematical relationships and patterns.
- Measure with accuracy using appropriate equipment.
- Gather and handle data selectively and creatively.

To achieve our objectives a variety of teaching styles are adopted. As children progress through the school they will encounter a variety of materials, worksheets, books and supportive equipment. Roamers (floor turtles) and computer programmes are available to develop and consolidate mathematical skills.

Science

The essential characteristic of science in the primary school is that it introduces children to the methods of science. Our aim in science is to give children the appropriate opportunities to:

- make observations
- select observations relevant to their investigations for further study
- design and carry out experiments, to test suggested explanations
- to apply acquired knowledge to investigations
- to interpret and present results
- to select and use the appropriate equipment and to handle this safely and effectively

The science teaching in the school should give opportunities, through practical work and experiential learning, for children to gain knowledge and understanding. Our aims include developing in children a scientific approach to their work, predicting, testing and making revised predictions on the result of the test. The work in science is topic based and will involve talking about and writing up findings as the children progress in age and ability. We hope to develop a scientific way of looking at the world and an ability to find out about it. Topics may include air, water, animals and their homes, transport, bridges and moving things. The National Curriculum guides the planning of the Science curriculum.

Design and Technology

Fundamentally the study of technology is the application of knowledge and experience in seeking to change and improve our lives. Technology is about developing the skills of finding answers to everyday problems. It encourages children to be inventive in designing practical solutions to problems and so bring about change and improvements in existing situations. In technology ideas are conceived, developed and modified by children to address certain problems. This work may involve the defining of a task, deciding how the task is to be done and responding to the consequences of the thoughts and actions both as they happen and later when the results are judged. This work starts with very simple materials in the early years and progresses to sophisticated use of computers in helping find answers to the problems. It includes working with food and textiles. All classes are equipped with materials and tools, which children use to answer progressively difficult challenges.

History/Geography

These curriculum areas are concerned with the study of the world around us, the people that live in our world and civilisations in the past. Our work usually starts from the children's understanding and is based on their first-hand experiences. We move from these locally focused topics or projects to broader approaches as the children progress through school. Work may be linked to local and global issues. A topic or project may cover many curriculum areas and sometimes may be biased towards one area. Cross-curricular links are important throughout all key stages. Over the course of a year, there

will be a balance of subject content so that the children experience at least one history focus, and at least one geography focus.

The teaching and learning programmes not only cover facts about these areas, but also develop skills such as the use of reference texts including CD ROM's, evaluation of evidence, conducting experiments and recording work in an imaginative and presentable way. The ability to co-operate and collaborate with other children is an important part of the work. Starting points for such work may include local visits, DVDs and visitors to school.

Towards the end of Key Stage 2, the older children will have moved towards some more clearly defined areas of work in history and geography in preparation for their move to secondary school.

Art and Design

At Highcliffe, we believe that, through art, children can develop skills, imagination, self-discipline and the capacity to make decisions and solve problems. Creative work should develop self-esteem and confidence.

Art values diversity and personal response. Rather than there being a "right" answer there are many answers as there are individuals. It is important to value and support the individual child's self-image as an artist.

We have a duty to educate the whole child and aesthetic judgements can be made in a more informed way if the child has experienced an appropriate level of art education. The work that we do in this area is developmental and wide-ranging. We aim to allow the children access to as wide a variety of art media as possible thereby giving them maximum opportunity to find the most suitable medium for their work.

We believe that as the children develop, their representational work reflects a more mature form and as they acquire the skill of colour mixing are able to anticipate the results of their efforts. We also hope that they will become confident and able to express themselves through their artwork.

By carefully mounting and displaying work we are able to stimulate and inspire the children into wanting to produce work of a high standard and that our displays reflect the value we put on this area of the curriculum.

Computing and Information Communication Technology

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

ICT allows children to utilise skills in all curriculum areas. In an ever changing world, where information technology encompasses every aspect of our lives it is essential to ensure that the children in our care are given every opportunity to explore IT and become familiar with every aspect of its use.

Through the teaching of ICT skills it is intended that each child will:

- Develop appropriate keyboard skills
- Communicate effectively in a variety of forms
- Be able to demonstrate their use of the features of a word processor
- Know what multimedia means and how to collect sounds, text and still and moving images
- Collect images using scanners, video and digital cameras
- Know what the internet is, how it works and how to use it safely.

To help us meet our aims and objectives we have an ICT suite which has twenty networked workstations, a laptop trolley, a scanner, an inkjet printer and a laser printer. Each child, dependent upon age, has been given an appropriate desktop environment. Access to the ICT Suite is time-tabled and children have a user ID and password.

As well as access to the ICT suite, all classrooms have at least one PC, which is used by the children to develop ICT skills; practise skills learnt in other areas of the curriculum and research information.

We also have an Interactive Whiteboard in each classroom, allowing the children continuous access to interactive teaching and learning resources. These include literacy and numeracy programs, which promote the active involvement of all children. The whiteboards also allow access to historical videos, scanned images, graphs, charts and educational websites.

In 2015-16, we aim to introduce tablet technology to support teaching and learning in KS1 and KS2.

Physical Education, extra-curricular and competitive School Sport

We aim to inspire Highcliffe children to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for children to become physically confident in a way which supports their health and fitness and compete in sport and other activities to build character and help to embed the sporting values of:

- determination
- teamwork
- passion
- honesty
- self-belief
- respect

PHYSICAL EDUCATION

Early Years Foundation Stage offer structured and free play in different environments introducing and developing control, co-ordination and confidence in large and small movements.

KS1 focus on

- mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- participating in team games
- performing dances

KS2 develop skills and

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games
- develop flexibility, strength, technique, control and balance
- perform dances
- take part in outdoor and adventurous activity challenges
- compare performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming sessions take place in Y3 and Y4.

It is very important that children wear appropriate clothing for PE and sport. This helps promote safety and good hygiene, and enables children to feel comfortable and confident as they approach their work. All clothing should be clearly marked with the child's name. The appropriate kit is:

Indoor sessions - white t-shirt, blue/black shorts and plimsolls

Outdoor sessions - white t-shirt, blue/black shorts, blue/black tracksuit and trainers

Swimming - one part swimming costume and towel (baggy trunks and trunks below the knee are not permitted)

No jewellery, including watches, should be worn during PE and sport sessions. Long hair should be tied back for all PE and swimming sessions.

EXTRA-CURRICULAR AND COMPETITIVE SCHOOL SPORT

We offer a wide range of clubs for the children, and take children to sports festivals and tournaments. As a school, we encourage children to be physically active at lunch and break times, through adult and child led games, challenges and activities. Suitable footwear should be worn to allow children to participate in these activities.

Music

All children take part in music-making, with music featuring as an integrated part of a child's learning experience as well as being a discrete subject.

In the early years there is an emphasis on the singing of simple songs, singing games, music and movement, playing classroom instruments and exploring sound from a variety of sources. Our aim is to develop aural perception, practical skills, co-ordination and self-discipline and at the same time, encourage understanding and enjoyment.

From these very simple beginnings children move on to a more sophisticated and extended music curriculum which allows them to experience the three main components of music; listening, composing and performing. These aspects are enhanced by a variety of approaches. Children listen to music in assemblies; it may be listening to recordings by famous musicians representing different genres of music; it may be listening to other children singing or playing instruments; it may be listening to a live performance by professional musicians.

Children in years three to years six have the opportunity to receive tuition in violin, brass and woodwind, provided by the Tees Valley Music Service. There is a school choir which meets weekly.

It is our belief that an ability to enjoy listening to and participating in music can give our children a more enjoyable life as adults and much of our work in music is to provide children with this opportunity.

Religious Education

Religious Education is provided within the framework of the Local Authority's Agreed Syllabus for Religious Education. If the parents of any child attending school request that their child be excused from attendance at collective worship or religious education lessons, the child may be excused. We would ask that parents and carers meet with the RE Lead (Mrs Whittle) and/or Headteacher, for an individual discussion prior to making this decision.

An act of collective worship is held every day, either in assemblies or individual classrooms. Assemblies are held at least four times a week and comprise of whole school (spiritual, moral, social and cultural), music (whole school), birthday (KS1), RE stories (KS1) good work and celebration. In our assemblies we try to promote desirable moral and social values, and values such as caring for each other and caring about our school and our community are encouraged. Assemblies where good work, positive attitudes and

behaviours are celebrated, promote children's self-esteem. They provide an opportunity for children to demonstrate how they are making their world a better place in which to live. We endeavour to promote honesty, sincerity and tolerance through a caring attitude to all people whatever their religion or race and to take on a role as part of the school community and the community outside of the school. We hope to help children to learn about, and from, other religions with the purpose that they will be more understanding and tolerant of diverse beliefs and cultures.

PSHE/Citizenship

Personal, social, health and economic education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding that they need to lead confident, healthy, independent lives, and to become informed, active responsible citizens. The Primary Strategy materials for developing the social and emotional aspects of learning (SEAL) are used throughout the school, underpinning the curriculum. We also to develop caring, concerned citizens with the confidence and skills to make a positive difference to their communities, both local and global.

Pupils are encouraged to take responsibilities within their class and to develop an understanding of common needs through Circle Time. The school has also developed many community links with local residents, groups, churches and businesses, helping the children to develop an understanding of their roles as citizens of the local community.

Pupils also undertake duties as members of the School Council, which involves children in democratic decision making to benefit the environment and organisation of the school community.

Throughout school the children are encouraged to recognise the need for a healthy lifestyle. The school actively promotes the benefits of access to water and fresh fruit.

Relationship and Sex Education

There is a whole school policy and approach to Relationship and Sex Education, firmly rooted in our framework for PSHEe and aimed at helping to support children through their physical, emotional and moral development. The school uses "Lucinda and Godfrey" materials to support this area of the curriculum. The School Nurse may also be invited to support the "Health and Hygiene" programme dealing with issues, including puberty. Parents and carers are consulted before this aspect of the programme begins and are invited to view any materials used with the children.

If the parents or carers of any child attending school request that their child be excused from the sex education element of the curriculum, we would ask that parents and carers meet with the PSHEe Lead and/or Headteacher, for an individual discussion prior to making this decision.

Modern Foreign Languages

The teaching of a foreign languages is compulsory at KS2. At Highcliffe Primary, we have successfully introduced the teaching of French. In EYFS and KS1, children are introduced to simple vocabulary, such as salutations, colours and numbers, and, in KS2, the "Studio" scheme of work is used as a core scheme, supplemented by other materials. This promotes transition to the use of this scheme at the local secondary school, to which most children transfer. Y6 children are offered the opportunity to attend a five day outdoor education/cultural visit to a Centre in Evron, France.

Homework

Homework is undertaken by all children. Children in Foundation Stage are encouraged to engage in activities, tasks, games and reading with parents. The policy for homework for older children follows the guidance from the Department for Education. All children are given weekly spelling lists (working towards a half termly test) and "home" reading with an expectation that children work up to spending somewhere in the region of one and a half hours each week. There is an emphasis on English and mathematics across the curriculum, through family homework activities, from a half termly themed menu of choices eg model making, posters and independent research, and more formal tasks in upper KS2.

Transfer to Secondary School

In the main, children from Highcliffe have historically transferred to Laurence Jackson at the end of Y6, along with children from other local primary schools, although some children move on to other local secondary schools.

The children of Year 6 visit secondary schools during the summer term, as part of the induction programme. Staff from the secondary schools visit our school to meet the children before transfer and also hold an evening for parents before the children visit the secondary school. The year 6 children are also involved in transition work which links work in their final term in primary school with studies undertaken in the first term at Laurence Jackson School. Additional transition activities are planned for any children requiring additional support. Transition arrangements are made individually for any children attending other secondary schools.

Voluntary Activities

A wealth of activities are organised by staff and external coaches, taking place after school or in lunch breaks. They include football, cricket, tag-rugby, athletics, hockey, coding, cookery, choir and embroidery. Their existence relies heavily upon the voluntary efforts of members of staff and volunteers, and this is acknowledged by the Headteacher and Governing Body.

Charges for Activities

Under the 1996 Education Act, schools cannot charge for educational activities undertaken during the school day. It is permissible, however, to ask parents for a voluntary contribution towards the cost of an activity or visit. Without these contributions such activities may not be able to take place. Governors allocate a proportion of the School Budget to allow us to subsidise most day and residential visits, In addition, monies raised from fundraising activities across the year are used to support celebratory events, such as rewards, parties and annual events from the School Fund. We ask for your continued support, therefore, so that we can maintain our programme of educational visits and enhancement activities to support children's learning. In addition, the Pupil Premium and dedicated school budget share are used to subsidise residential visits for children in receipt of free school meals.

Parent/Teacher Consultations and Open Evenings

Whilst parents are welcome in school at most times we have certain occasions during the school year when parents are invited to school to discuss their child's progress with the teacher. We endeavour to give all parents and carers a convenient appointment time to enable all parties to have a detailed discussion in a confidential setting. We invite parents and carers in to school for a "welcome" meeting when children move into their new classes just before the summer break, and then to receive and discuss a short progress report mid autumn and spring terms, with the additional opportunity to discuss a final, summative progress report, in the summer term.

Out of School

Through their primary school life most of the work children undertake will be inside the school grounds. However, at various times over the school year, the programme of work set for the children may require that they leave the school premises. It may be for a short nature walk for Nursery children, or a walk out for older children to sketch some part of the locality. These outings very much depend on the weather, and they are sometimes quite incidental but nonetheless very desirable as such outings can enrich the children's education. Because of the incidental nature of such outings it is not always possible to inform parents in advance but such activities will always be adequately supervised and discussed with the Headteacher. You will be notified in advance of any outing, which is longer than a half-day visit. In addition, you will be asked if you give generic permission for children to attend events less than a half day, such as local walks and sports festivals.

Residential Visits

We endeavour to present all children with the opportunity to spend some time away from home on a residential visit. We aim to provide a progressive programme and offer the following opportunities: an overnight family camp out at school; an overnight local study in Y4; a local week long outdoor and adventurous residential in Y5 and a week long cultural

visit to France in Y6. Residential visits are subsidised from the school budget, with additional subsidies available for children in receipt of free school meals.

Jewellery

Jewellery, which includes any kind of earring or stud, should not be worn in school. However, the wearing of watches is encouraged, to help children to tell the time. It is the local authority's policy that jewellery should not be worn for any kind of physical activity, as the wearing of such items is a risk to health and safety. The Governing Body of the school has a no jewellery policy for health, safety and security. We hope parents and carers will support us in this matter.

Holidays and Absences

It is very important that children have good attendance at school. Children with 100% attendance in a term or throughout the year are awarded certificates at an Attendance Assembly. In addition, each class is rewarded with a £1 token to spend on classroom resources or activities of their choice, for every day in which they have 100% attendance and no late marks.

A school holiday list is sent to parents and carers prior to the beginning of the school year. Parents and carers should plan their family holidays to coincide with those of the school. The Headteacher is not allowed to authorise any leave of absence from school, other than in such exceptional circumstances as forces personnel returning from active duty, or family bereavements. In such circumstances, parents and carers should contact the Headteacher to explain the exceptional circumstances and complete an official leave of absence request form. Consideration is given to the circumstances, time of year and the child's previous, and current, attendance. Any unauthorised absence must be recorded as such and a referral may be made to the Education Welfare Service, when a warning letter or penalty notice may be issued.

When children are absent through illness parents should contact the school on the first day of absence. If no contact has been made, school will contact parents to ascertain the reason for the absence. If an appropriate reason is not given, the absence will be marked as unauthorised.

We receive weekly support from Laurence Jackson School's Attendance Director, Mrs J O'Hanlon, who is available to support parents and carers with any concerns about their child's punctuality or attendance.

Medicines in School

In order to assist parents and to promote good attendance by children, prescribed medicines may be administered voluntarily by school staff. Consent for the administration of prescribed medicines should be sought from the Headteacher by the completion of a form available from the school office.

Psychological Service

This support service provided by the Local Authority offers help for those children with special educational needs whether of a permanent or temporary nature. Parents who are concerned about their child's educational development should initially discuss the matter with the class teacher or SENDCo and, if necessary, an approach to an Educational Psychologist can be made through the school.

Redcar and Cleveland Area Health Authority

Given below are the details of the school nurse, whom parents should contact in the Health Authority if their child has a medical problem. If this problem has an educational bearing, for example a speech or hearing difficulty, parents should initially contact the class teacher who will advise them as to the best course of action. The school nurses offer a parental referral system. Simple forms are available from school.

School Nursing Service

Belmont House
Guisborough
Tel. 01287/284033

Travel Plan

The school promotes children using sustainable transport means to travel to and from school, wherever possible, such as walking, cycling or travelling on the bus. We aim;

1. To increase awareness amongst pupils, staff and parents about the consequences of travel choices (such as the environment, health and safety).
2. To encourage the use of sustainable transport by pupils, by making it easier and safer to walk to school.
3. To reduce congestion around the school by reducing car use.
4. To reduce the proportion of children travelling to school by car.
5. To reduce vehicle speed around school.

Cycle and scooter storage facilities have been installed for use by the children. We would ask that cyclists wear helmets and are accompanied, unless they have undertaken cycle training, which is currently offered in Y5.

Car Parking in School

There is very little space in and around school for any car parking. We ask your help in this matter by ensuring that where you park is safe and legal. Parking is not permitted on the yellow lines and zigzags, visibility is extremely limited on Hutton Lane and children are put at risk by such action. We ask that children and parents enter school by the

designated entrances and **not through the car parks**. Children must not enter school by the main gateways (which are used as entrances for vehicles) but use the gated walkways into school. We would also ask that parents setting children down or collecting them in cars from school, park in a safe manner as many young children will be walking about the school premises.

Parents are asked not to park their cars in the school car parks. They are limited in space and are for staff that work in school. The parking of parents' cars would lead to congestion and danger to children as cars try to reverse out onto the main road. To promote safety, the school car parks are locked between the hours of 8.35 to 9.15am and 2.45 to 3.25pm.

School Uniform

The school uses the supplier, School Trends, who can take individual orders to be delivered to school for collection by pupil/parents. Orders and payments can be made online at www.stparent.co.uk. Parents can go to the website address, find our school and follow the order instructions. Orders are collected monthly up to a deadline of 26th each month. The uniform is then delivered to school 14 days later, individually wrapped and marked with the pupil's name. Alternatively, orders can be faxed by the school office. Please contact Mrs Barthram for any help or with queries about uniform. There is a range of items available, and the current prices for key items are:

Sweatshirts	£10.00
Polo-shirts	£6.75
Cardigans	£11.50
PE kit/bag	£11.00

Uniform is not compulsory at primary level but we do strongly encourage children to wear uniform as it sets the right tone for learning in school, and helps children to feel that they belong to the school community. In addition, the wearing of uniform avoids the expense of fashion clothes which are not particularly suitable for school, it eliminates the "competition" in the wearing of such clothes, it provides a practical garment for school activities and it helps us in identifying which are our children in a busy area. We would ask that all clothing is clearly labelled.

Behaviour and the Home School Agreement

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a positive, responsible and supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common

purpose of helping everyone to learn. The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. However, there are times when sanctions need to be used if children choose to behave inappropriately, and we would ask parents and carers to work in partnership with school on such occasions, upholding the home-school agreement outlined.

KS1 and KS2 House Teams

Upon entry to Key Stage 1, children will be placed into one of four Houses - Applegarth(blue), Butterwick (green), Cook (yellow) and Hollis (red). Adults throughout school reward children for positive attitudes, quality work, effort and politeness and manners by presenting colour tokens to children who display these qualities. These are collected in each classroom and counted once a week before Celebration Assembly on Friday afternoon. The tokens across all classes are totalled and overall House Cup weekly winners are presented with the house cup which is displayed prominently in school. Children from the winning team then a reward the next week or cumulatively in the half term. Termly House Cup winners are also rewarded at the end of each term and the overall winning team each year has their name added to the trophy. House Captains from Year 6 are elected by the children in each house.



HIGHCLIFFE PRIMARY SCHOOL HOME - SCHOOL AGREEMENT

As outlined in our mission statement, we endeavour to promote an ethos which fosters mutual respect within a secure, purposeful and stimulating environment. We strive to maintain a happy and orderly environment where there is a sense of belonging and a pride of ownership, reflected in dress, behaviour, attitude, and a sense of self-worth.

In order to achieve these aims for the children, it is imperative that parents/carers and school work in close partnership. Whilst all children have the right to a high quality education in a safe and happy environment, staff, children and their parents/carers have a responsibility in helping to achieve this.

We would, therefore, ask that parents/carers support the following home-school agreement by:

- Supporting children to uphold their responsibilities (attached);
- Supporting children in undertaking homework activities and ensuring that it is returned on the appropriate day;
- Participating, where possible, in family activities attached;
- Attending parental consultations and events to support learning;
- Ensuring good school attendance, including avoiding holidays in term time;
- Ensuring children arrive at school punctually;
- Supporting the school's dress code - uniform and no jewellery, other than watches;
- Ensuring children have the right equipment e.g. PE kit;
- Working in partnership with school to address any concerns raised by either party.

Name of parent/carer _____

I acknowledge and accept the home-school agreement to support my child.

Signed _____ Date _____

"With belief and hard work, anything is possible"



OUR RESPONSIBILITIES

Be gentle and kind

Be helpful and considerate

Be polite and well-mannered

Be honest

Be respectful

Work hard and do our best

Listen to other people

Look after property



Top ten family activities to support learning
Foundation Stage

1. Share a love of reading with familiar stories and nursery rhymes.
 - Join your local library
 - Use our home loan book scheme to widen your child' reading experiences
 - Encourage early reading skills by looking at print/signs in the environment.
2. Encourage speaking and listening skills during conversation.
 - Remember to take those dummies out before children speak!
 - Ask your child simple questions - What? Why? When? Where? How?
3. Support writing for a reason; create shopping lists, birthday cards, labels etc with your child.
4. Build an awareness of numeracy skills through practical activities involving counting, shape, money and time.
5. Feel free to take worksheets home to reinforce and extend weekly work within school.
6. Get out and about in the local environment, there are a wealth of opportunities to be had.
 - Visit the park, go to the beach, take a bus trip.
 - In Nursery help your child to find interesting items to bring in related to our topic work.
 - In Reception support your child to find interesting items about their culture and home to share in our Show and Tell sessions.
7. Introduce your child to everyday technology and its uses.
 - Use the computer, discuss the keyboard and mouse and how to use it.
 - Show your child how to switch on a CD player, talk about the buttons and what they do.
8. Promote early language skills by encouraging your child to say simple phrases which will help them progress to more complex sentences.
 - In Nursery help your child to bring in objects for the colour table to discuss.
 - In Reception enjoy taking our 'weekend bear home' writing in his diary enabling children to further their language skills and share home experiences with their friends in class.
9. Play indoor and outdoor games with your child.
 - Encourage turn-taking, sharing, number skills etc.
10. Participate in opportunities to come in to school whenever possible. Keep an eye out for our open afternoons, craft days and trips.



Top ten family activities to support learning
Key Stage One

1. Teach your child to tell the time.
2. Give your child a purse of change and play shopping games. Let them look for items in shops.
3. Play lots of board games.
4. Read to your child and share books together - even when they are competent readers.
5. Talk to your child about the places they have been and point out key features.
6. Go on local walks - Roseberry Topping, Highcliff, Captain Cook's Monument, Guisborough Branch Walkway.
7. Join the Library - if you have not already.
8. Explore the local beaches (rock pools, fossils).
9. Bake and cook together.
10. Have and care for a plant or pet.



Top ten family activities to support learning
Key Stage Two

1. In summer, spend a day at the beach walking barefoot, jumping small waves, rock-pooling, building sandcastles, flying a kite and eating ice-cream.
2. Walk in the woods in different seasons, kicking leaves, conkering, climbing a tree.
3. In winter, run and fall in the snow, go sledging and build a snowman.
4. Bake a cake and lick the bowl clean.
5. Go for a picnic in the countryside or park.
6. Build dens and play hide and seek in the woods.
7. Sleep out in the back garden and look at the stars on a clear night.
8. Read a long book to your child at bedtime over a period of time. For example:
 - "Charlotte's Web", "The Railway Children", "Danny the Champion of the World", "Matilda", "The Sheep Pig", "The Secret Seven" (Y3/4)
 - (Y5/6)
9. Make a scrap book.
10. Use public transport (bus/train) to make a long journey and let your child pay for the ticket themselves.

Acceptable Internet Use Policy and the Internet for Learning

Remember that we use the computers and the Internet for learning

All children must have written permission from their parents or guardians to use the Internet.

Only access those services and sites you have been given permission to use.

Do not use Internet chat rooms.

You may only use the Internet when supervised by a teacher or other responsible adult.

Your use of the Internet is restricted to activities that relate directly to your schoolwork.

Do not reveal any personal information about yourself or any member of the school, adult or child.

Do not engage in any conversation or dialogue without the permission and supervision of the class teacher.

Downloading of any material from the Internet is not allowed.

In any communications you should always be polite and considerate. The use of bad language or aggressive behaviour is not allowed.

If you see anything you are unhappy with or you receive messages you do not like, let a teacher know immediately.

Remember that all Internet and E-mail use is checked.

If you deliberately break these rules you may be banned from using the Internet or computers at school. A letter may be sent home detailing your actions.

Highcliffe Primary School

Acceptable Internet Use and Inclusion of Children's Work on the School Website & Use of Photographs

The purpose of this form is to seek your permission so that children can have access to the internet as part of their Information and Communication Technology work. Please read the "Acceptable Internet Use and the Internet for Learning"

Child's Name **Class**

Pupil Agreement

I have seen and had explained the school's "Acceptable Internet Use" rules. I understand that these rules are to protect me and other users of the school's computers and the Internet. I agree to follow the rules.

Signed **Date**

Parent / Guardian's consent for Internet use, publication of work on the school website and the use of photographs

I have read and understood the school's "Acceptable Internet Use" rules and give permission for my child to access the Internet. I understand that:-

- The school uses a combination of filtering and supervision to ensure that pupils cannot access inappropriate materials;
- Whilst every effort will be made by the school to ensure the suitability of materials, the school cannot be held responsible for the nature or content of all materials accessed through the Internet;
- Children's work may be selected for the school's website but their full names will not be used on examples of their work
- The school will have an e-mail address but children will not be given individual e-mail accounts
- Photographs will be displayed in school only to support children's work
- Photographs for external use will not be allowed without parental permission (eg: for newspaper articles etc.)

I agree that the school is not liable for any damage arising from use of Internet facilities

Signed **Date**

The information in this school brochure was prepared in the summer term of 2015-16 prior to the start of the new school year. It relates to the current academic year. The details it contains about this school are correct at the time of writing.

It must not be assumed that there will be no changes affecting relevant information of certain matters before the start or during the next school year, arising from for example, variations in Government or Local Authority policy for education or in funding received by the school.