



School Prospectus 2020-2021



Barley Fields
Primary School

Together we make a family!

Contact Information

Barley Fields Primary School,
Lamb Lane, Ingleby Barwick.
TS17 0QP

Head Teacher

Mrs. Caroline Taylor

Deputy Head Teacher

Mr. Robert Shildrick

Chair of Governors

Mrs. Glynis Pattison

Tel: 01642 767051

Fax: 01642 767308

Email:

barleyfields@sbcschools.org.uk

Website:

www.barleyfieldsprimaryschool.org.uk

Please log on to our school website to access the latest news and information about our school.

Barley Fields is a Co-educational Community Primary School maintained by STOCKTON BOROUGH COUNCIL.

We offer full time education for children from 4 to 11 years of age. Our present school roll is 691. We offer part time Nursery education for 78 pre-school children: 39 each morning and afternoon. This includes 52 "flexible" places.

Stockton Children, Education and Social Care

Municipal Buildings
Church Road
Stockton on Tees TS18 1XE
Tel: 01642 393939

Information Revised April 2020

Welcome to our School

Dear Parent/Carer,

I would like to wish all new children, parents and carers a very warm welcome to the Barley Fields family.

Whether you are a visitor, parent/carer or pupil, we hope that you will find a warm welcome at Barley Fields Primary School. Our aim is to provide a safe, supportive and challenging environment where everybody has the opportunity to reach their full potential as learners. We believe that this is achieved when a child feels happy and secure, and our staff work extremely hard to provide this environment for our pupils.

We believe in high standards of education and behaviour. We offer high standards of teaching and strive to achieve excellence in all aspects of school life. We are deeply committed to working with parents to help children achieve to the best of their ability and will seek to work in partnership from the very beginning of your child's time here. I encourage all parents to talk to either the teaching staff or to me should they have any concerns relating to the education or well-being of their child.

Classrooms are grouped around four central shared areas, each providing a working base for children in the Early Years, Key Stage One, Lower Key Stage Two and Upper Key Stage Two. We also have an IT Suite, Library Area and Studio. We have a dining hall adjacent to the school kitchen and a large school hall available for P.E., assemblies and out of hour's activities.

Externally we have a large school field, MUGA, hard playing surfaces and adequate grassed areas for general play at break and lunchtimes. We also have a separate Early Years play area and garden. The site is completely fenced providing secure grounds for the children. The Nursery is an integral part of the school but is accessible separately from the main building.

In addition, we work in partnership with two external, separately managed, providers. Ryandale and Mrs B's Children's Club who provide wraparound care/play group for 2-4 year olds and breakfast, after school and holiday care for children aged 3-11.

This prospectus is full of useful information about the school's organisation for the current year; it should not be assumed that it would remain the same in subsequent years.

We hope you find it helpful. However, the best way to learn about the school is to visit us and see for yourself. Please feel free to make an appointment with our school administrator if you would like to learn more.

I look forward to meeting you in the near future.

Yours sincerely,

Caroline Taylor
Head Teacher



Aims and Ethos

At Barley Fields Primary School we are a family...

a family built on positive partnerships between school, children, parents, governors, the local community and the wider world.

We...

- aim to create a warm, safe and happy environment where children feel valued and inspired to learn;
- will safeguard the needs of all children and promote their mental health and emotional wellbeing;
- have the highest standards for both learning and behaviour; we will encourage all children to achieve to their full potential;
- aim to create active and resilient learners who develop a 'growth mindset'; persevere when faced with challenge and have pride in their achievement;
- will offer a broad, rich, creative and challenging curriculum, which is fun and accessible to all.

Our School family will respect the rights of every child as enshrined in the UNCRC and promote the Global Goals for Sustainable Development by:

- nurturing self-respect, courtesy, good manners and a caring attitude towards others;
- encouraging children to celebrate and value diversity and difference;
- showing tolerance and respect for all cultures and religions as well as respecting and promoting fundamental British values;
- ensuring the voices of all children are heard – no matter how small;
- developing global citizens who grow up with a sense of responsibility for our planet and for one another.



Ethos

- Happy memories
- Enjoyment and fun
- Practical experiential learning
- Loving of learning
- Friendship, family and community
- Being healthy

Growth Mindset

- Resilience
- Determination
- Perseverance
- Motivation
- Confidence
- Self esteem
- Effort
- Achieving potential
- Independence
- Improving own performance

Personal Skills

- Respect
- Teamwork
- Understanding relationships
- Developing relationships
- Global awareness and responsibility
- Cultural awareness
- Communication

Together we make a family!

The Governing Body

A Message from our Chair of Governors

I'm Glynis Pattison, Chair of Governors at Barley Fields. I have been involved with Barley Fields since the setting up of the school and have been a governor for over 13 years.

Barley Fields governing body consists of thirteen members, including the head teacher. They are representatives from the staff, parents, the community and the local authority. School governors

are people who wish to make a positive contribution to children's education. No special qualifications are required, but enthusiasm, commitment and an interest in education are important qualities to bring to a governor post

Our Governing body is responsible and accountable for all major decisions about the school and its future. Governors have a legal

responsibility to conduct the school with a view to promoting high standards of educational achievement. They set the school's vision and strategic aims, monitor and evaluate performance acting as a critical friend to the head teacher and ensure the school is accountable to those it serves. We approve the school budget and review progress against the budget, plans and targets. The Governing Body meets each term and then it branches off into two sub-committees, Resources, discussing financial, staffing and building issues and School Improvement discussing the curriculum, standards and results. Both groups meet termly.

Barley Fields is a fantastic school, which I am sure you will agree with. If you have any issues or if there is anything that I can help you with, then please contact me via the school.

Regards

Glynis Pattison

Co-opted Governors

Mrs. Glynis Pattison
Mr. Andrew McCulloch
Mrs. Tracey Butler
Mr. Mike Fairbairn

LA Representative

Mrs. Louise Davidson

Parent Governors

Mr. Graeme Flaherty-Jones
Mr. Adam Smith
Mr. Victoria Cardona
Mr. Tom Strachan

Staff Governor

Mrs. Philippa Neave

Associate Governor

Mr. Robert Shildrick

Head Teacher Governor

Mrs. Caroline Taylor

Chair of Governors

Mrs. Glynis Pattison

Vice Chair of Governors

Mr. Andrew McCulloch

Clerk to the Governing Body

Lucy Emmerson
Block B, Educational Development Centre
Stockton Sixth Form College, Bishopton Road West,
Stockton on Tees, TS19 0QD

Minutes and reports of Governor Meetings are available for inspection on request.



Staff

Teaching Staff

Head Teacher

Mrs C Taylor

Deputy Head Teacher

Mr R Shildrick

Teachers

Mrs T Flores-Dominguez (Senior Leader, Early Years)

Mrs E Brand (Senior Leader, Key Stage 1)

Miss E Perkin (Senior Leader, Lower Key Stage 2)

Mrs C Shildrick (Senior Leader, Upper Key Stage 2)

Miss R Johnson

Miss B Grief

Mrs N Thompson

Mrs K Ripley

Mr P Nixon

Miss N Head

Mrs E Richardson

Mrs P Neave

Mrs S Nicholls Pickering

Mrs J Pisani

Miss A Lane

Miss M Atkinson

Mr L Forster

Mrs C Ward

Mr J Ramrekha

Mr U Durrani

Mrs H Burton

Mr T Bartram

Miss A Barton

Miss E Duncan

Mrs A Baxter

Mrs K Thompson

Mrs S Forster

Mrs C Thompson

School Support Staff

School Business Manager

Mrs C Hoyle

Finance Admin

Mrs D Jeffrey

Office Admin

Mrs J Druett

Teaching Support Staff

Mrs T Forster

Mrs T Hurst

Mrs A Cooper

Mrs N Talbot

Mrs J Hall

Mrs E Blane

Mrs R Taylor

Mrs L Foreman

Mrs A Stephenson

Mrs K Conway

Mrs J Myers

Mrs H Eglinton

Mrs S Robson

Mrs G McGee

Mrs J Gauchi

Mrs S Gardner

Mrs A Farrell

Mrs K Ellis

Mrs Woolston

Mrs Hawkins

Mrs McNicolas

Miss Barnfield

School Organisation

Our school is organised into four distinct stages:

- Early Years Foundation Stage
- Key Stage 1
- Lower Key Stage 2
- Upper Key Stage 2

Each Key Stage is based in its own area of the school with its own entrance and exit and toileting facilities. Classrooms are arranged around a shared central area. All classes are of single age groups, which work, in a collaborative Key Stage team.

Teaching is planned and organised to provide the maximum support and opportunity for learning for all children in each class. This will include whole class teaching, group work and individual work depending on the nature of the activity. The pastoral care of children in school is the responsibility of the child's class teacher with additional help and guidance from the Head Teacher and Deputy Head Teacher.

Term Dates and School Holidays

Autumn term 2020

Tuesday 1 September 2020 to Friday 18 December 2020

Half-term runs from: Monday 26 October 2020 to Friday 30 October 2020

Christmas holidays run from:

Monday 21 December 2020 to Friday 1 January 2021

Spring term 2021

Monday 4 January 2021 to Friday 26 March 2021

Half-term runs from: Monday 15 February 2021 to Friday 19 February 2021

Easter holidays run from:

Monday 29 March 2021 to Friday 9 April 2021

Summer term 2021

Monday 12 April 2021 to Tuesday 20 July 2021

Half-term runs from: Monday 31 May 2021 to Friday 4 June 2021 (includes bank holiday on Monday 31 May 2021)

Bank holidays (school closed): Monday 3 May 2021

PD Dates:

Tuesday 1st September 2020

Monday 19th July 2021

Friday 23rd October 2020

Tuesday 20th July 2021

Friday 25th June 2021

Times of the School Day

Nursery:	Morning Session 8.45 am – 11.30 am	Afternoon Session 12.30 pm – 3.30 pm
Reception	8.55 am – 11.45 am	12.45 pm – 3.20 pm
Key Stage 1	8.55 am – 12.00 noon	1.00 pm – 3.20 pm
Lower Key Stage 2	8.55 am – 12.15 pm	1.15 pm – 3.20 pm
Upper Key Stage 2	8.55 am – 12.30 pm	1.30 pm – 3.20 pm

Arrival and Collection of Children.

- We offer a flexible entrance arrangement when doors to classrooms open at 8.45am and children can enter the building.
- All children should be inside the school building by 8.55am.
- We expect children to arrive at school in good time; being late is upsetting for pupils and disrupts the learning of the whole class.
- For security reasons, external doors will be closed at 9.00am with main playground entrances locked at 9.10am. Those arriving after 9.00am must enter by the main school entrance.
- Children should be collected at the end of the school day by an adult (over the age of 16) known to staff.



School Admission

All admissions to school are handled by Stockton Borough Council's Admissions team.

Our school is sometimes oversubscribed. Where there are more applications for a school than there are places available, places will be allocated in order using the oversubscription criteria below:

Stockton Council Admissions can be contacted on 01642 766505.

Stockton's Admissions Policy for September 2020

Admission policy for community schools and voluntary controlled schools

1. Pupils who are in the care of the local authority, or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.
2. Children who were previously in care outside of England.
3. Pupils with a Special Education Need who are going through a statutory assessment and who have been identified as needing a 'named' mainstream school.
4. Pupils who have a brother or sister permanently living at the same address, who are still at the school when the pupil begins. Please note – this criteria only applies to siblings who are of compulsory school age, not younger siblings who attend a nursery setting attached to a school (Primary applications only)
5. Pupils permanently resident i.e. the address at which the child is registered for child benefit, who expresses a preference for that school (proof of address may be required) within the admission zone who have returned a Common Application Form by the closing date (31st October 2019 for Secondary applications and 15th January 2020 for Primary applications).
6. Pupils with exceptional social and / or medical reasons for attending the school. You must submit a letter from the child's GP or other relevant professionals such as a social worker with the application stating why your child's needs can only be met by attending the preferred school.
7. Pupils who live closest to a particular school measured in a straight line "as the crow flies".

Admission to Reception Classes

Children will be admitted to Reception Classes in September 2020 if their date of birth falls between 1st September 2015 and 31st August 2016.

Admission to Nursery

Children will be admitted to Nursery Classes in September 2019 if their date of birth falls between 1st September 2016 and 31st August 2017.

We have provision for 39 children to attend either morning or afternoon nursery for 3 and 4 year olds. We also offer 52 flexible places offering two and a half days. These flexi days are in high demand and whilst we can try our best to accommodate requests, we cannot increase this availability.

- Option A – Daily morning session 8.45am – 11.45am
- Option B – Daily afternoon session 12.30pm – 3.30pm
- Option C – Monday, Tuesday (9.00am – 3.00pm) and Wednesday morning (8.45am-11-45am) or Wednesday afternoon (12.30pm – 3.30pm), Thursday, Friday (9.00am – 3.00pm)

Our Governors reviewed our admissions policy to Nursery and we follow Stockton's policy when offering places. Priority is given to 4 year olds who are:

1. Resident within the admission zone of the school;
2. Not resident in the admission zone of the school and for whom it has not been possible/appropriate to allocate a place at their admission zone school and the school for which the parent is applying is deemed appropriate;
3. Not resident in the admission zone of the school but have a sibling attending the school at the time they take their place in nursery.



Where there are vacancies remaining, up to the set admission number of 39 full time equivalent places, places will be allocated in the following order of priorities for 3 year old children who are:

1. Resident in the admission zone of the school and are deemed to have exceptional circumstance. This includes special educational needs;
2. Not resident in the admission zone of the school and deemed to have exceptional circumstance. This includes special educational needs;
3. Resident in the admission zone and have a sibling attending the school at the time they take their place in nursery;
4. Not resident in the admission zone and have a sibling attending the school at the time they take their place in nursery;
5. Resident in the admission zone of the school;
6. Not resident in the admission zone of the school.

Children are normally admitted to our nursery in the September following their third birthday, however, depending on the number of places available, children may be admitted to the nursery in the term after their third birthday.

We follow Stockton on Tees Admissions Policy when offering places:

Parents are invited to apply for a place in nursery from birth onwards. A nursery application form and full details of our nursery admission arrangements can be obtained from the main school office/website.

Please note that admission to the Nursery at Barley Fields Primary School does not guarantee a place in our Reception class.

Extended School Provision

We are able to offer wraparound provision, breakfast club, after school club and holiday club. If you require further information on the extended school provision, please contact:

Mrs. B's Children's Club

Breakfast, After School & Holiday Club

Mrs. Andrea Broughton

Tel: 01642 766366 Mob: 07935307971

Ryandale Playgroup

Preschool and playgroup provision

Mrs. Anne Dalton

Tel: 01642 308364 Mob: 07863294339

School Information

School Uniform

We have a school uniform that is worn by children from nursery to Year 6. Our children are proud to belong to the school community and value the identity that the uniform provides. The uniform is intended to be smart, practical and economical and adds to the sense of family and belonging we have in our school. We expect all children to be neat and tidy and to take pride in their appearance.

Our uniform consists of:

- Navy blue jumpers, tank tops or cardigans embroidered with the school logo;
- Grey skirt/pinafore/trousers/shorts;
- White shirt/white blouse;
- School tie, navy blue and red;
- School fleeces/raincoats embroidered with the school logo;
- Flat, black sensible shoes (preferably with Velcro fastenings for younger children). Trainers and open toed/heel sandals are NOT allowed.
- Red gingham summer dresses or shorts may be worn during the summer term/first part of autumn term.

Key items of school uniform such as; jumpers, cardigans, ties, fleeces, book bags, PE bags and caps are available to order from the main school office or our uniform suppliers Elizabeth's Embroidery and Motif8. Both suppliers offer a service embroidering children's initials onto uniform for a small extra charge.

P.E. Uniform

Children will need a change of clothing for P.E. activities. These should be kept in a drawstring bag in school and taken home regularly to be washed.

The kit includes:

- plain navy shorts;
- white T-Shirt;
- navy tracksuit;
- plimsolls or a change of trainers.

Items of PE clothing including T-shirts and tracksuits may also be ordered from the school suppliers.

Children who are involved in after-school sporting activities should bring in a separate kit for their activity including additional footwear.

We would ask that all items of uniform/school wear be clearly marked with your child's name.

Extreme Hairstyles

Extreme hairstyles are not permitted at school. This includes extremely short cuts, coloured hair dye and tram lines /etchings cut into the hair. Long hair should be tied back whenever possible.

Jewellery

For safety and security reasons, we do not allow children to wear jewellery of any description for school (e.g. earrings, necklaces, rings, bracelets). Children who inadvertently wear jewellery will be asked to remove it and give it to the teacher for safekeeping until the end of the day.

Children with pierced ears may wear one small stud in each ear (not loops or dangling) which must be removed for PE and swimming by the child him/herself. Young children who are not able to manage this should therefore not wear ear studs.

If a parent considers it necessary to allow their child to have their ears pierced for the first time we respectfully request that this is done at the start of the six weeks holiday. This will ensure that they healed for return to school in September. Children with newly pierced ears who have been advised not to remove their ear studs for a number of weeks will need to place a small piece of sticking plaster – which they must provide – over the ear stud prior to taking part in PE activities. These children, during this period, will not be allowed to take part in organised school swimming activities as the policy regarding the non-wearing of jewellery is strictly upheld by the teaching staff at Thornaby Swimming Baths.

Watches/Fitness trackers may be worn by the older children (Y3 to Y6), though children are personally responsible for their care and security. Watches or devices with any form of external communication technology are not permitted.

Valuables

Children are requested not to bring valuable possessions or money to school unless specifically asked to do so by a member of staff. Such items remain, however, the responsibility of the child. The school can take no responsibility for the loss or damage of clothing or belongings of the children in school. Therefore, such personal items brought into school e.g. coats, pencil cases etc should be clearly labelled with the child's name and looked after by her/himself when in use.

School Meals

Children have several options during the lunch period; school lunch, packed lunch or home lunch.

School dinners are cooked daily in our kitchen by a team of Stockton Borough Council kitchen staff. At present school meals are **£2.05** a day (**£10.25** per week).

All children in Reception classes and Y1 and Y2 classes are entitled to a free meal at lunchtime and we would encourage parents to take up this option.

A copy of the school lunch menu is distributed termly and additional copies can be obtained from the school office/website. We ask parents to make payment using the ParentPay system. Details of this can be obtained from the school office.

For parents who may receive income support, school meals may be provided free of charge to children in all year groups. Information about claims can be obtained from our school office. All claims are treated in the strictest confidence and children receiving meals are in no way distinguished from their peers. Claiming free school meals, if eligible, is very important to register as it can also ensure further educational support for your children as part of pupil premium funding (see section on Pupil Premium).

Parents may prefer their child to have a packed lunch. This should be in a rigid plastic container or lunch box carrier and must be clearly marked with the child's name. Guidance on the content of packed lunches can be obtained from the school website but we request that **no glass bottles, chocolate or nut spreads, canned drinks, sweets, fizzy drinks, nuts or chocolate bars are included.**

We also ask that for the small numbers of children in Reception, Year 1 and Year 2, whose parents choose to send in a packed lunch, we would ask that all small items of fruit/veg, such as grapes and cherry tomatoes, be chopped in half at home before they are brought into school.

If your child wishes to change from school lunch to packed lunch and vice versa, we require **two weeks' notice in writing** from you to the School Administrator. This is



essential as the Cook orders provisions in advance and major changes to school lunch numbers can affect the kitchen staffing arrangements.

Children who go home for lunch must be collected by an adult from the main school office at the start of their lunch period. They should return to school five minutes prior to the start of the afternoon session.

In addition to these arrangements:

- Trained lunchtime assistants supervise the children during the lunch break supported by members of the teaching assistant staff;
- The Head Teacher, Deputy Head Teacher and other senior members of staff are also available;
- No children are allowed to leave the school site at lunchtime without prior arrangement.

Snacks and Drinks during the day

We encourage all children to drink plenty of water during the school day and children should have a clear, labelled, reusable, sport style water bottle for this purpose. Children will be allowed to refill bottles during the school day if they wish. We will provide all new starters with a water bottle on entry and replacements can be purchased from the school office. Please be aware that fruit juice or cordial is not permitted in drinking bottles.



Children in KS2 may bring a small piece of fruit for morning break.

Under the "Fruit in Schools" Scheme, all children from Nursery to Y2 are offered free fruit each day.

School Attendance Information

At Barley Fields, we believe that 'Every School Day Counts' and over the past 4 years have seen a significant improvement in our attendance figures. Children are expected to attend school unless they are too ill to do so. Research has shown that children with good school attendance build up stronger friendship groups and are happy learners.

The Dfe collates data on school attendance patterns and although our figures have improved and are above the national averages, we are aware from our own analysis, which a significant proportion of absences are due to holidays taken in term time. We therefore ask that parents do not taking children out of school for holidays in term time.

The school regularly rewards good attendance, and each year children with 100% attendance receive an award presented during our end of year celebration assembly.

Absence from School

For good progress it is important that children attend school regularly and punctually. If your child is absent, we ask you to make personal contact or a telephone call before 9.30am, to let us know the reason. Failure to notify school will be marked as UNAUTHORISED in the school register. You may be contacted by our school about the reasons for your child's absence. Our school works with the Local Authority's Attendance Officer who is designated to follow up significant absences or lateness.

We also request advance notification if your child has to be taken out of school during school hours. S/he must be collected by a responsible adult. For Fire Procedures, we ask parents to sign out / sign in your child at the main school office. We ask parents not to make appointments in school time, if at all possible, as this disrupts your child's education.

Leave of Absence

The Department for Education have made amendments to regulations with regard to school attendance. From 1st September 2013 regulations specify that Head Teachers may not grant any leave of absence to pupils during term time unless there are exceptional circumstances. From September 2016 we will not grant any leave of absence for pupils during term time unless there are **exceptional circumstances** (see below).

The Head Teacher may only grant leave in term time where the circumstances are exceptional. Before deciding whether to authorise leave of absence the Head Teacher will also consider:

- The impact for the students' academic progress
- The pupil's attendance over the academic year.

Examples of exceptional circumstances include:

- Death of parent/carer or sibling of the pupil
- Life threatening illness or critical illness of parent/carer or sibling of the pupil

- Parent/carer recuperation and convalescence from critical illness or surgery (medical evidence may be required)
- Funeral of parent, grandparent or sibling – Head Teacher will use their discretion having heard from parents/carers about travel and funeral arrangements and taking into account the distance to be travelled.
- Sudden loss of housing through eviction or domestic violence
- Out of school programmes such as music, arts or sport operating at a high standard of achievement
- Religious observance
- Weddings of parents and siblings

Examples of circumstances **NOT** considered as exceptional include:

- Holidays taken in term time due to parental work commitments, non-negotiable shift patterns or costs
- Holidays for the purpose of visiting a sick relative, excepting where the person is seriously ill (medical evidence may be required)
- Pilgrimages by parents

Under normal circumstances, the Head Teacher may give permission for up to 5 days to be authorised during the school year if we have evidence of exceptional circumstances. However if an absence exceeds 5 days a fixed penalty notice may be issued in line with LA policy.

We request that parents of children in Year 6, Year 2 and Year 1 check with school about the dates for National Tests (SATs) before requesting leave of absence. **NO AUTHORISED ABSENCE WILL BE GIVEN FOR PUPILS** during this time.

Illness and Emergency

Should your child become ill, or have an accident at school and we judge it necessary for him/her to go home, we will contact you as soon as we can.

We ask all parents to complete a School Pupil Information form that is retained in school files on our school data system for reference purposes. This form will detail the Emergency Contact arrangements for your child and should be reviewed at the beginning of each academic year. All parents are asked to ensure that they, or an authorised person, can be contacted during the school day. Should these arrangements change during the year, please contact school, as this essential information must be updated. If we are unable to contact you, the Head

Teacher or Senior Staff will take any necessary action within our "in loco parentis" role.

Administration of Medication.

We have limited provision for looking after children who are ill. If your child is not well enough to participate fully in the school day, s/he should remain at home. In some cases, children are well enough for school but have to complete a course of prescribed medicines. These will only be administered during the school day for the following reasons:

- chronic illness or long-term complaints such as asthma, diabetes etc.
- children recovering from a short-term illness who are well enough to return to school but are completing a course of antibiotics that is prescribed to be administered four times a day.

Should your child have or develop a particular medical condition e.g. asthma, please inform the school immediately through the information forms available at the office or on the school website.

All medicines administered must have been prescribed by a doctor and parents must complete a letter of authorisation. All medicines or tablets must be handed in and collected directly from the school office. For full details of school procedures a copy of the First Aid and Medicine Policy can be obtained from the school office/website.

Health Screening at school.

During your child's time at school, regular medical and dental inspections will be held. The school nurse assists in screening arrangements (usually for hearing, height and eyesight). She can be contacted for advice on 01642 606591.

We do rely on parents to inform us if headlice are discovered so that other parents can check their own child's and the family hair. Please note that medical evidence confirms that this condition is not related to standards of domestic hygiene.



Home – School Contact

When your child starts school, you and he/she will be asked to sign a home-school agreement. This document outlines the expectations, roles and responsibilities between school, parents and children to ensure a successful learning journey.

We have many means of communication already set up to ensure clear, open dialogue between parents and school. This includes a half-termly newsletter containing school notices, information about forthcoming events, educational visits, and diary dates. This is sent home via Marvellous Me – our online communication tool and additional copies are available in the main school entrance. Individual class letters regarding swimming, educational visits and assemblies may also be to parent/carers from time to time. We also aim to communicate with the wider school community using our school Facebook page and Twitter page @barleyfieldsprimary.

‘Marvellous me!’ is an app based programme that we use to communicate key information about your child and to reward and recognise their achievements on a regular basis. In 2019-20, 99.7% of parents were actively using this. Parents will receive personalised login details for their child which they can share with family members.

Please ask at the school office if you have any problems using Marvellous Me.



We operate an open door policy and parents/carers are welcome to make enquiries on any matter, small or large, in person, by letter or telephone. Often enquiries can be dealt with on the spot, although it is sometimes necessary to arrange an appointment to talk the matter through in more detail. Your child's

teacher or the school office will be able to answer most of your questions, and will normally be your first point of contact.

However, the Head Teacher and Deputy Head Teacher are always willing to meet to discuss with parents any subject they wish to raise. Please telephone or call in to the school office to make an appointment.

Consultation and Reporting

Parents are welcome at any time to discuss their child's progress and attainment. It is helpful to make an appointment with the teacher for a time that is mutually convenient.

Each year arrangements are made for parent/carers to meet formally with their child's teacher during consultation evenings. These are held in September and February and offer an opportunity for parents and carers to discuss their child's progress with the class teacher, share learning targets and view children's work in the classroom.

Written reports are sent out twice yearly for children in main school. Interim reports are issued in February and annual Reports at the end of the summer term. Children in Early Years will receive a written report at the end of Nursery and Reception.

We hold parents in school events throughout school during the year, when parents are invited to work alongside their children in the classroom. These include challenge days; craft days, nursery rhyme time and curriculum workshops.

Behaviour Management

Our school is a happy place with a warm and friendly atmosphere. Our approach to behaviour management helps create a calm, positive learning environment in which all children can feel safe, happy and valued and in which teachers can teach and children can learn.

From the earliest years, we encourage children to take responsibility for their actions, recognising the consequences of their behaviour. We aim to develop in our children self-discipline, a care and respect for self and others and a respect for personal property. We regularly praise positive actions and appropriate behaviour in our children whenever possible.

We love to share good news with parents and as a school, we have signed up to 'Marvellous Me' - a fabulous online rewards communication system that allows teachers to send achievement notifications to parents via a free app.

Of course, there are times when a child may behave in an inappropriate manner and every effort is then made to make the child aware of the need to remedy the situation through their own actions. If however, unacceptable behaviour persists then sanctions will be used to encourage the child to further consider the implication of their behaviour. If the behaviour is considered serious, parents will be invited to come into school by the class teacher to discuss the child's difficulties and to work out a joint plan of action.

Our Behaviour Management Plan works through a principle of “non-retaliation” i.e. if a child is hurt or upset we discourage hitting/shouting back but encourage them to “TELL AN ADULT” who can then work on the solution and take appropriate action. As such, we also discourage physical contact games at playtimes and lunchtimes.

We do not tolerate bullying behaviour at Barley Fields. We define bullying using the STOP approach (several times on purpose). Our anti-bullying policy makes clear what we expect of our children and how we will respond as a school. Please encourage your child always to tell an adult

or member of staff if they experience any form of bullying so that the matter can be dealt with quickly.

Pupils' behaviour is exemplary both in and out of the classroom. They are well mannered and courteous and are very keen to learn. They have an excellent understanding of how to keep themselves safe. They are knowledgeable about different forms of bullying and say that it rarely happens in school.

Ofsted

The Head Teacher has the power to exclude children who seriously disrupt life at school for other children or staff. This may be due to verbal or physical violence or assault or

persistent refusal to comply with school expectations. Exclusions may be permanent or “fixed term” for up to 45 days per year. This is an extremely rare occurrence and school would exhaust all possibilities including working with other agencies before implementing this option.

Replacement/Repair of School Property

In the rare and unfortunate event of items of school property being deliberately damaged by a child, parents will be informed so that the matter can be fully discussed and the full cost of repair or replacement can be met.

Child Protection and Safeguarding

Designated Safeguarding Lead Mrs. C Taylor (Head Teacher)
Deputy Safeguarding Leads Mr. R Shildrick
 Mrs. C Shildrick
 Miss E Perkin
 Mrs. E Brand
 Mrs. T Flores Dominguez

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All staff receive regular Child Protection Training.

Parents and carers should be aware that the school has a duty to take reasonable action to ensure the welfare and safety of all children. In cases where members of the school staff have cause to be concerned that a pupil may be subject to ill-treatment, neglect or other forms of abuse, staff will follow the Local Safeguarding Board Child Protection Procedures and inform the Children’s Social Care of their concern. The school’s Child Protection and Safeguarding Policies can be found on the school website.

Complaints

We recognise that from time to time problems or concerns can arise. When this happens, it is always our intention to work with parents and children to resolve these with you. So if you do have a concern, please do feel comfortable to share it with us, so that we can address the problem together. Please feel free to speak to the class teacher at the end of the day and the problem can be quickly resolved. If this is not possible or you need more time to discuss the matter, you can:

- send an email/ letter to your child’s teacher clearly stating your concerns;
- arrange an appointment with your child’s teacher at a mutually convenient time when you can share your concerns and a way to address the issue can be agreed.
- If, after this, you feel the problem has still not been resolved, please ask at the office to speak with the Head Teacher.

Our Governing Body has an established procedure for considering complaints from parents relating to the school curriculum and other matters. In practice, we hope that all complaints can be resolved in partnership with the school and encourage parents to raise any concerns they might have with the Head Teacher in the first instance. We also welcome any positive comments, compliments or suggestions to help provide a better service.

Serious concerns should be addressed in writing to the Chair of Governors. If this fails to satisfy the grievance then the complaint will be submitted to the Governor’s complaints panel. Following this, an appeal can be made to the local authority. A copy of our complaints policy can be obtained from the school office/website.

Charging and Remissions Policy

Throughout the year, children will be taken on educational visits and specific activities to broaden their experiences as part of the themes studied. As they are part of our curriculum provision, we do not charge for these activities. However, as School Fund cannot cover the entire costs of these opportunities transport/entrance fees etc., we do ask parents to make a VOLUNTARY contribution to help us pay for the activity. No child will be excluded from a visit because of inability or unwillingness to make a contribution. If, however, insufficient contributions are made, some visits may have to be cancelled. This policy is in line with that of the Local Authority. We want to assure parents that we plan these activities carefully, in terms of educational benefit, cost, safety and enjoyment.

If there is a specific reason you are unable to make a contribution and you would like to discuss this with the Head Teacher, please feel free to make an appointment to do so. The school has introduced a fund to assist families with specific needs. If finance is a barrier to your child taking part in any activity please request a 'Narrowing the Gap' application form.

Pupil Premium Funding

The Government provides additional funding to all schools for children in certain key groups. This funding is known as the Pupil Premium Grant and is intended to allow each school to make additional provision for children who are in receipt of free school meals, those who are looked after by the local authority or recently adopted and those whose parents are members of the armed forces.

At Barley Fields we utilise this funding in a variety of ways to enhance the achievement of pupils in these groups where necessary. We use this funding to offer additional teaching support, one-to-one tuition, targeted group teaching, individual tuition and speech and language support. The funding is also used to ensure the inclusion of pupils in this group in all enrichment and extra curriculum opportunities.

We carefully track and monitor the attainment and progress of all children in this group as part of school accountability procedures. The results of this are published on our school website or are available from the school office.

School Council

We have an active school council who work collectively to represent their peers in matters and decisions that affect

them and their education. Each year, classes elect a member of the school council to represent the views and share the ideas of peers in their class in a monthly meeting. The school council also present star award merit badges as part of star assembly and lead the school in a range of fundraising activities. We also have an eco-team who work hard to promote environmental awareness both at a local and global level.

Our school council and eco-team base their work around the promotion of the rights of every child as enshrined in the United Nations Convention on the Rights of Every Child (UNCRC) and the Global Goals for Sustainable Development. As a Rights Respecting School, we believe that our school council and eco-team are hugely important in the effort to promote pupil voice and global citizenship.

Friends of Barley Fields (PTA)

The PTA was established with a view to raising funds and organising activities that will benefit all pupils within the school. All parent/carers of Barley Fields pupils are welcome to join the PTA, as they are always looking for new members. The main event of the year is the summer fayre, but we have also enjoyed key stage discos, fashion shows, Christmas activities and presents for all children in school. The PTA generously donates equipment and resources to school. Please let the school office know if you would like to be involved in any of the fundraising events or contact them via their Facebook page.

Parents Helping in school

Parents are always welcome in our school and our policy covering parental volunteers in school gives further details about this. There are many ways that parents can help, so please do not be afraid to offer some time or suggest other ways of being involved. We pride ourselves on our family atmosphere and encourage all aspects of the community to be involved in the life of the school.

Mobile Phones

For safety and security reasons, we have a strict mobile phone policy within the school building. We actively discourage children from bringing mobile phones into school but when parents feel this is necessary for older pupils, key guidance on their use and access is given which all pupils must adhere to. Failure to comply with school rules on mobile phone use will result in confiscation of the phone that must then be collected by an adult from the main school office. A copy of our mobile phone use policy can be obtained from the main school office.

The Curriculum

At Barley Fields Primary School we pride ourselves on the quality and breadth of our curriculum. It is designed to cater for all pupils - regardless of gender, race or current level of intellectual skill. As well as being academically demanding, our curriculum is also devised to promote growth mind-set principles and develop our children into confident, self-motivated and resilient learners. It is created to promote the spiritual, moral, cultural, social, cognitive and physical development of each child.

Children in the Early Years (Nursery and Reception) engage in a wide range of learning activities and tasks that are integral to our planned school curriculum and are based on EYFS statutory framework. Learning is focused on play and practical experience and covers seven areas of learning; Communication and Language, Personal, Social and Emotional Development, Physical Development, Mathematical Development, Literacy, Understanding the world and Creative development.

The school curriculum includes those subjects specified within the National Curriculum (5-11) for England and is followed by children from Y1-Y6. These are:

- English
- Science
- History
- Music
- Art and Design
- R.E
- Mathematics
- Computing
- Geography
- Design and Technology
- P.E.
- MFL – French

Our curriculum also encompasses areas such as Personal, Social and Health Education (PSHE).

Our Curriculum has recently been revised to ensure that we meet the statutory demands of the National Curriculum (2014) whilst making the curriculum content relevant, progressive and personal to our children. Where possible we include studies of local heritage and culture, the geography of our region and famous local people.

Within all curriculum areas, continuity and progression have been carefully considered and children will follow a varied and stimulating curriculum that will allow them to learn knowledge, skills and concepts in a logical and planned sequence of learning. The curriculum will also allow the children to consolidate and build their learning on previous experience and understanding.

Full details about our curriculum content and sequence in each year group is available on our school website.

English

This is a central aspect of our school curriculum. The majority of our children speak English as a first language and we aim to develop all aspects of English to enable every child to develop skills and knowledge to communicate and explore, understand and be understood in order to fit them for the world in which they live. English is an essential core skill that we develop not only in "English lessons" but also throughout the whole curriculum. Your child will be taught reading, writing and spelling during English teaching as well as opportunities taken to develop their speaking and listening skills.



Reading

We have an extensive and rich literary environment at Barley Fields with the provision of quality reading material including fiction, non-fiction, poetry and reference books. This is supported with progressive reading scheme resources, covering many interests and is carefully structured to help reading development. We teach children to read using a variety of methods including synthetic phonic development and high frequency word recognition. We want children to find pleasure in reading and therefore allocate time each day to develop the habit of quiet reading or to listen to stories read aloud by adults.

We use a range of IT resources, educational software and APPs to promote progress in reading. As a school, we have subscribed to a programme called 'Reading Plus' for children in Y4-Y6, which can be accessed from home, and which promotes progress in reading as well as cleverly monitoring and assessing children's responses. We have also subscribed to an online reading library called EPIC which gives children access to hundreds of books which can be used to enrich the topics that they are studying as well as to promote individual progress in reading.

We fully involve parents in the teaching of reading and staff will explain your important role in relation to this. Children will bring reading material home daily along with personal Reading Records in which we ask you to make constructive comments. We really value your support in completing the home/school reading diary as it has a major impact on children's progress.

Writing

Children are encouraged to write as soon as they start nursery in the form of mark making, becoming aware that writing carries meaning. We have planned a progression for teaching different forms of writing (e.g. stories, letters, lists, recipes, accounts, poetry, descriptions etc.) and follow a teaching approach known as 'talk for writing'. Children are encouraged to plan and draft their work on some occasions and to use the word processor and other information technology equipment we have available.

We also adopted an approach known as 'Read, Write, Perform' which allows the children to write for a real purpose and audience and provides them with opportunities to use a range of APPs and creative software to publish their work. Children have regular access to IPADs and teachers use a programme called SEESAW to provide the children with ongoing verbal and written feedback as well as tutorials which are used help the children improved their written work further.

At Barley Fields we follow a cursive style of handwriting that follows an 'in stroke'. This is taught from Year 1 onwards and concentrates on correct letter formation and the joining up of clusters of letters. A copy is available from your child's teacher. We value and encourage well-

presented work for specific occasions and on a daily basis. We use a variety of techniques in the teaching of spelling depending on the stage of development, including magic spelling, word banks, dictionaries and personalised wordbooks. As a school, we use a programme called Spelling Shed, which can be accessed from home, to develop skills in spelling and to ensure that all children make progress towards becoming

competent in the application of age-specific spelling rules and that they are able to accurately spell words from the year group spelling lists as outlined in the National Curriculum.

Mathematics

Mathematics is developed through a commitment to the development of 'mastery' skills and an application of core

skills in arithmetic to problem solving and reasoning. The school bases its approach to the teaching of mathematics on educational research and resources developed by White Rose Mathematics as well as by educational experts such as Gareth Metcalfe. Throughout school, we use morning work to promote mathematical fluency and problem solving which is formatively assessed on a daily basis and adapted to meet the needs of the children.

By key stage 2, emphasis is placed on ensuring the children have developed rapid recall of core skills in mental arithmetic as well as having developed the ability to choose between the use of mental methods of computation and formal written methods.

The development of reasoning skills and mastery is achieved through a mathematics curriculum that allows for experimentation and enquiry; which celebrates and promotes mistakes and risk taking in line with the school's commitment to the development of growth mindset.

Science

In our school we aim to provide all children with the opportunity to develop their knowledge and understanding of Science, as set out within the National Curriculum - largely through their direct involvement in a range of practical / investigational activities as related to their age and stage of development. Such activities are intended to encourage the development of specific skills related to scientific investigation. Children are encouraged to ask questions, to plan and carry out investigations i.e. to observe, to measure, sort and classify, record and interpret their findings, hypothesize and construct 'fair tests'. Such practical skills will provide the children with the means to explore and investigate the world of science and therefore develop a further understanding of it.

All children, from nursery age onwards, will be engaged in the study of a range of scientific areas - including life and living processes, - materials and their properties and physical processes that will help them gain a progressively greater awareness of themselves and the physical and biological environment around them. The development of our school grounds to include growing spaces, animal care and the nearby pond has supported this element of the science curriculum. School visits to local wooded areas, the Sealife Centre and visitors from organisations such as Zoolab and the Tees Valley wildlife trust also enrich our children's learning in science. We are also in the process of developing a forest school which, when complete, will provide the children with a whole range of ways to investigate science and the world around them through the provision of an outdoor classroom.



Computing

Our school has invested a great deal of funding into IT provision and resources. It is our aim to prepare the children for the central role that IT will play in their future lives.

We have excellent facilities including a fully equipped computer suites and access to iPads. This allows the teaching of coding skills, the use of information technology and awareness of digital literacy and e-safety. Every classroom and a variety of other teaching bases are equipped with interactive whiteboards connected directly to the school network which can access a range of software to enhance teaching and learning across the whole curriculum.

Our curriculum is designed to use IT equipment very creatively utilising a range of APPs and educational software. Digital literacy and e-safety is promoted daily through the use of an extremely valuable educational tool called Seesaw.

History

Our curriculum is carefully designed to encourage skills in historical enquiry and interpretation which help the children question the reliability of evidence and helps them to develop investigative and problem solving skills.

History can mean two things – awareness of the past and the study of the past. We believe the past influences all aspects of our lives. It shapes the customs and beliefs of the communities to which we belong. Our aim is for children to enquire about the past and to use the knowledge to help them make sense of the world in which they live. To appreciate how past events and actions have influenced and formed the present. Children are by nature curious and it is our aim to develop this curiosity about the past. Children in the early years do have a past of their own to discover and remember; we aim to develop the children's concepts of time, place, awareness of their own environment and family, gaining some idea about their own history. This is extended in the later years where areas of study are planned around topics, projects or themes.

We use a variety of sources of evidence - visits, visitors, collections and artefacts, books, the internet, computer programs - as starting points for history. Children are enthused by visits to places such as Eden Camp, Beamish, Preston Hall Museum, Captain Cooks Birthplace Museum and Kirkleatham Hall.

Geography

We aim to deliver Geography in a variety of ways including

through cross curricular topics or as discrete teaching. During their time at school the children will study the geographical features of their immediate surroundings and progress to studying other localities in the wider world. In doing so, we aim to increase each child's awareness and understanding of the world in which they live. In order to support this learning, understanding and enjoyment of Geography, we use a wide variety of resources (e.g. visits, visitors, artefacts, videos, reference material and I.C.T. programs) to provide the children with as much first hand and relevant experience as possible.

We want our children to develop an awareness of their environment and to respect this as well as developing a concept of time and knowledge of what has happened in the past. The children will have the opportunity to learn about the past from a range of historical sources. The children's geographical skills will be developed by studying the local environment as well as locations further afield. Children are enthused by visits to places such as Whitby and Tynemouth.

We also use geography as a way of allowing the children to study the rights of every child as enshrined in the UNCRC and to promote global citizenship through the Global Goals for Sustainable Development.

Music

Taking part in a range of music-making activities is the most effective way for pupils to develop a real understanding of music. Music education is therefore experienced through an active involvement in listening, appraising, performing and composing, which are the main components of the National Curriculum for Music. The enjoyment of music is strongly encouraged by providing opportunities for pupils to express ideas and feelings through music. Pupils will then experience personal satisfaction through making music together. Pupils will listen and perform from a wide variety of styles in music, which will help to develop an awareness of different times, traditions and cultures. Music skills are also enriched as part of our afterschool club programme which includes additional lessons in percussion, keyboard and guitar.



Art and Design

Every child in our school has the opportunity to experience the creative area of learning through Art and Design. The children are given experience using a wide range of materials, tools and media, for both two and three dimensional work. This is intended to promote an increased sensitivity and a development of art/design techniques. The children are encouraged to use observational skills to develop visual perception and to improve manipulative skills in the execution of their art work. The children are also encouraged in their appreciation of our artistic traditions and come to understand the styles of other cultures and artists, making practical connections between this and their own work.

Art also complements other curriculum areas and we endeavour to display the children's work to its best advantage, creating a bright, stimulating environment which reflects the quality of the work carried out in the school.

As a school, we work with a local art studio which the children visit to extend their skills in art and this year will have an artist in residence. Furthermore, we were recently selected to work on an international art project in conjunction with a school in the Lebanon. The work produced from this project will be showcased at the Stockton Riverside Festival.



Design Technology

Design Technology as a subject is intended to provide children with the opportunity to search for and provide practical solutions to real problems. This type of activity will involve all children working, at their own level, within the 'design process', i.e. generating and researching a need, making a

design, making a practical response - e.g. a model and finally evaluating the finished article. Children at Barley Fields will have the opportunity to work with an increasing range of materials as they progress through school, including reclaimed materials, resistant materials, food and textiles, and will be taught to safely handle a greater range of tools. In addition, children will learn about those structures, mechanisms and energy systems which might be used in their designing and making activities

Such problem-solving work is intended to further promote the children's self-reliance, perseverance and initiative. We hope that our children will develop in all these areas and also experience the fun, excitement and feeling of achievement to be found in Design Technology as they 'learn through doing'. Our older children have a fantastic opportunity to work with engineers from Cumins and Greenpower to design and create a race-car which they race at Croft Circuit in Darlington.

Physical Education

P.E. at Barley Fields is highly regarded as an important part of school life and has a planned programme of activities, contributing to the development of the whole child. We are committed to raising children's fitness and health through quality and interesting P.E. activities. We invest heavily in the use of coaches to enrich the P.E. curriculum and to enhance the quality of children's learning. Through our programme children have opportunities to participate in sports such as Dance, Gymnastics, Tennis, Cricket, Tag Rugby and Athletics.

Our PE curriculum will include the teaching of skills relating to agility, body awareness and coordination. We have excellent PE facilities with the use of a range of PE resources both small and large, a large hall for indoor activity and our recently built Multi-use games area (MUGA) for outdoor activity.

Children must be suitably dressed for PE in the school kit (white T-shirt, navy blue shorts, navy blue tracksuit). Appropriate footwear will be needed for outside activities. Kits must be stored in a drawstring bag due to our limited cloakroom space.

In Year 3 as part of the KS2 PE curriculum all children are expected to take part in Swimming at Thornaby Baths.

Our PE provision is also enriched after school with activities such as Dance, Gymnastics and Football which form a regular part of the school programme.

Religious Education

Religious Education in our school is provided within the framework of the Stockton Agreed Syllabus. We seek to contribute to the spiritual, moral, social, cultural and intellectual development of pupils by helping them to learn about religion and to learn from religion. "Religious experience is based on the acknowledgement of a spiritual reality that gives significance to life which transcends the material world." All children will have the opportunity to explore the nature of religion and the influence it has on its members. We introduce children to aspects of Christianity, together with elements of the world's major religions

including Sikhism and Hinduism. Visits to local places of worship are included in the curriculum for RE.

We aim to develop the children's ability to reflect on what might be learned from these religions and how lives are affected by different dimensions. We aim to encourage respect and tolerance for those holding different beliefs. We do not attempt to "convert" children, rather we hope to enrich and enliven the child's whole understanding of the world in which they live. We aim to develop a spiritual awareness in children and a sense of awe and wonder which may help them make sense of our world.

NOTE: If the parents of any child attending our school wish that she/he be withdrawn from R.E., the Head Teacher will be happy to arrange a meeting to discuss this situation and make appropriate arrangements for alternative activities.

Modern Foreign Languages - French

Children from Y1 to Year 6 are taught French. In KS1 they use the dinocrocs emergent Language programme which links early French language development with everyday activities, familiar characters, games, rhymes and songs. From Year 3 onwards French teaching focuses on the acquisition of basic vocabulary, phrases and grammar. For many children, this lesson is a highlight of their week!

Sex and Relationships Education

The Curriculum Committee of the Governing Body has developed and agreed the Governors' policy for Sex and Relationships Education (SRE). A process of consultation with parents and staff took place during its development.

Sex & Relationships Education is a process which aims to support the personal and social development of all pupils, to develop self-esteem, a sense of responsibility and quality relationships. It is an integral part of the learning process for all children in school. Sex Education encourages exploration of moral issues and values, consideration of sexuality and the development of communication and decision making skills. School uses the Lucinda & Godfrey SRE scheme. A full copy of the policy and outline teaching programme is available from the school on request.

NOTE: Parents can withdraw their child from all parts of sex education provided, except that which is required as part of National Curriculum Science.

Complaints about the Curriculum

Parents have the right to make a complaint about the curriculum we offer and the LA has established a procedure for considering these complaints. We hope that parents would feel able to raise their concern in the first instance

with the class teacher or Head teacher. We value these informal dialogues and are always willing to listen and discuss ways to further improve what we offer the children here.

Parents can request to see copies of the National Curriculum, OFSTED report summaries, and policies in use by arrangement.



Statutory Assessment and Reporting Arrangements

The assessment of individual children's performance within the National Curriculum will be regularly undertaken by all staff during the course of the year. Assessment is intended to help staff recognise pupil achievement and progress, to establish what children know, understand and can do and to identify strengths and weaknesses, so that a planned response can be made as to the next steps in their education.

Observing daily classroom activity and the marking of books offer key indicators of learning. These are in addition to more formal assessments that are undertaken each half term/term.

In accordance with the requirements of the National Curriculum, children who are at the end of some year groups (EYFS, Y1, Y2 and Y6) are formally assessed against national standards and parents, the Local Authority and the Department for Education are informed of results.

At the end of Foundation Stage, children are assessed against the Early Learning Goals and judged to be "emerging," "expected" or "exceeding" these measures. A child who is achieving the Early Learning Goals in their Personal & Social Development, Literacy and Mathematical development is judged to have a "Good Level of Development" and is considered able to fully access the curriculum in Y1.

In Y1, children are assessed against a national phonics standard (how well they can blend letters to read words). We follow a synthetic phonics programme of teaching based on 'Letters & Sounds' and our children always perform well in these tests – 90% + for the past three years.

In Y2, teacher assessments of children's understanding in maths, reading, writing and science are reported. Tests in reading, spelling, grammar and punctuation and maths offer additional evidence to support teachers' judgements about how well a child is performing against age related expectations and national expectations.

In Y4, children complete the multiplication test at the end of the academic year to assess their competency and recall of multiplication facts.

In Y6, formal assessment through National Curriculum Tests is undertaken during one week in May. Children are assessed in reading, spelling, grammar and punctuation and maths. Their writing in different subjects from across the year is also assessed by their teachers against strict criteria. These results will be reported to parents, the Local Authority and Department for Education by the end of the term and are passed on to receiving secondary schools.

Children across school are assessed against Age Related Expectations i.e. whether or not they are working at the expected standard for their age or at greater depth within the standard.

Collective Worship

At Barley Fields we value our collective worship and the opportunity to share our insights into our place in the world, our purpose of being, our responses to questions of "right and wrong". This is done in a secure atmosphere

and in a variety of settings i.e. whole school, key stage, year group or in classes. The law states that "collective worship must be wholly or mainly of a broadly Christian character, though not distinctive of any particular denomination". Our Friday worship often takes the form of a celebration of our children's achievements.

NOTE: Parents/carers have the right of withdrawal of their child from collective worship and the

Head Teacher will be happy to arrange a meeting to discuss this. Supervision will be given to the child and appropriate work given.



Sporting Achievements

During the past academic year, the children have been enthusiastically engaged in a wide range of sporting activities including games, dance, swimming, gymnastics and several other outdoor pursuits. School has been a holder of Sport England's Active Mark since 2007. There are regular after school sports sessions during the year, successfully run by school staff, our school sport's coach Danny Fowler and by qualified F.A. Coach, Mark Cromack.

The school offers a variety of activities including Multi Sports Coaching, Football and Dance. In addition, specialist Sports Coaches in cricket, football and tennis are regular visitors as part of the PE curriculum.

Competitive Sports

Children in all year groups are given opportunities to take part in inter-year group challenges (intra school sports). Children from Early Years, Y1 and Y2 take part in cluster sports festivals at various locations around Stockton. Each year a team of children represents the school in the Tees Valley inter-school athletics competition and we also have children taking part in local and regional tennis festivals. Y5/Y6 children compete in the annual Thornaby Schools Swimming Gala, leading to the annual Stockton Schools' Gala where they enjoy the experience of taking part in a team and competing with other local children. Year 5 & 6 pupils also enter the Kwik Cricket Festival for a day's "friendly competition" with Stockton Cricket Club.

Home Learning

Parents are encouraged to support their child and the school in the policy of hearing their child read, practicing spellings, teaching tables etc. More formalised home learning will be given as your child progresses through the school. Our home learning guidelines can be obtained from the school website.

Extra Curricula Activities

In addition to our regular curricula opportunities and educational visits, we offer a range of after school and lunchtime clubs. Details of the clubs are distributed at the beginning of each term places are allocated on a first come, first served basis. Clubs are run by a mixture of external coaches and staff. Enrichment opportunities typically include: Football, Netball, Guitar, Keyboard, Art and Craft, Choir and Drama. In order that these clubs can run the school makes a small session charge to all pupils who participate. However, if for any reason you are unable to make a contribution and you would like to discuss this

with the Head Teacher, please feel free to make an appointment to do so. The school has introduced a fund to assist families with specific needs. If finance is a barrier to your child taking part in any activity please request a 'Narrowing the Gap' application form.

Residential Visits

Residential trips are offered annually to children in Year 4 and 6. These are an opportunity for children to develop their skills in cooperation and teamwork as well as independence.

Year 4 children have the opportunity to visit Robinwood Outdoor activity Centre in Alston, Cumbria. Here the children have opportunities to try out activities such as rock climbing, caving, canoeing and archery, as well as many activities designed to promote teamwork skills in a safe and purpose built environment.

In Year 6 pupils visit the Glaramara Outdoor Centre in Keswick for a 3 day mid-week visit. Here activities are slightly more challenging and conducted in the 'real outdoors'. Canoeing on a lake, building coracles and rock climbing up a real rock face are just some of the activities the children participate in.

Special Educational Needs and Disabilities (SEND)

At Barley Fields we pride ourselves on our inclusive ethos and work collaboratively with parents to identify and meet the needs of all pupils. Occasionally children experience extra difficulty with their work or struggle with other aspects of their progress and development. In Barley Fields these children receive specialist help and support according to the Special Educational Needs Code of Practice. Provision and monitoring of their needs is undertaken by the school SENCo team who will work in partnership with parents, teachers and teaching assistants to coordinate specialist support and intervention. In most cases support is provided by the school and includes children's access to small group and individual tuition following planned programmes of intervention and support within their mainstream class to facilitate access to the curriculum.

Special Educational Needs Co-Ordinators (SENDCO):

- Mrs Taylor (Head Teacher)
- Mrs P Neave
- Miss R Johnson

Teachers who hold the posts of SENDCO are the main school contact for parents of children with special educational needs (SEN). They play a significant part in the implementation of the Code of Practice procedures with our staff and parents. They work alongside teaching and support staff, as well as speaking directly to parents and support agencies.

We view any considered response to a pupil identified with special educational needs as best met through the very necessary partnership of parents, teachers and any outside agencies involved. The Code of Practice focuses on the principle of "Inclusion" into mainstream schools of children with SEND where support is available, appropriate and practicable.

If it is felt that a child has special educational needs, the parents of a child in question will be informed and their contributions, support and advice welcomed. Such children will be entered onto a Special Educational Needs Register so that their individual needs can be better identified and addressed. This is known as **School Support**.

Some children may require additional support, assessment and advice from outside agencies. These may include local specialist school units for children with learning difficulties, ASD or emotional needs, ABC Counselling or Speech and Language Therapy. In some cases, where the child's needs are many and complex, they may require additional support through application to the local Authority for High Needs Funding or through the provision of an **Education, Health and Care Plan**.

Further information on Special Educational Needs provision is available on the school website.

Admission Arrangements for Pupils with Disabilities

The provision of the Disability Discrimination Act, 1995, and subsequent updates, requires us to describe our admission arrangements for pupils with disabilities. This would include, for example, children with mobility needs, sensory impairments affecting sight and hearing, severe learning disabilities, disfigurements and progressive conditions where impairments are likely to become substantial.

Under the Code of Practice, most children on our Special Educational Needs register at present are not 'disabled' within the meaning of the Act. However, the Government and Local Authority have a commitment towards inclusion of children considered disabled, wherever practicable to mainstream schools and an aspiration to provide appropriate support arrangements.

We always endeavour to meet the needs of all children and school will admit children where provision is reasonably practicable. Where it is not, we shall work with parents/carers and support agencies closely to explore more suitable alternatives.

All children on our SEND register have full entitlement to the National Curriculum and other curriculum activities offered by Barley Fields during school hours. This access may be limited for some children because of their own highly specific needs. However, our staff are committed to endeavouring to ensure that those children can participate at their own level where practicable. For example, staff will wear radio aids to ensure that children with hearing impairments can participate in class and assembly and space is created in the class area for specially adapted furniture and apparatus.

Every school in Stockton-On-Tees has a plan to improve access for children with disabilities. Our school building has been constructed with features designed to improve access and has many facilities to support children with disabilities. It fulfils regulations outlined in the Disability Discrimination Act. For example, key main entrances have automatic doors and allow access to children in wheelchairs. The school is single storey, has wide corridors and toilet facilities with disabled access. School aims to do whatever is practicable to support the inclusion of all children.

Steps Taken to Prevent Children with Disabilities from being treated less favourably than other children

All children on our present SEND register have full entitlement to the National Curriculum and the other curriculum activities offered by Barley Fields during school hours. This access may be limited for some of those children because of their own highly specific disability. However, our staff are committed to endeavouring to ensure that those children can participate at their own level where practicable. For example, staff will wear radio aids to ensure that children with hearing impairments can participate in class and assembly and space is created in the class area for specially adapted furniture and apparatus. Children have opportunities to socialise with their friends and peers in so far as their disability allows.

Facilities provided to assist children with disabilities in accessing Barley Fields Primary School

Every school in Stockton-On-Tees is required to produce a plan to improve access for children with disabilities. Our school building has been constructed with features that improve access and with many facilities to provide for

children with disabilities. It fulfils many regulations outlined in the Disability Discrimination Act. For example, main entrances have automatic doors and allow access to children in wheelchairs. The school is single storey and wide corridors and has toilet facilities for disabled access. School aims to do whatever is practicable to support the inclusion of all children.

School Complaints Procedure

The Governors, in line with DFE requirements, have a procedure in place for dealing with complaints. Initially, the matter should be discussed with the relevant member of staff. Secondly, if unresolved, the complaint will be heard by the Head Teacher. Thirdly, the Chair of the Governing Body will hear the complaint, should the first two stages not satisfy the complainant. A copy of the Complaints Policy that has been adopted by the Governing Body can be found on the school's website.

We also appreciate feedback from parents telling us when we get it right either verbally or in writing. This positive feedback helps when we are planning for the future, plus everyone likes a 'pat on the back' from time to time.

Safety and Security on Site

We all have a heightened awareness of school security and safety and our school has been designed with that in mind. The governing body has a Buildings Committee to agree and review our practice and policy regarding school security, safety and well-being on the school site and health and safety for both children and staff. For the six and a half hours of the day when your child is in our care, we shall endeavour to maintain these high standards.

Entrance to the Building

The school site is completely secure with electronic security gates opened for access at key times at the beginning and end of the school day. Entrance and exit during the school day should be made via the main school office and can be accessed using paths from Lamb Lane and the cycle path. Parents and children must not walk across the staff car park.

In our building, we use four entrances to Main School, via the playground doors, where the majority of children will enter as appropriate. These are clearly labelled. The schoolyard is secured with electronic gates that are only opened at the start and end of the school day.

Playground Safety

We are very fortunate to have some fabulous equipment on our schoolyard. These are for the sole use of our children during playtime and lunchtime periods. Areas such as the Early Years Garden, Timber Trail, Evie Grace's Place and our MUGA area must not be used before or after the school day due to health and safety reasons. Parents should fully supervise their children at these times.

We fully encourage children to come to school by bike or scooter. These can be safely stored in our cycle store during the school day. However, school accepts no liability for the loss or theft of bikes and scooters and parents should ensure they are securely locked. Children arriving at school on bike and scooter must not ride these on the schoolyard under any circumstances.

Lunchtime and Playtime Supervision

We have a large team of Lunchtime Assistants and Teaching Assistants, trained in first aid, who carefully supervise the children at lunchtime. At morning break, there are several staff, including teachers on duty outside, many of whom are trained in First Aid. Children are not allowed near the fences and we teach them the boundaries of where they may or may not go in order that our supervision is efficient and secure. We ask that parents, grandparents and friends do not come to the school fence to talk to the children because we do not know all of you and therefore cannot be certain who is talking to our children.

Car Parking

The parking bays in Lamb Lane are the main dropping off points, though this limited space quickly becomes congested. If you are bringing a child or waiting to pick up a child please park your car in the parking bays on Lamb Lane. If these parking bays are full, please park well away from the school entrances so that children may have a clear view of other traffic. We ask parents to consider car sharing or walking to school with their children.

Parents/carers must not park in the roundabout area at the end of Lamb Lane that are designated with yellow lines as no parking areas. This creates a significant hazard or other road users and can cause problems for our neighbours in the Care Home. Periodically we do have issues with thoughtless parking by some members of the school community. Thoughtless parking is a danger to our children, creates hazards and frayed tempers. Please park responsibly.

The Community Police Team and Stockton Parking

Enforcement Officers regularly monitor this situation and are empowered to give £60 penalty notices. If you have any concerns re parking, please contact Parking Enforcement on 01642 527792.

Please help us to keep our children safe.

Staff Car Park

The school car park at Barley Fields is for staff, governors, L.A. officials and contractors' vehicles ONLY. The one exception to this concerns children with particular medical needs, parents with mobility needs and day nurseries who may make special arrangements with the Head Teacher to arrange car parking in this area.

We have an automatic barrier at the entrance to the school car park that is in use during the working day to maintain site security and car park safety.

Smoking

In line with national Government legislation, we have a policy of no smoking in our school building at all times for the health and safety of our children, staff and visitors. This extends to ALL areas inside our perimeter at all times.

Dogs

No dog is allowed in school with the exception of Guide Dogs accompanying visually impaired people. Dog walking on the site is not permitted for the obvious health hazards it creates for our children. If parents bring dogs, please do not leave them unattended at any time or tied to the school security fence.

Inspection of Documents

Any member of the public is allowed to look at curriculum documents (including schemes of work), governing body papers, policy statements, DfE circulars and occasional papers that have been sent to school, Ofsted reports on the school, complaint procedure and the agreed syllabus for R.E. Please contact the Head Teacher for further details.



Barley Fields Primary School

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Together we make a family!