



School Prospectus



Barley Fields
Primary School

Together we make a family!

Contact Information

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

Head Teacher

Mrs. C. Taylor

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Mr. R. Shildrick

Assistant Head Teacher

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Chair of Governors

Mrs. G. Pattison

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Website:

www.barleyfieldsprimaryschool.org.uk

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

We offer full time education for children from 4 to 11 years of age. Our admission capacity is 630. We provide 15 hours of Nursery education for 78 pre-school children.

Information Revised
November 2022

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Welcome to Our School

Dear Parent/Carer,

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 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 Therapy Area. 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, Forest School, MUGA, hard playing surfaces and adequately grassed areas for general play at break and lunchtimes. We have a separate Early Years play area and garden. The site is completely fenced providing secure grounds for the children. Our 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.

We hope you find the information in our prospectus helpful. However, the best way to learn about our 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!

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.



Times of the School Day

To assist with social distancing, crowding on the school yard and parking congestion we operate a flexible early drop-off system which operates outside the directed school teaching hours.

Gates open at 8.30am and classroom doors open for children to enter their classrooms from 8.40am each morning. Our school day commences at 8.45am and children should be collected at 3.15pm each afternoon

NURSERY

Attendance options are as follows:

- Option A – Daily morning session 8.45am – 11.45am
- Option B – Daily afternoon session 12.15pm – 3.15pm
- Option C – Monday, Tuesday (9.00am – 3.00pm) and Wednesday morning (8.45am-11.45am) or Wednesday afternoon (12.15pm – 3.15pm), Thursday, Friday (9.00am – 3.00pm)

RECEPTION

- Morning Session – 8.45 to 11.45
- Afternoon Session – 12.45 to 3.15

KEY STAGE 1

- Morning 8.45 to 12.00
- Afternoon 1.00 to 3.15

LOWER KEY STAGE 2

- Morning 8.45 to 12.15
- Afternoon 1.15 to 3.15

UPPER KEY STAGE 2

- Morning 8.45 to 12.30
- Afternoon 1.30 to 3.15

Our school operating times meet the DfE requirement of 32.5 hours per week.



Main School Admission – Reception to Y6

All admissions to school are handled by Stockton Borough Council's Admissions team and full details of their most recent admission policies can be obtained from <https://www.stockton.gov.uk/school-admissions>.

Stockton Council Admissions can be contacted on 01642 766505

Admission to Nursery

Within our school children are normally admitted to our nursery in the September following their third birthday, however this is dependent on the number of places available. If available children may be admitted to nursery in the term after their third birthday.

We have provision for 39 children to attend either morning or afternoon nursery for 3- and 4-year olds. We also offer 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 guarantee all preferences are met.

Our Governors agree our admissions policy to Nursery and we follow the principles of Stockton Council's admission 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.

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.



School Information

School Uniform

We have a school uniform worn by children from nursery to Year 6. Our children are proud to belong to the school community and value the identity that our uniform provides. Our 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 wear school uniform, 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.

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

P.E. Uniform

Children now wear their P.E. uniform in school for at least 2 days each week.

The kit includes:

- a plain white T-Shirt or polo shirt (no logo/printed tops);
- a plain navy tracksuit consisting of jogging bottoms and a warm hooded top;
- trainers (preferably velcro for younger children).
- plain navy shorts.

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

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. These suppliers also offer items of PE clothing including T-shirts and tracksuits with the school logo.

Preloved Uniform

We also run a very popular preloved uniform shop. Items are always available to purchase (a small donation to school fund) at any time from the school office and we periodically make uniform items available on the school yard. Donations of good quality uniform items are always welcome.

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 the Ingleby Leisure Centre.

Watches/Fitness trackers may be worn by 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. We highly recommend that all 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. No mixed option arrangements are permitted. School lunches are cooked daily in our kitchen by a team of Stockton Borough Council kitchen staff. At present school meals are **£2.20** a day (**£11.00** per week).

All children in Reception, Year 1 and Year 2 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.

For children who pay for school meals we ask parents to make payment using the ParentPay system. Details how to do this can be obtained from the school office. For parents who receive some additional benefits, school meals may be provided free of charge to children in all year groups. Information about how to claim free school meals can be obtained from our school office. All claims are always treated in the strictest confidence and children are in no way distinguished from their peers. Claiming free school meals, if you are eligible, is very important as it will also ensure further academic support and benefits for your children as part of pupil premium funding (see section on Pupil Premium).

If your child has food allergies we would be grateful if you could contact Mr R Shildrick (Deputy Head Teacher). He will coordinate the exchange of information with the school catering service and will ensure children are issued with an awareness band to ensure everyone is aware of their allergies. Information regarding this will also be displayed around school (with your child's image) to ensure all staff are fully aware of any potential risks.

Parents may prefer their child to have a packed lunch option. This should be sent to school daily 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 request that for the small numbers of children in Reception, Year 1 and Year 2, whose parents choose to send in a packed lunch 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 to minimise choking hazards.

If your child wishes to change from school lunch to packed lunch and vice versa, we will require **two weeks' notice** in

writing from you to the School Administrator (an email to the school email account is acceptable). 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 their 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 during the lunch period;
- 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 are 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'. For children to make good progress in school it is important that they attend school regularly and punctually. Research has shown that children with good school attendance build up stronger friendship groups and are happy and motivated learners.

Absence from School

If your child is absent from school for any reason, we ask you to make personal contact or a telephone call before 9.00am, to let us know the reason. Failure to notify school will lead to an UNAUTHORISED absence mark in the school register. You will be contacted by our school office about the reasons for your child's absence once registers have closed.

Our school works with an external company 'Education Welfare' and the Local Authority Attendance Officer who are designated to monitor and follow up all absences or lateness.

We 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. Where possible we ask parents not to make appointments in school time, if at all possible, as this disrupts your child's education.

Leave of Absence

Directives by the Department for Education specify that Head Teachers may not grant any leave of absence to pupils during term time unless there are exceptional circumstances. Before deciding whether to authorise leave of absence the Head Teacher will also consider:

- The impact for the students' academic progress
- The pupil's prior attendance patterns.

Our school policy states that leave of absence in term time will only be granted when the circumstances are exceptional. 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 will be required)

- Funeral of parent, grandparent or sibling – the 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 will 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 being met. However if an absence exceeds 5 days, a fixed penalty notice will 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 and on our school data system for reference purposes.

This form details 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 the school office,

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 medication. These will only be administered during the school day for the following reasons:

- chronic illness or long-term complaints such as asthma, diabetes etc.
- child is completing a course of antibiotics prescribed for administration four times a day.

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 daily and collected directly from the school office.

Should your child have or develop a particular medical condition e.g. asthma, serious allergies etc. please inform the school immediately. We will arrange a meeting with Mr Shildrick (Deputy Head Teacher) who coordinates all Health Care Planning in school.

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. These are usually completed by the school nursing service (usually for hearing, height and eyesight). This service will also perform some immunisation services such as Flu jabs in school. Parents will always be informed when screening is taking place and will be responsible for providing all permissions directly to them.



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 their successful learning journey in school.

We have several means of communication set up to ensure clear, open dialogue between parents and school.

Marvellous Me – an online app-based tool is our primary means to communicate key information about your child and to reward and recognise their achievements on a regular basis. 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 and they will be happy to help.

The majority of our school newsletters, information about forthcoming events, educational visits, and diary dates are also sent via this app. Teachers will use it to communicate individual class notices and reminders such as P.E. days and special events or equipment needed.

We also aim to communicate with the wider school community using our school Facebook page and Twitter page @barleyfieldsprimary.

In school 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, Deputy Head Teacher and Assistant 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 using School Cloud. These meetings are held in September and February and offer an opportunity for parents and carers to discuss their child's progress with the class teacher and share learning targets. We also offer

parents an opportunity to come into school and view children's work in the classroom on a specified day each term.

Written reports are sent out annually for children.

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 and recognise 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 continually praise positive actions and appropriate behaviour in our children whenever possible. We love to share good news with parents and as a school, and use 'Marvellous Me' to send parents achievement and reward notifications to parents.

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 to discuss the child's difficulties and to work out a joint plan of action.

Our Behaviour Management Policy 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 a member of staff if they experience any form of bullying so that the matter can be dealt with quickly.

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/physical violence or assault or a persistent refusal to comply with school expectations. Exclusions may be permanent or "fixed term". This is an extremely rare occurrence and school would exhaust all possibilities including working with other agencies before implementing this option.

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 A Barton
	Miss E Perkin
	Mrs. E Brand
	Mrs. T Flores Dominguez

The school is committed to safeguarding and promoting the welfare of children. We expect 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 statutory 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, we will follow our Child Protection Procedures and immediately inform Children's Social Care of our concerns. The school's Safeguarding and Child Protection Policies can be found on the school website which have full details of this.

Complaints

We recognise that from time to time problems or concerns regarding things in school may arise. When this happens, it is always our intention to work with parents and children to resolve these. If parents do have a concern, please share it with us so that we can address the problem together. Our advised approaches are:

- Speaking with the class teacher at the end of the day;
- 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 make an appointment with the Head Teacher or Deputy 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 in school 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 using the form included in the school complaints policy 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, if parents are unhappy with an outcome, 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 engage in specialist activities to broaden and enrich their experience as part of the curriculum themes studied. These will be a compulsory aspect of curriculum provision. We do not make a formal charge for these activities but 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 ever be excluded from a visit because of inability or unwillingness to contribute. If, however, insufficient contributions are made, some visits may have to be cancelled. We want to assure parents that we plan these activities carefully, in terms of educational benefit, cost, safety and enjoyment.

The exception to this policy is optional visits for children such as school residentials. Attendance at these is not compulsory and children do not have to take part if they do not wish to.

If there is a specific reason you are unable to contribute 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 or residential 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 schools to make additional provision for children who are in receipt of free school meals, those who are looked after by the local authority or previously adopted from care and those whose parents are members of the armed forces.

At Barley Fields this funding is used in a variety of ways to enhance the achievement of pupils in these groups where necessary. We use this funding to offer quality first teaching, one-to-one tuition, targeted group teaching and accelerated access to school support such as Counselling and Educational Psychology Services. The funding is also used to ensure the inclusion of pupils in this group in all enrichment and extra curriculum opportunities.

A summary of the spending plans, objectives and outcome of this funding is available on the school website.

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, children elect the members of the school council to represent their 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 plays an important role in our school community. Led by parents with some support from staff this group takes the responsibility for raising funds and organising school community activities that benefit all of our children. Every parent/carers of a child in school is welcome to join and they are always looking for new, energetic members. Examples of events they have organised included Christmas and Summer fayres, key stage discos, fashion shows, Christmas activities and presents for children in school. The PTA generously uses the funds they raise to donate equipment and resources to school. Please contact the school office if you would like to be involved in any of the fundraising events or contact the Friends of Barley Fields 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 our 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 device which 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/website.

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 level of intellectual skill. As well as being academically demanding, our curriculum is also devised to promote growth mind-set principles, incorporates the Rights of the Child and aims to develop our children into confident, self-motivated and resilient learners. It is designed 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 the EYFS statutory framework. Learning is play based and practical and the curriculum designed to promote and enhance children's skills and cognitive understanding in a fun and engaging manner.

The main school curriculum includes all subjects specified within the National Curriculum (5-11) for England and is followed by children from Year 1 to Year 6. These are:

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

Our curriculum also includes Personal, Social and Health Education (PSHE) and Forest School.

Our Curriculum meets all statutory requirements of the National Curriculum (2014) whilst making the curriculum engaging, stimulating, relevant, progressive and personal to our children. Where possible we include studies of local heritage and culture, the geography of our region and an awareness of famous local people.

Within each subject continuity and progression has been carefully considered and our children follow a varied and exciting curriculum that allows them to learn knowledge, skills and concepts in logical and planned sequences of learning. The curriculum allows our children to consolidate and build new learning on previous experiences and understanding.

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

English

English is central subject in our curriculum. The majority of our children speak English as a first language and we aim to enable every child to develop skills and knowledge to communicate and explore, understand and be understood. English is an essential core skill taught not only in "English lessons" but across the whole curriculum. Your child will be taught reading, writing and spelling during English teaching as well as engage in opportunities taken to develop their speaking and listening skills.

Reading

Promoting and developing a love of reading is a central part of our school ethos. 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 carefully structured and progressive reading scheme resources to aid reading development. In the early stages we teach our children to read using a variety of methods including; systematic and synthetic phonic development, high frequency word recognition and reading comprehension. Once children have established their early reading skills we ensure that their progress is maintained with direct teaching approaches including guided reading, reciprocal reading and taught comprehension. From Year 4 onwards children are expected to participate in 'Reading Plus', a responsive reading platform which promotes progress in reading as well as cleverly monitoring and assessing children's responses. We also want our children to find pleasure in reading and allocate time each day to develop the habit of quiet reading or listening to stories read aloud by adults.

Excellent progress in reading is best achieved with the support of parents and opportunities for children to read regularly at home with adults. We fully involve parents in the teaching of reading and staff will explain your important role in relation to this through workshops and regular communication. All children will bring reading material home daily along with personal home/school reading diary. We really value your support in completing this document as it has a major impact on children's progress.



Writing

Our writing curriculum is carefully sequenced to ensure children accumulate the knowledge and skills expected to be applied independently by the end of primary school. From entry into school we have a clearly defined and progressive writing curriculum and ensure that children are taught the purpose and content of many different forms of writing (e.g. stories, letters, lists, recipes, accounts, poetry, descriptions etc.). We incorporate three key approaches into our curriculum:

- Talk for Writing
- Read, Write, Perform
- Short Burst Writing

Together these approaches support our children in developing as creative and imaginative writers with high levels of technical skill. Our children are frequently encouraged to write for real purpose and for real audience. We also provide them with opportunities to work creatively using a range of APPs and software to publish their work.

At Barley Fields we have a progressive handwriting curriculum which ultimately includes the teaching of a cursive handwriting style. This is taught from Year 2 onwards and concentrates on correct letter formation and the joining up of clusters of letters. A copy of the school letter formation script is available from your child's teacher.

In our teaching of spelling we have a clearly defined curriculum progression for each year group and use a variety of techniques to deliver this depending on the child's stage of development. As a school, we use a programme called Spelling Shed, which can be accessed from home, to practice skills in spelling and ensure all children become competent in the application of age-specific spelling rules and are able to accurately spell words from the year group spelling lists as outlined in the National Curriculum.

Mathematics

Mathematical understanding is developed through a commitment to the development of core skills in arithmetic and their application in 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. We have a

clearly defined and progressive curriculum from nursery to Year 6 which ensures all statutory requirements are taught.

In Early Years and Key Stage One we ensure that core skills and conceptual understanding of

mathematical concepts is embedded, with regular opportunities to work with concrete materials and pictorial representation forming the basis of our teaching and learning. Across Key Stage 2, children are encouraged to work in a more abstract manner, emphasis placed on ensuring children develop rapid recall of skills in mental arithmetic and have the ability to use mental and formal methods of computation. The development of reasoning skills and mastery is achieved through the delivery of a curriculum that allows for experimentation and enquiry; celebrating and promoting mistakes and risk taking in line with the school's commitment to the development of growth mindset.



Science

We aim to provide our children with the opportunity to develop their knowledge and understanding of Science, as set out within the National Curriculum - largely through their involvement in a range of practical / investigational activities related to their age and stage of development.

All children, from nursery 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. This helps them gain a progressively greater awareness of themselves and the physical and biological environment around them. The development of our school grounds to include opportunities to observe seasonal change, growing spaces and the nearby pond supports this. School visits to local wooded areas, the Sealife Centre and visitors from organisations such as Zoolab and the Tees Valley wildlife trust enrich children's learning in science.



Computing

Our school has invested a great deal of funding into IT provision and resourcing and it is our intention to prepare the children for the central role that IT will play in their lives. We have excellent facilities including interactive teaching boards, a fully equipped computer suite and access to iPads. Our curriculum follows three strands of provision: the teaching of computer coding, the use of information technology and an awareness of digital literacy and e-safety. Our curriculum is designed to use IT equipment very creatively utilising a range of APPs and educational software.

History

We believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

Our History curriculum is high quality, well thought out and planned to ensure academic progression. We follow four strands of learning within our study:

historical knowledge, historical enquiry, chronological understanding and historical interpretation



In Early Years and Key Stage 1 our curriculum is designed to begin with the children's personal history and to gradually extend into an understanding of key historical events and figures. We aim to develop the children's concepts of time, place and change. In Key Stage 2 this is extended through the study of

history in a thematic manner where learning is planned around topics and projects. Children are encouraged to question and challenge the interpretations of historical events and periods, as well as develop an understanding of chronology both in Britain and the wider world. We bring our curriculum to life with a variety of experiences - visits, visitors and practical tasks. Children are enthused by visits to local places such as Eden Camp, Preston Hall Museum and Captain Cooks Birthplace Museum. We use artefact collections from local museums and immersive historical experiences to enhance learning further.

Geography

We aim to deliver our Geography curriculum in a variety of ways including curricular topics and 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 this, we aim to increase each child's awareness and understanding of the features both physical and human of the world in which they live. We use a wide variety of resources and experiences (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. Children will engage in a variety of field study opportunities including their immediate locality and visits to places such as Saltburn, Whitby and Tees Barrage

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 music-making activities is the most effective way for pupils to develop a

real understanding of music. Our Music

curriculum is delivered through active involvement in listening, appraising, performing and composing; the main components of the National Curriculum for Music. The enjoyment of music is

central to our curriculum and is strongly encouraged by providing opportunities for children to express their ideas and feelings. Children have opportunities to sing, make music, listen and perform a variety of styles in music, and develop an awareness of traditions and cultures. Core music skills such as awareness of tempo, pitch and duration are progressively taught across the school and an ability to read and follow notation developed using untuned and tuned percussion. Children's music skills are enriched with opportunities to study instruments such as recorder and ukulele.



Art and Design

Every child in our school has the opportunity to experience the creative area of learning - Art and Design. Our

curriculum progression ensures children are provided with experiences in using a wide range of materials, tools and media, for both two- and three-dimensional work. Our children are encouraged to use their observational skills to develop visual perception and to improve their manipulative skills in the execution of their art work.

The children are also encouraged in the 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.

Our Art curriculum 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 have a local artist in residence who offers art enrichment to the children. This allows the children to engage in a range of creative projects and develop their skills further.

Design Technology

Our Design Technology curriculum is intended to provide children with opportunities to search for and provide practical solutions to real problems. This learning involves children working, at their own level, within the 'design process', i.e. generating and researching a need, making a design, making a practical response such as a model and evaluating a 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. They are taught to safely handle a range of tools and learn about structures, mechanisms and energy systems which may be used in their designing and making activities. The problem-solving nature of this work is intended to promote children's resilience, perseverance and initiative. We intend

that our children experience the fun, excitement and feeling of achievement to be found in Design Technology as they 'learn through doing'.

Physical Education

P.E. is an important part of the school curriculum and we follow a progressively planned programme of activities and sports 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. Our PE curriculum includes the teaching of skills relating to agility, body awareness and coordination. We invest heavily in the use of coaches to enrich the P.E. curriculum and enhance the quality of children's learning with specialist teaching. Through our curriculum, children have opportunities to participate in sports such as Dance, Gymnastics, Tennis, Cricket, Tag Rugby and Athletics.

We have excellent PE facilities in school. Children have access to both small and large halls for indoor activity and a large Multi-Use Games Area (MUGA) for outdoor activity. We have recently installed an interactive sports resource known as an 'iSports Wall' to further promote physical activity and learning for all pupils.

In Year 3 as part of the KS2 PE curriculum all children take part in Swimming at Ingleby Leisure Centre and are expected to achieve a swimming distance of 25m before they leave KS2.

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

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 and we encourage our children to represent the school in cluster and local authority wide competition in sports such as Athletics, Swimming, Netball Football, Tennis, Cricket and Hockey.



Religious Education

At Barley Fields Primary, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through our Religious

Education curriculum children are encouraged to develop their knowledge of world faiths and their understanding and awareness of the beliefs, values and traditions of individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.

We promote respect and tolerance for those holding different beliefs. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area.

NOTE: If you wish to withdraw your child from the R.E curriculum, please contact the Head Teacher who will be happy to arrange a meeting to discuss this and make appropriate arrangements for alternative learning.

Modern Foreign Languages - French

In school children from Year 1 to Year 6 have an opportunity to learn an additional language. Through the teaching of French, we aim to ensure children have opportunities to develop their interest in the culture of other nations and expose children to simple vocabulary including day-to-day French language exchanges, key words such as days, months, numbers, common phrases and classroom instructions.



Sex and Relationships Education

The Governing Body has developed and agreed the policy and curriculum for Sex and Relationships Education (SRE). A process of consultation with parents and staff took place during its development and content preparation and all teaching is clearly aligned to the age and emotional maturity of the children. Sex & Relationships Education is an area of study which aims to support the personal and social development of children, develop self-esteem, a sense of responsibility and understanding of positive relationships. It is a compulsory part of the school curriculum offer. Our Sex Education curriculum encourages exploration of personal growth and development, puberty and emotional changes, human reproduction, healthy relationships, moral issues and values, consideration of sexuality and the development of communication and decision-making skills. We use our own devised scheme of learning and full copies of the policy and teaching programme content is available from the school office/website.

NOTE: Parents can withdraw their child from all parts of the relationships and sex education curriculum 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 this will be fully considered. We hope that parents would raise their concern in the first instance with the class teacher or Head Teacher. We are always willing to listen and discuss ways to further improve what we offer the children in our school. Parents can view full information about our curriculum offer including policies and evidence of delivery on our school website.



Statutory Assessment and Reporting Arrangements

Assessment of children's performance against National Curriculum age related expectations is regularly undertaken by all staff as part of teaching and learning responsibilities. 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 responding to children's work offer key indicators of learning. These assessment practices are in addition to more formal assessments that may be undertaken each half term/term.

In accordance with statutory requirements, children are formally assessed against key curriculum expectations at key points in their educational journey. The outcomes of these assessments are reported formally to parents, the Local Authority and the Department for Education.

At the end of Foundation Stage, children are assessed against the Early Learning Goals and children who attain the age-related expectation in a number of core areas will be judged to have achieved a "Good Level of Development". This is an indication that children are ready to access the KS1 curriculum.

In Year 1, children are assessed against a national phonics standard (how well they can blend letters to read words) by completing a Phonics Check.

In Year 2, teacher assessment 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 a multiplication test to assess their competency and recall of multiplication facts.

In Y6, formal assessment through Statutory Assessment Tests is undertaken during one week in May. Children are assessed in reading, spelling, grammar and punctuation and maths. Writing attainment is assessed across the academic year by their teachers. The results from these assessments are reported to parents, the Local

Authority and Department for Education. Results are also used by receiving secondary schools to determine teaching provision and expectation in Key Stages 3 and 4.



Collective Worship

At Barley Fields we value our collective worship programme 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". We sing and pray together, listen to stories and discuss moral and ethical dilemmas. This may done in a variety of settings i.e. whole school, key stage, year group or in classes.

NOTE: Parents/carers have the right to withdraw 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.

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 in the form of homework books and activities set on our learning platform - Seesaw. 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 and 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, Art, Choir and Drama. In order that these clubs can operate 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 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 promoting independence.

Year 4 children have the opportunity to visit Robinwood Outdoor activity Centre in Alston, Cumbria. Here our 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 a centre in the Lake District. Activities are slightly more challenging and conducted in the 'real outdoors'. Canoeing on a lake, building coracles and rock climbing on a rock face are just some of the activities the children participate in.



Forest School

At Barley Fields we are extremely lucky to have our very own Forest School on site. This is important to us for lots of different reasons.

Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth, social, emotional, spiritual, physical and intellectual learning through regular experiences in the outdoors. It is a program employed by our school to support our growth mindset approach, develop play, exploration and supported risk-taking in a safe, non-judgemental nurturing environment. It develops children's confidence and self-esteem through learner inspired, hands-on experience in a natural setting; solving problems, building self-belief and promoting resilience. Children have frequent opportunities to enhance their social skills, develop teamwork and collaborative learning.

We have designed and developed two forest school areas on the school site to facilitate the implementation of this curriculum subject and have several, fully qualified Forest School leads on the school staff.



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 our children. Occasionally children experience extra difficulty with learning or struggle with other aspects of their progress and development. In our school these children receive 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 work in partnership with parents, teachers and teaching assistants to coordinate specialist support and intervention. In most cases this support is provided by the school and may include additional support and provision within the mainstream classroom, small group tuition or participation in planned programmes of intervention.

Teachers who hold the posts of SENDCO are the main school contacts for parents of children with special educational needs and disabilities (SEND). They play a significant part in the implementation of the Code of Practice procedures and work alongside teaching and support staff. They liaise directly with parents and support agencies as well as coordinate referrals to external services.

Our Special Educational Needs Team includes:

- Miss R Johnson – Early Years and KS1
- Mrs C Shildrick - KS2

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 school to describe our admission arrangements for pupils with disabilities. This includes, 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 our children and seek to admit children when provision is reasonably practicable. Where it is not, we work with parents/carers and support agencies closely to explore more suitable alternatives. All children have full entitlement to the National Curriculum and other curriculum activities offered by Barley Fields during school hours. This access may be restricted for some children because of their own highly specific needs. However, our staff endeavour to ensure that any child in this group participates at their own level with reasonable and practicable adjustments. For example, staff wear radio aids to ensure children with hearing impairments fully participate in learning or space created in classrooms 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.

Health, Safety and Security

Our school takes the safety and security of the site very seriously. The building and exterior grounds are designed with this in mind. We have clear procedures and arrangements to ensure the safety, security and well-being of children, staff and visitors during the school day and endeavour to continually maintain these high standards.

Access to the Building

Our school site is completely secure, fully fenced with electronic security gates opened for access at the start and end of the school day. Entrance and exit outside these times should be made via the main school office. This can be accessed using paths from Lamb Lane and the cycle path.

In our building, we use four entrances to Main School, via doors located on the playground. These are clearly labelled.

Playground Safety

We are fortunate to have some fabulous provision on our site. This is for the sole use of our children and 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 supervise their children at these times.

We actively encourage children to come to school by bike or scooter and these can be safely stored in our cycle shed 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 playground 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 our children. During morning break, there is always 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 for children though this limited space quickly becomes congested. If these parking bays are full, please park well away from the school entrance gates 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 where possible.

Parents 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 – this 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 528439.

Please help us to keep our children safe.

Staff Car Park

The school car park is for staff, governors, L.A. officials and contractors' vehicles ONLY. The 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 Government legislation, we have a policy of no smoking in and around our school site.

Dogs

Dogs are not permitted on the school site at any time (with the exception of Guide Dogs). If parents bring dogs, please do not enter the site carrying them, leave them unattended 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 learning), governing body papers, policy statements, Ofsted reports, complaint procedure and the agreed syllabus for R.E. Many of these documents are available on the school website but please contact the Head Teacher if there is anything you would like to know.



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Together we make a family!