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Dear Parent / Carer

Thank you for taking the time to read our school prospectus. I hope that you find the information useful.

Hillside Primary School is a friendly, caring school where everyone works hard towards our school motto which is: *'Developing the Individual'*. We facilitate this by fostering the values of Inspiration, Determination, Excellence, Friendship, Respect, Equality and Courage. These promote outstanding behaviour and mutual respect for one another.

At Hillside we provide an excellent foundation for our children to develop as individuals and are committed to enabling all pupils to fulfil their potential. We encourage children to grow personally, socially and morally as well as academically.

The aim of our provision is to encourage and foster an inquisitive nature and a love for learning. We believe that this is the key to academic success. Our dedicated, hardworking team of staff deliver an exciting, broad curriculum and are continually striving to improve outcomes for our pupils.

At Hillside Primary School we are committed to creating a safe school culture and an environment where children and adults feel safe and valued. Within school we promote the core values of respect, equality, inspiration, excellence and courage, determination and friendship. All persons in school are responsible for promoting these values in the way they work within the school. Our Code of Conduct for All Persons on the Premises Policy can be found on the school website.

Hillside Primary is a fully inclusive school and welcomes applications from all pupils, including those with special educational needs.

If you wish to find out more, including our latest Ofsted report, please visit [www.hillsideprimary.org.uk](http://www.hillsideprimary.org.uk) or contact the school and we will be happy to help. We welcome visits and love to show our school 'in action'.

Yours Sincerely,

*Mrs Karen Schonau*  
Head Teacher



# HILLSIDE PRIMARY SCHOOL

## AN INTRODUCTION TO THE SCHOOL

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Address: Hillside Primary School,  
Field Avenue,  
Baddeley Green,  
Stoke-on-Trent,  
Staffordshire.  
ST2 7AS.

Telephone Number: 01782 235350  
Fax Number: 01782 235351  
Website: [www.hillsideprimary.org.uk](http://www.hillsideprimary.org.uk)  
email: [office@hillsideprimary.org.uk](mailto:office@hillsideprimary.org.uk)

Head Teacher: Mrs. K. Schonau, B.A. (Hons.) Primary Education  
Chair of Governors: Jack Brereton M.P.

Hillside Primary School is a maintained co-educational day school administered by Stoke-on-Trent City Council Education Committee. It was built in 1958 for 5-11 year olds and is situated in a pleasant residential suburb of Stoke-on-Trent close to the Staffordshire Moorlands border in a mixed residential area of Stoke-on-Trent. Accommodation consists of 10 classrooms, a hall, a kitchen and separate dining hall and a library area. Outside we have a playing field, tarmac recreation areas and a large woodland area. We have 7 year group classes from Reception to Year 6. The 7 classes are organised in single age mixed ability units. The school also has a 26 place nursery class which is staffed by a Qualified Teacher and a Senior Early Years Practitioner.

Children are admitted at the beginning of the school year in which they reach 5 years of age, i.e. from 1st September to 31st August. It is intended that the number of pupils to be admitted to the Reception class at the normal age of entry in the academic year 2017-2018 will not exceed 30. Admission arrangements can be found via a link on the school website Parent Page or a paper copy can be obtained upon request from the school office.

The teaching establishment comprises the Head Teacher, 2 Assistant Head Teachers and 8 more full-time class teachers. They are supported by a well established and skilled team of support staff.

Hillside Primary School's Mission Statement is "Developing the Individual". The long term objectives of the School are to create a bright, stimulating, safe environment which encourages all people to reach their full potential.

Hillside Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all adults in school. The designated person responsible for Safeguarding/Child Protection is Mrs. Schonau. In her absence any concerns should be reported directly to Mrs Rushton.

# HILLSIDE PRIMARY SCHOOL

## AIMS AND VALUES

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### **Aims:**

- to enable people to acquire the knowledge, skills, attitudes and understanding which will enable them to play a positive role within the school in particular and society in general;
- to provide a broad and balanced education which will encourage our pupils to develop their full potential;
- to encourage our pupils to enjoy learning and equip them with skills which they need to continue learning after school;
- to provide experiences which encourage pupils to fully develop their social, cultural, academic and physical potential;
- to encourage respect for other people, whatever their cultural, religious or social background;
- to set up and maintain a partnership between school, parents and the community;
- to foster in pupils positive and caring attitudes towards themselves, others and the environment and to encourage the expression of these attitudes through participation and involvement in the broader life of the school and its community;
- to encourage a happy school environment, underpinned with good discipline, where pupils are encouraged to develop self-confidence and responsibility;
- to recognise the commitment of the school to the training and professional development of all staff.

### **Values:**

Hillside School works towards the school motto which is 'Developing the Individual'. It seeks to promote a caring, compassionate and fair environment within which all pupils are valued and enabled to flourish. We facilitate this by fostering the values of Inspiration, Determination, Excellence, Friendship, Respect, Equality and Courage.

All persons in school have high expectations of themselves and of others. They are resilient, determined and strive to be the best that they can be. We seek to develop leadership at all levels, valuing the support and inspiration that pupils can get from adults but also from their peers.

Pupils at Hillside grow Spiritually, Morally, Socially and Culturally (SMSC). SMSC runs as a thread through everything that we do. We also promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and the respect and tolerance of those with different faiths and beliefs.

# HILLSIDE PRIMARY SCHOOL

## TEACHING STAFF

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Mrs K Schonau	<b>Headteacher</b> Designated Safeguarding Lead Designated Lead for Looked After Children Whole School Assessment Professional Development Health & Safety
Mrs L Wainwright	Assistant Headteacher (mat leave) English Lead Maths Lead
Mrs J Rushton	Acting Deputy Headteacher Assistant Safeguarding Lead SENDCo
Mrs J Ashton	Acting Foundation Stage Manager Physical Education Lead - Curriculum Primary Link Teacher – Sport Religious Education Lead
Miss D McCann	Science Lead Modeshift (Sustainable Travel) Lead Living Streets Lead
Mrs A Guy	Art / Design & Technology Lead SMSC Lead (Social, Moral, Spiritual, Cultural) British Values Lead PSHCE Lead (Personal, Social, Health, Citizenship, Economic)
Miss K Nelson	Computing Lead Modern Foreign Languages Lead
Mr J Frost	History Lead PE Extra-curricular
Miss T Smith	Nursery Class Teacher
Mr J Mellor	Geography Lead School Council Lead PE Extra-curricular
Mr D Hollingshurst	Music Teacher (FS/KS1) and Songbirds
Mr M Hall	Music Teacher (KS2) and Choir

# HILLSIDE PRIMARY SCHOOL

## SUPPORT STAFF

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Mrs PM Dawson	Head of Support Services
Mrs EM Bailey	School Secretary
Mrs G Johnson	Senior Early Years Practitioner
Mrs M Rhodes	Senior Early Years Practitioner
Mrs H Dixon	Senior Early Years Practitioner
Mrs G Green	Senior Teaching Assistant
Mrs M Davies	Senior Teaching Assistant
Mrs M Huxley	Teacher Support Assistant
Mrs S Ward	Teacher Support Assistant
Miss T Pinnington	Teacher Support Assistant
Mrs R Daley	Special Needs Welfare Practitioner
Miss C Simpson	Special Needs Welfare Practitioner (mat leave)
Mrs L Johnson	Learning Support Practitioner
Miss T Thurland	Learning Support Practitioner
Mrs M Robertson	Senior Lunchtime Supervisor Breakfast Club Care Worker and Senior Cleaner
Miss D Metcalfe	Breakfast Club Care Worker
Mrs G Green Miss T Pinnington Mrs J Millington Miss D Metcalfe Mrs I Bryant Mrs D Williamson	Lunchtime Supervisory Assistants
Mr J Gilman	Handyperson and Janitor
Mrs J Longmore Mrs K Turner Mrs L Dawson Mrs L Bradbury	Catering Supervisor Catering Assistant Catering Assistant Catering Assistant

# HILLSIDE PRIMARY SCHOOL

## YOUR GOVERNING BODY

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Hillside Primary School's Governing Body is similar to a board of Directors you would find in business. It has the responsibility for decisions relating to the conduct of the School, its strategic aims and objectives, future planning and the performance of the School. Members are elected or appointed to serve for a period of four years.

Governors are involved in the following decision-making areas and specific Governor sub-committees are responsible for the following:

Curriculum Committee	- the school curriculum
Personnel & Finance Committee	- staffing, financial management and the School budget
Premises Committee	- condition of school / Health & Safety

Governors also interview and select the staff at the School.

Governors are appointed from a number of sources:

- **Parents** - Parent Governors are elected by parents every four years. Parent Governors must have a child in school when appointed.
- **Staff** - Representatives are elected by the staff.
- **Co-opted Governors** - These are Governors elected by the Governing Body from the local community e.g. businessmen or professional persons.
- **Local Council** - representatives of the local council are appointed to the Governing Body (these are non-elected appointments).
- **Headteacher** - Non-elected appointment.

The Minutes of the Governors' meetings are held in School. Parents are welcome to look at these on request.

Constitution of the Governing Body:

Chair of Governors:	Cllr. Jack Brereton, M.P. c/o Hillside Primary School Field Avenue, Baddeley Green, Stoke-on-Trent ST2 7AS
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# HILLSIDE PRIMARY SCHOOL

## YOUR GOVERNING BODY

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Clerk to the Governors:

Appointed by Chief Education Officer (non-voting)

### **Karen Schonau: (Head Teacher)**

I have been in teaching for over 10 years, having completed a BA Honours in Primary Education at Manchester Metropolitan University. I spent 10 years in an outstanding Staffordshire school before moving to Hillside. As Headteacher of Hillside Primary School, my aspiration is to create an inspirational, friendly, caring community where everyone enjoys and excels within their learning, and works hard to achieve their best. My staff at Hillside seek to promote a compassionate and fair environment within which all pupils feel valued and enabled to flourish.

I believe that by providing an exciting, stimulating curriculum, delivered by teachers who are dedicated and passionate about learning, will ensure that children are engaged in their learning, and that they develop curiosity and a thirst for knowledge. This sets the foundations for a love of learning which carries on throughout their lives. We want every child at Hillside to be ambitious, to believe in themselves and to strive to make a difference in their own and other's futures.

The support and challenge of our strong Governing body will help Hillside to achieve its aims, goals and ambitions.

### **Jack Brereton: Chair of Governors (LA Governor)**

I first became a governor at Hillside in 2013 and I am now Chair.

I studied for my undergraduate degree at Keele University and I am also a Masters graduate of the University College London.

I have lived in the local area all my life and I am a local Councillor for the Baddeley Green, Milton and Norton Ward. I was first elected as a Councillor in 2011. I am the recently elected Member of Parliament for Stoke South. Prior to this, from 2015, I was Cabinet Member at the City Council for Regeneration, Transport and Heritage



### **Derek Gray: Vice Chair (Co-opted Governor)**

I was educated in Stoke. In 1954 I went to Bristol University and in 1957 I was awarded a 2:1 BSc Special Degree in Chemistry with Maths & Physics.

I have taught in St Joseph's College, Bishop Bright High School and from 1979 -1996 I was Headteacher at Holden Lane High School. I retired in 1996 and since then I have been working with Stoke Education Authority as a Union Officer representing NAHT and convenor of the LCG, involving all five teacher unions.

I am currently a Governor of Hillside and Our Lady's Primary Academy, Fenton. I am a member, since its beginning, of School Forum and a member of Formulas Funding Working Group.

### **Lisa Wainwright (Staff Governor)**

I believe passionately that every young person deserves the best education and opportunities to fulfil their potential so I am delighted to be part of the hardworking and caring team at Hillside Primary School. I have been part of the governing body for the past three years. I have taught in both KS1 and KS2 and am the English, mathematics and more able and talented lead: areas of the curriculum I am passionate about. Ensuring children have skills to operate confidently, effectively and independently in life, their communities and the wider world is important to me. I believe that by providing effective teaching and learning in these subjects I am helping to develop each individual child and equip them with the necessary skills to enter an ever changing world of education and work. My decision to join the governing body was an easy one as I am keen to further develop the school through strategic leadership; ensuring children have access to a broad and balanced curriculum and continuing to follow the wonderful ethos and values that are evident in school. The governing body is made up of a mix of talented individuals and I feel very privileged to be part of such a well-developed, supportive governing body that has a deep rooted interest in the education of all the children at Hillside and to making a difference to the lives of young people.

### **Jenny Rushton (Co-opted Governor)**

I have been teaching in Stoke-On-Trent for over 10 years and have worked across the Early Years and Foundation Stage, Key Stage 1 and Key Stage 2. My role currently is Assistant Head and SENCo at Hillside Primary School and I am a committee member at the local pre-school, forging links within the local area. I enjoy being on the governing body, partaking in key decision making whilst striving to move the school forward from good to outstanding. The Governing Body holds the school to account and ensures that the school runs to the best of its ability, serving the community and most importantly, the children, ensuring that they get the very best education – the education that they deserve.

### **Simon Ellis (Parent Governor)**

For the last 15 years I have worked for Broxap Ltd. A large company within Stoke-on-Trent and have been responsible for the Marketing and Branding of the company and its divisions. My background is in Art & Design and upon graduating from the Leek School of Art & Design in 1987 I have worked continuously in the Print and Advertising industry before moving in-house to facilitate Broxap's current Marketing Dept.

I am an avid Stoke City fan and like to keep fit playing five a side football as well as cycling. My wife (Lisa) and I have a son (William) who attends Hillside Primary so it is important to me not only as a parent but also as a Governor that the Governing Body and the Teaching Staff work simultaneously to improve the school and the achievements of its pupils.

### **Sarah Else (Parent Governor)**

As a parent of 2 children in the school, I see my role as Parent governor as a huge opportunity to help ensure that all of our children at Hillside Primary School get off to the best start in life. I have 6 years teaching experience in schools across Stoke-on-Trent and Staffordshire from Early Years to Y6 and feel my experience helps me support and offer an appropriate level of challenge to our SLT at Hillside. On a more personal note as a parent of 3 young girls much of our spare time is occupied with swimming, choirs, dancing, scouts and fun days out with the family.

### **Jennifer Craig (Parent Governor)**

I'm married with two young children aged 5 and 19 months. I've been in the role of parent governor since my son started in Nursery in 2014. As a teacher myself I am passionate about education and am keen to give our children the best experiences possible within their school life. I have a particular love of English and am link governor for English at Hillside.

### **Barbara Morris (Co-opted Governor)**

I am a retired school teacher with 35 years' experience in primary schools in Crewe and Stoke-on-Trent. I have lived in Baddeley Green for 40 years and our three sons attended Hillside School. In 1981 I was the first parent governor to be elected for Hillside School and later became parent governor at Holden Lane High School.

We have nine grandchildren with ages ranging from 5 to 20 and I follow with interest the quality of their education. I believe that every child, whatever their ability, should receive the best education that is available. I am passionate about providing a safe, happy environment where each child has the opportunity to achieve their potential. I am delighted to resume my relationship with this school and look forward to a close and happy association in my role as Governor.

**Phil Such** (Co-opted Governor)

**Jill Bennett** (Co-opted Governor)



## Hillside Governing Body

**Chairperson:** Cllr Jack Brereton, MP

**Vice Chairperson:** Derek Gray

Personnel/Finance	Curriculum	Premises/H+S
Karen Schonau Derek Gray Sarah Else Simon Ellis Jack Brereton MP	Jenny Rushton Derek Gray Lisa Wainwright Jenny Craig Sarah Else Simon Ellis Jack Brereton MP	Karen Schonau Lisa Wainwright Derek Gray Jenny Craig

## Link Governors

Area of Responsibility	Lead	Link Governor
English	LW	Jenny Craig
Maths	LW	Jack Brereton
Science	DMc	Jack Brereton
Computing	KN	Simon Ellis
History	JF	Jenny Rushton
Geography	JM	Jenny Rushton
PE Curriculum/strategic	JA	Simon Ellis
PE Extra-curricular	JF/JM/JA	-
Art & DT	AG	Simon Ellis
RE	JA	Jenny Craig
PSHE (inc ECO)	AG	Jenny Craig
MFL (French)	KN	Sarah Else
SMSC/BV	AG	Lisa Wainwright
SEN	JR	Derek Gray
Pupil Premium (Strategic)	KS	Jack Brereton
School Council	JM	-
Living streets	DMc	-

Safeguarding/ SCR/LAC/CP	KS/ JR	JB
Health & Safety	PD	Karen Schonau
EYFS	JR/ JA (interim)	Sarah Else
HT performance management		JB, DG+ external

# HILLSIDE PRIMARY SCHOOL

## CLASS ORGANISATION

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Children are taught in mixed ability classes by their own teacher and are grouped chronologically. The children progress through the following year groups:

<b>Foundation Stage:</b>	Nursery	Reception		
<b>Key Stage One:</b>			Year 1	Year 2
<b>Key Stage Two:</b>	Year 3	Year 4	Year 5	Year 6

Some classes/subjects are streamed to facilitate stretch and challenge.

## Special Educational Needs (SEN)

Definition of Special Educational Needs (taken from the Special Educational Needs Code of Practice, April 2014):

*“Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.”*

At some time during their school lives many children need some extra or different help from that given to other children of the same age. Some children may need this help for a short time and others may need help for a longer period of time. A child who needs this extra help is described as having “special educational needs”.

There are many different kinds of need. A child may have:

- ❖ Learning difficulties – difficulties with reading, writing, spelling and maths.
- ❖ Emotional and behavioural difficulties.
- ❖ Visual or hearing difficulties.
- ❖ Speech and language difficulties.
- ❖ Physical needs, which may affect him or her in school.

These children may need resources that are different from those used by the other children and/or support from another adult as well as from the teacher.

The Code of Practice for SEN requires that we adopt a graduated approach of action and intervention for children with SEN. The graduated approach recognises that children learn in different ways and can have different kinds or levels of SEN. So, step-by-step, specialist expertise can be brought in to help the school with the difficulties that a child may have.

If your child’s teacher is concerned that he/she is not making satisfactory progress then the teacher will tell you of these concerns and will also speak to the Special Educational Needs Co-ordinator (SENCO). If we think that your child may need extra help then we will discuss this with you and decide what action the school needs to take to support your child. Parents are closely involved from the outset as it is important that school and parents work together to support the child and to meet his/her needs. We welcome support from parents, informing us of any

problems as they arise, giving encouragement to their children and helping with reading practice and other work sent home. All children with Special Educational Needs are still given full access to the National Curriculum in all subjects. We do this by varying teaching methods or materials or providing special programmes of work.

With your permission your child will then be placed on the school's Special Educational Needs Register. This first step is called Early Years Action or School Action.

### Early Years Action/School Action

The actions or help for your child will be written down in a Passport for Learning (previously an Individual Education Plan/IEP).

The Passport will say:

- ❖ What targets have been set up to support your child's progress
- ❖ What help is being given.
- ❖ How often your child will receive the help.
- ❖ Who will provide the help.
- ❖ When your child's progress will be reviewed.
- ❖ What help you can give your child at home.

Your child's progress will be discussed with you at a review meeting. Following this we may decide to continue at Early Years/School Action, or, if your child has made good progress we may decide that he/she no longer needs this support. If however, we think that your child requires support agencies from outside school to be involved to further assess your child's needs – the Special Educational Needs and Disability Services (SENDS) or the Educational Psychology Service (EPS) - we can decide to move to the next step, which is called Early Years Action Plus or School Action Plus.

### Early Years Action Plus/School Action Plus

After assessing your child, the SENDS or EPS team will make recommendations for the targets on your child's IEP and will suggest other strategies/resources, which may be used. Your child will continue to be supported in school. As before, a review date will be set when you will be consulted and we will decide what to do next.

Most children will not progress beyond this step, but some children will need even more support than we have been able to provide. If this is the case then with your permission we will ask the Local Authority (LA) to assess the child. This is called Statutory Assessment.

### Statutory Assessment

During Statutory Assessment the LA will request reports from the school, medical reports and reports from the Educational Psychologist or any other services, which may have been involved. You will also be asked to complete a form which will give the LA some background information about your child and will enable you to give your views on your child's needs.

Following Statutory Assessment the LA may agree that the child needs more support than the school can provide from its own resources and we will then move on to the next step – Education and Health Care Plan (EHCP).

## EHCP (Previously Statement of Special Educational Needs)

This is a legal document that sets out what the child's needs are and how those needs are to be met. Extra resources may be provided by the LA so that the school can meet the child's needs.

The majority of children with an EHCP will continue to attend their mainstream school and extra support will be put in place for them. Only a few children will go to a special school. Your views are very important and the LA will listen to what you have to say. The provisions of the EHCP are reviewed every 12 months to make sure that they are still appropriate for your child.

Sometimes the LA will decide that your child is making good progress with the support already in place in school, and so should stay at Early Years Action Plus/School Action Plus. If you disagree you have the right to appeal against this decision.

Whatever step your child may be at in this process, if you have any concerns or worries then ask your child's teacher to arrange a meeting and these can be discussed.

Many children need extra support at some time during their school lives and the best way to help them is by home and school working together.

There is a ramp to link both areas of the school for children with wheelchairs. The Accessibility Plan is available in School if you wish to see it. Policies relating to SEN and the school/local offer are available on the school website and from the school office.

**More detailed information including our Local Offer please go to our website [www.hillsideprimary.org.uk](http://www.hillsideprimary.org.uk).**

If you want to talk to someone who is independent and knows about special educational needs you can get help from the local Parent Partnership Service which supports the parents of children with SEN. The contact number is 01782 234701.

# HILLSIDE PRIMARY SCHOOL

## SCHOOL DAY

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### The School Day

School commences at 9.00 a.m., but pupils are allowed into premises from 8.50 a.m. Gates open at 8.40am and are locked at 9.10 a.m. The School cannot accept any responsibility for a child's safety and welfare before this time. Gates re-open at 2.55pm and close at 3.35pm. School closes at 3.00 p.m. for Nursery and 3.15 p.m. all other classes.

### Absence from School

If a child is absent from School, a telephone call or a short note of explanation from a parent or guardian is required preferably on the first day of absence. All unexplained absences will be treated as unauthorised. It is not possible to send children home unsupervised during School hours but they will, of course, be allowed out of School if collected by a responsible adult for medical appointments. Our Attendance Policy is available on our website and at the school office.

### Punctuality

Please ensure that your child arrives at school on time. This ensures that lessons can start promptly without limited disruption. If your child does arrive late then he/she must be escorted into the school through the main entrance so that their arrival can be recorded and a dinner ordered if needed. We would rather your child arrived late at school than not at all. The Education Welfare Officer from the Local Authority checks attendance and punctuality each half term and follows up by contacting parents of pupils with poor attendance or punctuality.

### Lunchtime

Children may go home for lunch, have a school meal or bring a packed lunch. During lunchtime we ensure the safe supervision of the children by employing Supervisory Assistants (Dinner Ladies) who act under the control of the Head Teacher.

**School meals** are prepared on the premises. A government initiative has been introduced which provides all children in classes Reception to Year 2 with a free school meal with effect from 1st September 2014. All other classes will pay the current rate charged for school meals unless they qualify for means tested free schools meals. Parents who think their children qualify for **free meals** should contact the school office who will make appropriate enquiries. Please send the exact amount of **dinner money** due each week as it is extremely time consuming sorting out change. This would also prevent the change being lost in school or on the way home. Dinner money is due on the **first day of each week**. Please send the money with your child to the class teacher in an envelope or purse clearly marked with your child's name and class number. If paying by cheque, please make cheque payable to 'Stoke-on-Trent City Council'. Parents who think their children qualify for **free meals** should contact the school office who will make appropriate enquiries.

Children bringing a packed lunch should also bring a drink in an unbreakable container. Lunch boxes and drinks containers should be marked with the child's name. In the interests of safety hot liquids, fizzy drinks and glass containers are not allowed.

### Break-time Snacks

As a health-promoting school, children should only bring healthy snacks into school. If your KS2 child needs a break-time snack please send fruit or a cereal bar. Fruit is provided for Foundation Stage and KS1 children. Please also encourage your child to bring a fresh bottle of water every day **.Any food brought into school must not contain nuts as there are staff and pupils in school with severe allergies.**



# HILLSIDE PRIMARY SCHOOL

## SCHOOL DRESS CODE POLICY - Pupils

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The wearing of a school uniform also provides children with a sense of pride and belonging to a community. The community of Hillside Primary School is one in which each individual is proud to belong; a community where all individuals are encouraged to aim high. Pupils are expected to wear uniform for the following beneficial reasons:-

1. To promote a sense of identity.
2. Smart appearance.
3. To remove competition regarding fashion trends.
4. Economy.

We have very high expectations for presentation including clothes, shoes and hair and immediately address issues which fall short of these expectations. Our expectations for summer and winter dress are:

<b>Winter Uniform – Autumn and Spring Terms</b>
Maroon pullover, cardigan or sweatshirt (preferably with school logo) White shirt or polo shirt (preferably with school logo) Grey trousers or skirt or pinafore Sensible black shoes (not training shoes or boots) White or grey socks / Black or grey tights

<b>Optional Summer Uniform – Summer Term</b>
Maroon pullover, cardigan or sweatshirt (preferably with school logo) White shirt or polo shirt (preferably with school logo) Grey trousers or skirt or tailored shorts Maroon/Red and white check or striped dress Sensible black shoes (not training shoes, sandals or boots) White or grey socks

- For health and safety reasons sandals are not suitable as school wear.
- During wet or snowy weather wellies or boots can be worn to get to and from school but school shoes must be brought to change into once in school.
- School uniform embroidered with the Hillside logo is available to purchase from Motif Marketing in Milton.
- **All items of clothing and equipment should be clearly marked with the child's name.**

### Physical Education

- **Nursery, Reception, Year 1 & Year 2**  
Maroon t-shirt with Hillside lettering, plain black shorts and black pumps. All fully labelled in a drawstring bag.
- **Years 3 to 6**  
*Indoor kit:* Maroon t-shirt with Hillside lettering, plain black shorts (no stripes or logos) and black pumps.  
*Outdoor kit:* Maroon t-shirt with Hillside lettering, plain black tracksuit bottoms (no stripes or logos), maroon hoody with Hillside lettering and trainers. All items to be labelled with child's name and in a drawstring bag.

## **Hair:**

Long hair should be tied back. Hair accessories should be minimal, plain and in school colours. Hair should be kept out of children's eyes using headbands, clips and slides; again plain using school colours. During term-time pupils are discouraged from fashion hairstyles which include: shaved, dyed or streaked hair, beading, patterns, mohawks, lines and tramlines.

## **Forest Schooling - Foundation Stage**

As part of the children's 'The Whole Child Matters' fulfilling curriculum the Nursery and Reception children take part in 'Forest School'. This is a lesson which will take place in the wooded area in the school grounds. The children will cover many areas of the curriculum during the sessions as well as encouraging them to become independent learners.

It is very important that every child has a pair of Wellington boots, old clothes and a waterproof jacket (ideally the children need waterproof trousers too). These items of clothing need to be kept in school at all times and very importantly all items need to be named (including a named bag). The class teacher will send home the clothes every half term to be cleaned and returned. (Please do not come into school and take the clothes prior to this as the children become upset if their kits are not there - thank you).

It is a very exciting area of learning for all the children and if they are all adequately dressed they will be warm, happy and enthusiastic to learn in the 'great outdoors'.

## **Swimming Lessons – Years 2 to 6**

Please note that **all pupils, boys and girls, must wear a swimming cap.** Girls must wear a full costume (no bikinis) and boys must wear trunks (not shorts).

Pupils will not be allowed into the swimming pool if they are wearing any jewellery - all items must be removed before leaving school.

If your child wishes to wear swimming goggles during the lesson, a parent or guardian must send a Letter into school, stating your child's name and class, giving permission for this. This must be given to the class teacher prior to the commencement of the swimming lessons. Without this your child will not be allowed to wear goggles.

Please ensure that all swimming kit, including bags, are clearly marked with your child's name as it is extremely difficult to trace lost items if they are not labelled correctly.

## **Jewellery, Make-up and Nails**

The wearing of jewellery, except for plain stud earrings and watches, is not allowed on both safety and administrative grounds. Pupils are not allowed to wear make-up or false nails to school. Pupils are often required to engage in practical activities and thus the length of finger nails should reflect this. False nails are not suitable and nail paint should only be of the transparent lacquer type.

Religious symbols: Children are permitted to wear items which are classed as religious symbols, after discussion with the Headteacher.

## **Body Piercing**

Any form of body piercing (studs, rings, pins, etc.) presents health and safety problems. The school policy is to follow the guidance set out in the B.A.A.L.P.E. Document (The British Association of Advisers and Lecturers in Physical Education). **All** forms of body piercing **MUST** be removed before children take part in physical education or undertake any physical activities. If the body piercing is not removed the child will **NOT** be allowed to take part in any physical education lesson or activity.

# HILLSIDE PRIMARY SCHOOL - A Health-Promoting School

## HEALTH AND WELFARE

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### Hillside Primary School – Safeguarding Children Statement

At Hillside the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. The school therefore has to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place, including Safer Recruitment procedures. A Safeguarding Children Policy is in place and available in school.

### Emergencies

On a child's entry into School, parents complete a form giving addresses and telephone numbers where they, or some other responsible adult, can be contacted during the day if their child becomes ill or has an accident. Please inform the School of any change of circumstances, addresses, telephone numbers (home or work) which would help us to act swiftly on your child's behalf. All minor accidents will be treated in School.

### Medication

If your child is sick the best place for him/her is at home. If your child has been ill and is now fit for School but requires medicine prescribed by the doctor, then the following points should be noted:-

Almost all medicines require doses three times per day. In this case, medicines should NOT be brought into school but should be taken (1) in the morning before school (2) at tea time and (3) at bedtime. On occasions however, it may be for the administration of a medicine in the middle of the day. In such instances the parent will either administer the medication in person or arrange for a 'representative' to do so. A copy of the Medicines in School Policy is available on request.

### Asthma

Children with asthma must keep their inhalers with them at all times. The inhalers must be labelled with the child's name. If your child develops asthma please notify the school immediately.

### Health Care in School

All children at school entry will be offered a full health assessment with their parent/guardian and parents will be issued with the continuing Health Record for their child. Any health problems detected through screening will be reported to you. Children are only seen by the doctor if a parent is present. The above screening is routine and each task is carried out with your child's own class friends. If you have any worries or would just like some advice on any health problems do not hesitate to contact the school for contact details of the School Nurse and/or to make an appointment to see her in school. All information is strictly confidential.

# HILLSIDE PRIMARY SCHOOL - A Health-Promoting School

## HEALTH AND WELFARE

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### Security

All external doors are fitted with security locks and are secured during school hours. Children arriving at school when the doors are locked must report to the Office for admission to the premises. All visitors must report to the Main Reception where details of the visit will be entered into the Visitor Entry System.

Smoking - It is against the Law to smoke on school premises (buildings and grounds).

### Dogs on school premises

For obvious safety reasons the governors will not allow dogs on the school site and parents and visitors are expected to abide by this rule. If parents walk the dog to school when bringing and collecting children they will be expected to remain outside the school site. The only exception to this rule is the use of guide dogs for the blind.

### Cycling to School

Pupils are encouraged to come to school on their bikes and scooters and to leave them here to ride home again under certain conditions:

- No bikes or scooters are ridden on school premises. As soon as your child reaches the school gate they dismount and walk in with the bike.
- Junior pupils enter at the junior playground gate; infant pupils enter at the infant playground gate.
- Pupils can leave their bikes in the bike shelters provided.
- The bikes are not to be touched by anyone until the end of the school day.
- Cycle racks are installed on site. The school takes no responsibility for any damage to, or theft of, bikes or helmets left on the premises.
- We encourage the use of cycle safety helmets.

### Sex Education

This policy is in line with existing good practice and takes into account new legislation in Section 241 of the Education Act 1993. With the exception of Y6, it is not the policy of the School to highlight sex education as a separate entity throughout Key Stage 1 and Key Stage 2.

Sex education, the appreciation and understanding of reproduction of plants and animals is sensitively integrated across the curriculum and into everyday learning experiences. The pupils' needs are paramount and at all times teaching will be sensitive to parents' convictions and views. Y6 pupils will, as appropriate, receive talks relating to human sexual behaviour, aided by the School Nurse and Health Authority. Parents may be invited to attend these talks, suitable videos may be shown and open discussion will be encouraged. At all times caring moral attitudes and high values of family life will be emphasised.

# HILLSIDE PRIMARY SCHOOL

## PUPIL BEHAVIOUR

All children and young people should experience education of the highest quality in a secure environment free from distraction and disturbance. At Hillside Primary we seek to promote effective learning and teaching through a positive and purposeful ethos of achievement, by creating an inclusive ethos in which all children are respected, valued and treated equally. We teach acceptable behaviour through the curriculum and everyday practice whilst developing the individual.

Hillside Primary has developed an Assertive Discipline approach of shared responsibility among staff at all levels. This approach is used to manage the conduct and behaviour of all children, both within and outside of the classroom

Assertive Discipline is a whole school approach which focuses on the behaviour and not the child. Appropriate behaviour and routines are taught as part of the curriculum. Expectations are clearly communicated to the children on a regular basis. Partnership with parents is a very important part of the whole approach.

At Hillside our aim is to promote positive behaviour and attitudes, based on mutual respect between all members of the school community, thus developing in our pupils: self-discipline, personal responsibility, high self-esteem, and a pride in the school both inside and outside the classroom. In carrying out this aim we will develop a pleasant, successful learning environment for all, which will ensure that effective teaching and learning takes place. We encourage pupils to choose responsible behaviour and in doing so, raise their self-esteem, increase their academic success, improve their relationships with others and better prepare their adult life. Many people take a role and have responsibilities in our approach: children, staff, parents and carers. Our approach to creating a positive ethos within school is to treat children positively, praising them, offering encouragement and acknowledging their achievements.

As well as acknowledging and celebrating individual efforts and successes, children at Hillside are encouraged to work collaboratively as a team and gain points for their 'House' team. Winning teams are celebrated in a weekly whole-school assembly and a reward is given to overall winners on a termly basis. Golden Time is also provided in EYFS and KS1 to reward positive behaviour

Children deserve structure and need limits and boundaries. There is perhaps nothing more harmful that we can do to children than allow them to disrupt or misbehave without showing them we care enough to let them know their behaviour is not acceptable. Pupils need to learn that inappropriate behaviour carries with it consequences. When discussing inappropriate behaviour, we will encourage children to consider alternative choices that they could have made which would have resulted in a more positive outcome.

Consequences are clearly communicated with the children and are displayed in each classroom. The language of 'choice' is always used when discussing consequences.

A copy of the schools Positive Behaviour Policy is available on the school website (paper copy available upon request to the school office).

# HILLSIDE PRIMARY SCHOOL

## HOME/SCHOOL PARTNERSHIP

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Both parents and teachers recognise that close links between home and school are important.

Induction evenings are held in the Summer Term for the parents of children who will enter the Foundation Stage the following September.

For parents of Nursery children, the induction process is explained and parents are given the opportunity to look around the Foundation stage class rooms.

For parents of Reception class children the policies and expectations of the school are explained to them. They are advised about the supporting role which they can take in the education of their child and are encouraged to discuss teaching methods, reading schemes etc. with the Reception class Teacher and a Senior Early Years Practitioner. Parents are given the opportunity to look around the Reception classroom and to see examples of work by the present Reception class.

Prior to entering the Reception class, several story and rhyme sessions are held in the Reception class room. These sessions benefit the children who have not attended the Nursery at Hillside. They help the child become more familiar with the school, lessen anxiety and introduce them to other children who will be in their class. This makes for a more confident beginning.

What can parents do to help? Parental involvement is encouraged in the following ways: hearing their child read, overseeing homework, supporting sports events, plays, musical evenings, showcases, special Assemblies and attending Open Evenings. If a parent has a particular skill which would be of benefit to the School we would be pleased to hear from them.

### Parents, Teachers and Friends Association

The P.T.F.A. is an elected committee which consists of a Chairperson, Secretary, Treasurer, other parents and all of the teaching staff. The committee is elected at the Annual General Meeting which is held at the beginning of the academic year. All parents are invited to the Annual General Meeting and are offered a place on the P.T.F.A. Meetings are normally held termly at the School. The role of the Parent/Teacher Association is to raise funds to provide the School with equipment and resources. The P.T.F.A. fundraising enables the school to provide a broader educational experience for all the children. **We need everyone's help!**

The number of parents who are represented on the P.T.F.A. varies from year to year but new members are encouraged and most welcome to join and the Association is constantly looking for new ideas to raise funds. Parents are informed by letter of all School events and meetings and their co-operation and support is welcomed and appreciated.

# HILLSIDE PRIMARY SCHOOL

## CLUBS AND SOCIETIES

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Many opportunities are voluntarily provided by teachers for children to develop their special interests outside the ordinary range of the curriculum.



These are some of the activities which may be open to pupils:-

- Athletics
- Bike-It Crew
- Change4Life
- Choir, Songbirds and instrumental groups (Recorders, Guitars and Rock Band)
- Computing
- Concert and drama productions
- Cookery
- Cricket
- Cross Country
- Cycling training
- Eco Council
- Festivals - Christmas, Harvest
- Fizzy Totz
- Football
- Friendship Buddies
- Gardening
- Guitars
- Indoor Rowing
- Hockey
- Multi-skills
- Musical Theatre
- Netball
- Number Buddies
- Play Leaders
- Reading Buddies
- Rounders
- School Council
- Street Dance
- Taekwondo
- Tag Rugby

# HILLSIDE PRIMARY SCHOOL

## OUR CURRICULUM

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The Curriculum at Hillside Primary School provides opportunities for all pupils to learn and achieve. Its focus is to engage and enthuse, developing an enjoyment of and commitment to learning as a means of encouraging the best possible progress and highest attainment for all pupils. We are preparing our pupils for the challenges, opportunities and responsibilities of both the next stages of their education, and for their future lives.

Our curriculum builds progressively on our pupil's strengths, interests and experiences and develops their capacity to work collaboratively and independently.

Our broad and balanced curriculum aims to '*develop the individual*' and contribute to the child's sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritage of our diverse society. We aim to develop an understanding and appreciation of pupils own and others beliefs and cultures. We aim to develop integrity and autonomy, nurturing our pupils into responsible and caring citizens, who contribute to the development of a just society.

Embedded within our curriculum is our aim to foster and build enduring values. Hillside has adopted the values of the 2012 Olympic and Paralympic games (Respect, Friendship, Determination, Equality, Excellence, Courage and Inspiration) and these are weaved within and promoted through our curriculum. With the implementation of the new (September 2014) curriculum, we completed a full review of our curriculum. We worked hard to use the statutory framework to build a curriculum which was exciting and relevant to pupils at Hillside and suited the needs of our children.

At Hillside we want our pupils to foster a love of learning and a thirst for knowledge- building the foundations for lifelong learning. We want our children to be inquisitive, to ask questions and develop an enquiring mind. We want them to explore and take risks. Our Foundation subjects are taught through a thematic Learning Challenge approach. The Learning Challenge concept is built around the principle of greater learner involvement in their work, resulting in a more meaningful curriculum which promotes high standards.

The New curriculum tells teachers what to teach. The Learning Challenge approach focuses our teachers on the way they want to deliver it. The key drivers of our approach are:

Planned around the distinctive needs of our children	Allows writing to be meaningfully embedded
Cross-curricular (where meaningful)	Outcome driven to raise standards
Interesting for the teacher as well as children	Integrates empowering learning ('learn to learn')
Enquiry based to promote curiosity	Embeds the application of basic skills

The design of our Learning Challenge curriculum is based around a series of prime and subsidiary learning challenges – all expressed as questions. To begin, Pre Learning activities, tasks are used to ensure that learners are building on their prior knowledge and are fully involved in the planning process granting them ownership of their learning. To ensure that learners are 'hooked' by the theme they are exploring, we plan for a powerful stimulus that grabs the learner- often this is an off-site educational trip. A critical part of our



learning challenge approach is ensuring that children understand what they are working towards, i.e. knowing the bigger picture. Careful reflection and reviews of learning help to cement the learning.

Below is an outline of the Hillside Curriculum:

## **English**

### **English Speaking and Listening**

Pupils at Hillside are taught to speak clearly and convey ideas confidently using standard English. We encourage children to justify their ideas with reasons; ask questions to check understanding; develop vocabulary; negotiate; evaluate and build on the ideas of others and select the appropriate register for effective communication. It is evident to anyone who visits Hillside that there is an ethos where children feel safe and valued, thus encouraging them to interact in a respectful and expressive manner. The classroom environments are stimulating and creative and there is a rich diet of vocabulary in and around the school which enhances the speaking and listening skills being taught. In each and every classroom at Hillside, you will observe the use of talk partners; collaborative learning, children as teachers; the use of ICT to enhance speaking and listening skills and many Kagan strategies such as talking tokens, showdown, think, pounce, bounce and other structures to develop cooperative learning and to ensure children are given a variety of opportunities to practise their speaking and listening skills and similarly to become thoughtful, empathetic listeners. We foster an ability to respect and respond to the views of other children and adults in an appropriate way and this is done at every point of the school day, not just in focused English lessons.

### **Reading**

Our reading curriculum is designed to produce productive, creative and well educated students. The challenging and ambitious expectations of the National Curriculum are reflected in our aims and beliefs of how reading should be taught at Hillside. Pupils within our school are taught to read fluently and encouraged to read for pleasure. To promote reading at Hillside we use a variety of strategies and resources including:

- A wide variety of fiction and nonfiction books to ensure children read a variety of genres and text types.
- Decodable books for children learning to read.
- Synthetic phonics programme to support the teaching of reading.
- Excellent use of the library area where children are encouraged to read in their own free time.
- 'Author of the Term' initiative used in all classes to develop the children's love of reading.
- Reading logs used by 'Independent readers' to ensure they are reading a wide variety of texts.
- Reading promoted in the form of visits from authors, book weeks, book fairs, drama workshops and theatre visits etc.
- 'Reading for pleasure' units of work integrated into English teaching to encourage more flexibility with the types of texts read in class.
- High quality texts used in school across all subjects.
- Children are challenged to read five times per week to ensure they develop the habit of reading widely and often and to acquire a wide vocabulary to support them in their use of grammar and linguistic conventions for reading, writing and spoken language.
- Children have two high quality guided reading sessions per week. From year 2 – year 6 one of these sessions is focused on word reading and discussion, incorporating comprehension, exploration of

vocabulary and dictionary skills and the second session focuses on comprehension, in particular inference and deduction.

- Daily synthetic phonics sessions take place daily from nursery to year 2 and in cases where children still require the teaching of phonics in KS2 it is done through specialised phonics interventions and the use of a phonics reading scheme that is based on a context aimed at their age range.

### **Guided Reading**

Comprehension is a key feature of guided reading sessions and an integral part of the new National Curriculum. Teachers at Hillside provide pupils with the progression in comprehension through the increasing challenge of the texts they read. In addition to the difficulty of the text, the level of challenge also comes from the complexity of the questions or the tasks that the teacher sets. We actively involved parents and carers to be involved in reading with their children, both at home and at school through enjoying and sharing books together and we have a wide range of quality resources and texts in school to support children's reading. Reading is taught every day through guided reading as stated above: one of these sessions is focused on word reading and discussion, incorporating comprehension, exploration of vocabulary and dictionary skills and the second session focuses on comprehension, in particular inference and deduction.

### **Phonics**

Daily discreet phonics lessons are taught in differentiated groups which are suitable for the child's phase of learning. A systematic scheme is used in school which is a fun and interactive way to support children in learning how to read and write. To promote high quality phonic teaching at Hillside we use a variety of strategies and resources including:

- Quality daily phonics lessons that last between 15-20 minutes.
- Careful differentiation for all ability groups, addressing the needs of children with special educational needs, including gifted children, based on ongoing formative assessment and teacher judgement.
- Well planned interactive lessons, delivered at a brisk pace, that keep children engaged and focused.
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.
- Additional decodable reading books for children to apply their phonic knowledge in phases 2-5 continuing in to the reading scheme in KS2 also to ensure children have grasped the basis of reading.

### **Writing**

At Hillside we aim to inspire children and encourage the development and application of imagination. We develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model the 'craft of writing' and the use of phonics and spelling strategies are a focus of shared writing sessions. The children are given frequent opportunities in school to write in different contexts and for a variety of purposes and audiences, using quality texts as a model. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. Extended, independent writing takes place at least fortnightly in every class, often linked to the topic being studied. These pieces of writing help to provide a clear assessment of the children's current writing stage and their areas of development within writing, spelling, grammar and punctuation. At Hillside we have a clear programme of study for the introduction and acquisition of knowledge about grammar and punctuation. Our English sessions are well suited to the practical development of this knowledge through the word, sentence and text level work provided in class. Teachers

turn every available minute of teaching into valuable learning time. The first few minutes of the day or English lesson is given over to the practice of essential language skills. In spelling we value and encourage children as they move through the developmental stages of learning to spell, but we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly in writing.

## **Handwriting**

Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast, flowing, joined, legible style of writing. In order to achieve this, we are aware of the need for a consistent approach to the teaching of handwriting across the key stages. Our aim is for all children to write fluently, legibly and with increasing speed and to understand the different forms of handwriting used for different purposes by the end of KS2. At Hillside we use the Letter Join handwriting programme to enhance the teaching of handwriting in all key stages. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. Handwriting is a cross-curricular task and will be taken into consideration during all lessons and formal teaching of handwriting is carried out for 30 - 45 minutes per week to ensure children become fluent and legible writers.

## **English and Spiritual, Moral, Social and Cultural Development**

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their environment and also in the wider world. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures.

## **Mathematics**

Mathematics at Hillside is based on a 'Maths Mastery Approach'. Mastery of maths means a deep, long-term, secure and adaptable understanding of the subject. Developing mastery consists of three main elements:

- fluency (rapid and accurate recall and application of facts and concepts)
- a growing confidence to reason mathematically
- the ability to apply maths to solve problems, to conjecture and to test hypotheses

Mastery of maths, builds gradually as a child goes through school, is a tool for life, and immeasurably more valuable than the short term ability to answer questions in tests or exam. One of these is the move away from labelling pupils as 'high ability' or 'low ability' and always giving them different tasks. This approach is now the basis of each maths lessons and children are always given a choice of where they will begin their learning and are encouraged to take charge of the progress they make during the lesson by moving themselves on. Classes from year 1 to year 6 are using a 'Bronze, Silver, Gold, Platinum' approach to the activities they set for their children. This system enables the children to either consolidate their understanding of concepts before moving on (Usually bronze and silver) or to apply their mathematical skills to reason and problem solve (Usually gold and platinum)

When walking into a typical maths lesson it is evident that there is a challenging, engaging ethos which promotes a positive and confident attitude to maths as an exciting, creative and relevant subject. We also

want to ensure that all our children realise their potential, becoming confident and enthusiastic mathematicians. Our curriculum is designed to ensure that there is a focus on promoting core maths skills; such as multiplication tables, number bonds and place value; as well as practical maths and 'using and applying' skills which promote independent problem solving skills and mastery. To ensure we continue to embed and develop these core skills we use a times table system across the school that focuses on a graduated approach of children learning to say their times tables in order; moving on to learning the multiplication facts; next the children will learn the corresponding division facts and will be able to recall them out of order and finally they will master their times tables by applying them to different areas of mathematics and also at speed. The children have a times tables chart to complete, which is displayed in their maths book and children receive a prize when they have learned the multiplication tables expected of them.

## **Mathletics**

At Hillside we use an exciting, interactive maths programme that the children can use from home or school. Each child at Hillside, from reception to year 6, has their own username and password and can log on from any computer or tablet. The programme has a range of mathematics activities from various topics across the mathematics curriculum. It is used all around the world in countries such as New Zealand, USA, South Africa and many more and the children love the opportunity to play games against children from different nationalities when they log on.

## **Science**

At Hillside, Science is taught as part of the Learning Challenge curriculum. The national curriculum objectives are delivered through exciting and stimulating learning challenge questions. Although the learning challenges are taught separately from the main topic, they are purposefully planned alongside topics which provide cross curricular opportunities and links between them.

The learning challenges enthuse, stimulate and excite the children's scientific minds, posing questions to promote thinking and enquiry, enabling questioning of the world around them. Lessons are delivered to provide a range of opportunities for the children to gain hands on experiences, plan and carry out practical investigations and gain answers to phenomenon that is observed.

Delivery of lessons is provided within a range of settings, including within the classroom, within the wider school and grounds and through educational visits both off site and visiting groups within school. During the spring time we hold a science week where all classes are immersed in scientific investigations and experiments, providing a showcase of opportunities for the children to enjoy.

## **Geography**

At Hillside, the National Curriculum objectives are delivered through each class' exciting learning challenge questions. The learning challenge questions are cross-curricular, enabling Geography to be taught through lessons that include skills picked up in other subjects such as Computing and History. The Learning Challenge Curriculum includes a range of Geography focused topics, which enable the development of locational knowledge, place knowledge and the understanding of human and physical features of many places in the world. Children have the opportunity to study areas such as the Mediterranean, Africa and rainforests, as well as looking at their local geography and other villages, towns and cities in the UK. At

Hillside, we aim to develop children's geographical skills and fieldwork through a number of trips to places such as Stanley Head, Liverpool, Llandudno.

## **History**

At Hillside, we recognise history as being a medium through which pupils can understand, enjoy and appreciate the world in which we live. We believe that the teaching of fun, engaging lessons that bring history to life is a seminal in developing children to enjoy learning and thus become life-long learners. This fundamental belief means that we pride ourselves on delivering a high-quality education which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

We appreciate the value of enquiry based learning and therefore have designed our curriculum so that all lessons begin with a prime learning challenge, which is always a question. This question allows children to experience wonder, inspires their curiosity to know more about the past and paves the way for the development of historical empathy. Pupils construct informed responses to these questions that involve thoughtful selection and organisation of relevant historical information. This involves taking children through British history from the Stone Age to World War II. Through utilisation of a variety of teaching and learning styles, pupils are motivated to enquire, weigh evidence, sift arguments and think critically as they focus on recent eras of history, significant individuals and ancient civilisations from all around the world.

We place great importance on educational visits and visitors to enhance the History curriculum. These visits allow our children to think for themselves, make connections to what they've learnt in class and construct their understanding from a range of primary and secondary sources of evidence. These trips, alongside various other strategies discussed above allow teachers to facilitate learning so that pupils can note connections, contrasts and trends over time and are more holistically developed to enter the world as wider informed individuals.

## **Computing**

The computing curriculum at Hillside Primary covers three aspects: computer science, information technology and digital literacy. Creativity is encouraged and children learn different ways of using technology to communicate. Where possible, our approach to using technology is linked to other areas of the curriculum. The responsible use of technology and safe use of the internet is central to our practice at Hillside and eight children from Key stage 2 are eCadets. eCadets are responsible for completing activities on the eCadets website and sharing what they have learnt with their class.

## **Art**

At Hillside our aim is to engage, inspire and challenge pupils within our Art curriculum. Through high quality planning and teaching, our teachers strive to deliver a curriculum that will equip the children with the necessary skills and resources to invent and create their own works of art, craft and design. As pupils progress they will be able to think critically and develop a more rigorous understanding of art and design. Pupils will learn how art and design both reflect and shape our history and how it contributes to the culture, creativity and wealth of our nation.

Pupils will develop vital skills as they progress through Hillside Primary School, which will ensure that they are able to produce high quality, creative work linking into all areas of the curriculum. Pupils will become proficient in drawing, painting, sculpture and other art, craft, design techniques. They will study a variety of

famous artists and their works, allowing them to evaluate and analyse creative works using the language of art, craft and design.

## **Design & Technology**

At Hillside we aim to offer an exciting and inventive design and technology curriculum. Using creativity and imagination, pupils will design, create and evaluate products that solve real and relevant problems in a variety of contexts, such as creating packaging. Pupils will develop the ability to consider their own and other's needs, wants and values.

In addition to this pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Pupils will progress through the school learning a range of vital skills such as cooking and nutrition, understanding the skills needed to create a high quality prototype and develop technical and practical expertise to enable them to participate successfully in an increasingly technological world.

## **MFL**

Throughout Key Stage two children at Hillside are taught French. Through the teaching of a Modern foreign language our children broaden their understanding of countries, communities, culture and people. We believe that the teaching of Modern Foreign Language at our school will inspire, enthuse and lay the foundations for further Foreign Language learning at Key Stage 3. The children at Hillside have the opportunity to take part in many practical activities such as games, songs and role-playing. The teaching provides an appropriate balance of spoken and written language. By the end of Key Stage two our children will be able to communicate facts, ideas and feelings in speech and writing

## **Music**

Our Music curriculum is designed to encourage both appreciation and enjoyment of music. Our music curriculum is delivered by highly experienced music teachers.

The curriculum incorporates singing, listening, exploring and creating sounds and playing tuned and untuned instruments. It progresses to composing music, using musical notation, and using their voices and instruments with increasing accuracy, fluency, control and expression.

We have a Songbirds group (KS1), a school choir and a Recorder group (KS2) who practice weekly and perform at numerous events throughout the year. We also have a Guitar club and Rock Band club which meet weekly.

## **PSHCE**

Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that: 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

At Hillside we have a comprehensive programme of PSHE education in place. It meets pupils' needs and prepares them for the challenges and opportunities of adult life. It promotes the spiritual, moral, cultural, mental and physical development of pupils at our school and of society and prepares them for the opportunities, responsibilities and experiences of later life.

## **PE**

The national curriculum, and therefore our curriculum for physical education will ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Throughout the school our pupils master and develop movements including running, jumping, throwing and catching, as well as developing balance, agility, flexibility, strength and co-ordination, applying these in a range of activities. They participate in team games, developing tactics for attacking and defending. Our children perform dances using increasingly challenging movement patterns. Throughout all activities they are encouraged to self and peer-assess performances, compare these performances with previous ones and demonstrate improvement to achieve their personal best. In key stage 2 our pupils take part in outdoor and adventurous activity challenges both individually and within a team

The current Curriculum places great emphasis on competitive sport and we at Hillside strive to provide the children with as many opportunities as possible to participate in Intra-School (in school) and Inter-School (against other schools in the area) competitions. In school we hold regular School Games Days, where the children compete against each other in a variety of sports. At an Inter school level, we compete in Football, Hockey, Cross-country, Swimming, Athletics and a number of other sports.

We also have a very active extra-curricular timetable which all children are encouraged to access. On offer currently there is Indoor Rowing, Change4life, Taekwondo, Dance, Football, Fizzy Totz and Multi-Skills.

At Hillside we have Sports Leaders. This is a responsibility given to a group of Year 6 pupils who take an active interest in sport and become ambassadors for sport. These children support, plan and organise a range of sporting activities, developing their leadership skills.

## **RE**

We are delighted to support the publication of the new Stoke-on-Trent Agreed Syllabus for Religious Education 2016. This new syllabus offers increased flexibility and extra support for planning as well as providing practical strategies, guidance and resources for teachers.

Religious Education provides rich opportunities for children and young people to learn about things that matter in the lives of local people and the wider world. This agreed syllabus enables pupils to study beliefs, teachings and ways of living, and is structured so that they can explore a range of responses to questions of identity, meaning, purpose, values and commitments. In the process they can examine and reflect upon their own ideas and values. At a time when religious beliefs guide the lives of billions of people worldwide, understanding people's views can be a first step to recognising and appreciating diversity. This is particularly important at a time of global tensions.

This agreed syllabus inspires creative, challenging and thoughtful Religious Education to promote personal development. It offers support and guidance for teachers to enable Stoke-on-Trent pupils to make excellent progress. It encourages a thoughtful and questioning approach to life and seeks to lay the foundation for schools, so that their pupils grow in understanding of themselves and the world in which they live, preparing them for life in Britain today.

## **Assessment**

At Hillside we have rigorous assessment procedures in place to ensure that both teachers and pupils have a clear picture of what has been learned and what the next steps are. This assessment is both formative and summative. For more information please refer to our Assessment Policy available on the school website or request a paper copy from the office.

Children receive daily imperative feedback on their Maths and English work. They respond to this and make improvements to their work in dedicated Fix-it time.

Home-school communication and the support of parents is fundamental to pupils' progress and attainment. Each year parents are invited to attend two parent consultations (autumn and spring terms) and will receive written information regarding their child's attainment. During the summer term parents receive an end-of-year report, communicating their child's progress, attainment, achievements and next steps.

## **Parental Involvement**

At Hillside we understand the positive effects of parent involvement on pupils, families, and the school. We want the school and parents to continuously support and encourage the children's learning and development. This is achieved through clear lines of communication and high levels of parental engagement and involvement. Twice a year parents are invited into school to view their children's work and discuss progress and attainment with the class teacher. A written report is sent to parents at the end of each academic year and parents are invited to two showcases events and a class assembly per year giving children opportunity to share their learning experiences and showcase their knowledge and understanding.

Class teachers welcome and dismiss the children on the playground each day and are available for short, informal chats. Both the Headteacher and other teaching staff are available to meet parents more formally at other mutually agreed times.

Throughout the year, parents and other family members will be invited into school to engage in a range of activities ranging from lunches, assemblies, productions, and other 'showcase' events.

## **Pupil voice**

The children in our school are the most important people. As such, they have opportunities to share their thoughts and opinions both formally and informally.

## **School Council**

The main aim of the School Council is to help to make our school a better place for our children and to give them an opportunity to have opinions and ideas heard. Each class, from Year Two upwards, has two representatives who are elected every year.

At the first meeting of the year, children introduce themselves and agree to be committed to attending regular meetings throughout the year. The class representatives tell the children in their classes what has



been discussed at each meeting and the children can ask the representatives to take forward their ideas to the next meeting. New school councillors are picked each year through democratic votes in class.

### **Roles and responsibilities**

At Hillside we believe in empowering our pupils trusting them with different roles throughout the school. These include Head Boy/ Head Girl, House Captains, Reading Buddies, Reading Champions, Athletics Champions, Friendship Buddies, Playground Leaders, Sports Leaders and many others.

### **Playtimes**

Playtimes are beneficial not just for enjoyment and health but also to encourage children to develop independence and social skills. We encourage children to play interactively and to create and develop games and activities. In addition, we zone each playground to enable more structured play. Across our two playgrounds (KS1 and KS2) we offer:

- games and activities led by trained playground leaders
- scooter area
- football area
- play-trails
- provision of Friendship Buddies
- Reading/ activity area

### **Educational Visits**

Educational visits are a valuable part of the delivery of our curriculum. They are carefully planned to enhance and support our pupil's learning- often they are used to create a 'Wow' starter as a hook to enthuse and motivate. These visits are varied and give our children first hand experiences and a deeper insight into the topics and themes they are studying.

Parents are asked to make a voluntary contribution to subsidise the cost of these visits. Our charges and remissions policy can be found on the school website or is available from the school office.

### **Homework**

At the Hillside we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

The purpose of homework at Hillside is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

Homework tasks include reading, phonics activities, maths tasks, learning spellings and optional enrichment/creative homework. Further details can be found in our Homework policy which can be found on the school website or is available from the school office.

## **Celebrating Success**

At Hillside we love to celebrate every success, no matter how small. We have a whole school approach to using 'team points' as a reward system. Each team point contributes to the 'team' total. A termly reward is given to the team who have collected the most points. We 'celebrate success' at an assembly each Friday morning, rewarding good work, attitude and progress as well as recognising children who have showed our school values.

## **FURTHER INFORMATION FOR PARENTS**

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Copies of all documents referred to under paragraphs 5 and 6 of the Education (School Curriculum and Related Information) Regulations 1989, may be inspected or obtained (except those which are copyright) at the School, upon request to the Head Teacher. In some instances the Head Teacher may make a charge (not exceeding the cost of production) in respect of any copies supplied. Many school policies can be found on the school website [www.hillsideprimary.org.uk](http://www.hillsideprimary.org.uk) on the parent page.

The Governing Body has adopted the guidelines issued by the Local Education Authority on charges for activities undertaken off the School premises and these are available on the school website and from the school office.

At the end of Y6 the children transfer to secondary education. Our pupils usually elect to attend Excel Academy or Endon High School.

A good relationship exists between Hillside Primary School and the pyramid schools. We endeavour to make the transfer as smooth as possible for the children.

## **COMPLAINTS PROCEDURE:**

Please refer to our ***Complaints Procedure Policy*** which can be found on our school website, or alternatively request a paper copy from the school office.