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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 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
Headteacher



HILLSIDE PRIMARY SCHOOL

AN INTRODUCTION TO THE SCHOOL

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

Telephone Number: 01782 235350

Website: www.hillsideprimary.org.uk
email: office@hillsideprimary.org.uk

Head Teacher: Mrs K Schonau, BA (Hons) Primary Education

Chair of Governors: Mr D Gray

Hillside Primary School is a Stoke-on-Trent City Council Maintained Primary School. The school was built in 1958 and is situated in a pleasant residential suburb of Stoke-on-Trent, close to the Staffordshire Moorlands border. The school building comprises of 8 classrooms, a community room, an assembly hall, a kitchen and separate dining hall. The grounds are wonderful and boast a private woodland area, a vast playing field and two playground areas.

We educate children from age 3-11 within our 8 classes: Nursery to Year 6. The classes are organised in single age, mixed ability years. Our Nursery has 26 places which, as with every other class in school, is taught by a Qualified Teacher. Children are admitted to the Nursery in the September after they turn 3 years of age. Children are admitted into Reception at the beginning of the school year in which they reach 5 years of age, i.e. from 1st September – 31st August. In line with the class size pledge, the number of pupils admitted to the Reception at the normal age of entry in each academic year does not exceed 30 unless instructed by the Local Authority Admissions. 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 team comprises the Headteacher, Deputy Headteacher, Assistant Headteacher and 7 further full-time class teachers. They are extremely well supported by a well-established, 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, Deputy Safeguarding Lead.

Please explore our website to find out more: www.hillsideprimary.org.uk.

HILLSIDE PRIMARY SCHOOL

AIMS AND VALUES

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

YOUR GOVERNING BODY

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: Mr D Gray
c/o Hillside Primary School
Field Avenue,
Baddeley Green
Stoke-on-Trent
ST2 7AS

The term of office for each category of governor is 4 years.

HILLSIDE PRIMARY SCHOOL

CLASS ORGANISATION

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

Foundation Stage:	Nursery	Reception		
Key Stage One:			Year 1	Year 2
Key Stage Two:	Year 3	Year 4	Year 5	Year 6

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

Special Educational Needs & Disability (SEND)

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 SEND requires that we adopt a graduated approach of action and intervention for children with SEND. The graduated approach recognises that children learn in different ways and can have different kinds or levels of SEND. 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 Inclusion Manager. 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 School Support.

School Support

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 School Support, 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 Inclusion Learning Services (ILS) or the Educational Psychology Service (EPS) - we can decide to move to the next step within School Support.

A Code of Practice meeting will need to be carried out with ILS/EPS. After assessing your child, the ILS 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 School Support. 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.

For more detailed information including our Local Offer please go to our website 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 SEND. The contact number is 01782 234701.

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 SEND and the school/local offer are available on the school website and from the school office.

HILLSIDE PRIMARY SCHOOL

SCHOOL DAY

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. for 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. Attendance issues will be raised with parents through letters, newsletters, parents' evenings, Prospectus or, in more serious cases, via the Education Welfare Service. Penalty Notices (fines) may be issued to parents/carers by the Education Welfare Services regarding poor school attendance (unauthorised absence). 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 with 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 have a school meal or bring a packed lunch (excluding Nursery). 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 provides all children in classes Reception to Year 2 with a free school meal. 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. Hillside operates a cash free environment using a secure service called ParentPay for online payments. Full details will be provided together with activation details.

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

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:

Winter Uniform – Autumn and Spring Terms
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

Optional Summer Uniform – Summer Term
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.**

Hair:

Long hair (below shoulder length) 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 asked not to have fashion hairstyles which include: shaved, dyed or streaked hair, patterns, mohawks, lines and tramlines. Hair braids, tinsels and feathers should not be worn.

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.

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 out doors'.

Swimming Lessons

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

Jewellery- Watches and plain stud earrings can be worn. Plain stud earrings are defined as silver or gold, spherical shaped and small.

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 clear- if required.

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.

If you need any clarification on any of the above please see Mrs Schonau.

HEALTH AND WELFARE

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 Child Protection and Safeguarding Policy is in place and available in school and on the school website.

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.

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). It is also prohibited to smoke vapour/electronic devices on school premises.

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 promote the positive 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 group or team.

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

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 classrooms.

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 PTFA 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 PTFA. Meetings are normally held termly at the School. The role of the Parent Teacher & Friends Association is to raise funds to provide the School with equipment and resources. The PTFA 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 PTFA 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

Many opportunities are voluntarily provided by staff for children to develop their special interests outside the ordinary range of the curriculum. Some clubs will be provided free of charge however there may be a small fee charged by coaches for some of the clubs. Some clubs will run throughout the year however others will run at various times of the year.



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

- | | |
|--|--------------------------|
| Athletics | French |
| Book/Reading Club | Indoor Rowing |
| Breakfast Buddies | Multi-sports |
| Change4Life | Musical Theatre |
| Choir, Singing Stars and Djembe groups | Netball |
| Computing/e-Safety | Piano |
| Concert and drama productions | Time Tables |
| Cookery | Rounders |
| Cricket | School Council |
| Cross Country | Story & Rhyme Craft Club |
| Cycling training | Street Dance |
| Festivals - Christmas, Harvest | Taekwondo |
| Football | Times Tables |
| Forest Schooling | |

HILLSIDE PRIMARY SCHOOL

OUR CURRICULUM DESIGN

The National Curriculum ensures that all children have access to a common body of essential knowledge to which they are all entitled. At Hillside our school curriculum is built around the total experience of the child. We are determined to provide a curriculum that ensures all children gain this common body of essential knowledge, whilst also giving them a multitude of opportunities to flourish intellectually, artistically and physically enabling them to develop personal and social skills which will ensure they contribute fully and successfully in our ever- changing world!

Hillside Primary is committed to providing a personalised curriculum which is centred around 'Developing the Individual' by placing equal importance on academic development and personal development. We take a holistic view of each child and are determined to develop children's cultural capital by fostering the values of Inspiration, Determination, Excellence, Friendship, Respect, Equality and Courage. Children at Hillside are valued learners that flourish and grow spiritually, morally, socially and culturally.

Curriculum Priorities

Through careful discussion and analysis of our pupils' backgrounds, cultures and learning behaviours as a school we have prioritised the following areas which drive our curriculum design:

1. Behaviour of effective learners- our children need strategies to enable them to be more active, independent learners. They need to develop resilience and the ability to independently transfer and interchange knowledge and skills. We know that our children need immersion in rich, engaging topics to enable practice, repetition and reinforcement of skills and knowledge to be fluent in many different, often complex concepts.
2. Aspirations – our children do not lack the determination to succeed. What they do not have is an appreciation of the range of opportunities and possibilities available to them during the next stages of their lives.

Our aim is to deliver a carefully designed, planned and organised curriculum that challenges, engages and inspires children to become confident, successful learners that achieve their best and this is a key driving force.

We are determined to ensure that our curriculum provides **breadth, balance** and **depth** for every learner across every area of the curriculum in our school.

Breadth:

We have designed and planned our curriculum to offer a range of learning experiences which contribute to every child receiving a full and rich curriculum. The range of experiences we offer support and champion our culture and ensures that our children benefit from a full range of academic, spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and the diverse society to which they belong and play an active part. We are proud that our curriculum gives our children the skills, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high and work towards their goals and aspirations in life.

Balance:

Our underlying belief is that every child is unique and as a direct result every child should feel valued, experiencing success in a wide range of curriculum areas. We believe that through the curriculum we can impact positively on how they feel about themselves striving to ensure that they feel successful, confident and able to tackle any challenge that they may face.

We have designed, organised and planned our curriculum to ensure that every child receives an appropriate mix of academic and personal development which means that in practice our curriculum places equal importance on core and foundation subjects.

At Hillside we place high priority on ensuring children's physical and mental wellbeing is met ensuring that they take part in a range of sporting and physical activities and develop an understanding of how their brain and bodies function. We understand that children will not be successful learners unless they feel safe, are emotionally secure and happy in school; so therefore we carefully design our curriculum by adopting a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical and mental wellbeing are as valued and important as their academic development.

This balanced approach is not to the detriment of our high standards in core subject areas. High standards of teaching and learning enable children to reach national expectations or above and is of vital importance if they are to succeed during the next stage of their education, going on to achieve full, happy lives and careers.

Creativity is encouraged, nurtured and developed across our full range of subjects at Hillside. We are determined that each child at Hillside is able to explore a full range of experiences both within the curriculum and outside of the curriculum. Each child at Hillside is taught music by a talented and highly qualified music teacher who offers many singing and musical instrument clubs for those who want to develop their skills in these areas. They are also taught PE and sport by an inclusive, qualified sports coach who believes in all children regardless of ability and again, offers clubs to enrich the curriculum. These clubs sit alongside a plethora of other clubs which make our extra-curricular offer busy and varied. These include book club, cookery club, times tables club, street dance, taekwondo, musical theatre and story, rhyme and craft club to name just a few.

We are very fortunate to have vast grounds including a woodland area so that outdoor learning is commonplace and forest schooling is woven within the curriculum as well as being part of our extra-curricular offer.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Hillside Primary School makes excellent progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

Depth:

At Hillside Primary school our definition of progress is; the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and plan our curriculum to ensure that children are not merely covering content but developing a depth to their learning which enables them to use their skills and understanding in all across the curriculum.

Our careful curriculum design and planning means that we build in many opportunities for repetition and practise opportunities for essential knowledge, skills and understanding in every subject. This ensures that children are able to revisit previous learning, which allows them to gradually develop a depth of

understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

Our curriculum is meticulously planned to move the nature of children's thinking to a higher order, deeper level of understanding rather than just acquiring new facts and knowledge with little context. Every experience, we believe, should be meaningful.

The curriculum at Hillside is ever-developing and subject to regular review. We are proud that our curriculum is produced through high-quality collaborative working and all teaching staff are involved at every stage taking ownership of the learning experiences that they deliver.

As a school we are on a journey with our curriculum, evolving from the Learning Challenge curriculum then using a 'blocking' model of delivering discrete subjects. Following further reflection and adaptations we are now providing a thematic curriculum which aims to fully immerse the children into engaging topics in which subjects are integrated. Teachers are careful to use the subject names when teaching to ensure that children understand that they are accessing a broad and balanced curriculum through a thematic approach. For each topic, teachers plan a variety of activities and experiences to motivate, engage and excite the children and educational visits are sought to enrich the learning that takes place in school. Teachers ensure that the national curriculum is taught through topics and remain focused on the objective being taught, adding relevant activities and experiences that add value to the intended outcomes.

Subject leadership

Leadership of the curriculum is very strong at Hillside. We believe that a reason for this is that leaders have selected the subject that they lead, ensuring that each subject is led with genuine passion and interest. We take a collaborative approach to subject leadership and equal emphasis is placed on foundation subjects as core subject areas. Experienced subject leaders act as mentors to less experienced staff and we make best use of our collaboration with local schools enabling subject leaders to collaborate regularly, offering support and challenge for each other.

All subject leaders are allocated time out of the class to fulfil their leadership responsibilities, this includes monitoring of books and planning, CPD preparations, pupil voice interviews and liaising with and reporting to governors.

Our subject leaders play an essential role in the design of our curriculum and oversee it to ensure full coverage and support for all staff. They carefully organise the curriculum to ensure children have opportunities to revisit, practise and repeat learning which is essential to deep learning by monitoring key progression and skills. They have worked extremely hard and are determined to ensure full coverage of the national curriculum and progression within and across year groups and key stages (progression maps can be found on each subject page).

Recently the focus for the subject leaders at Hillside, has been to carefully think about, collaborate on and put into place effective assessment systems to enable tracking and monitoring of classes, groups and individuals.

For further details of each subject area please explore our website.

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 are 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. We aim to empower our young children and encourage them to take on roles and responsibilities. This may be to support, nurture or inspire others. Such roles at Hillside include:

- e-Safety Leaders
- Head Boy & Head Girl
- Librarians
- Playground Leaders
- Reading & Maths Ambassadors
- School Council
- Science Ambassadors
- Sports Leaders

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
- outdoor gym
- 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

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 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. A good relationship exists between Hillside Primary School and the secondary 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.