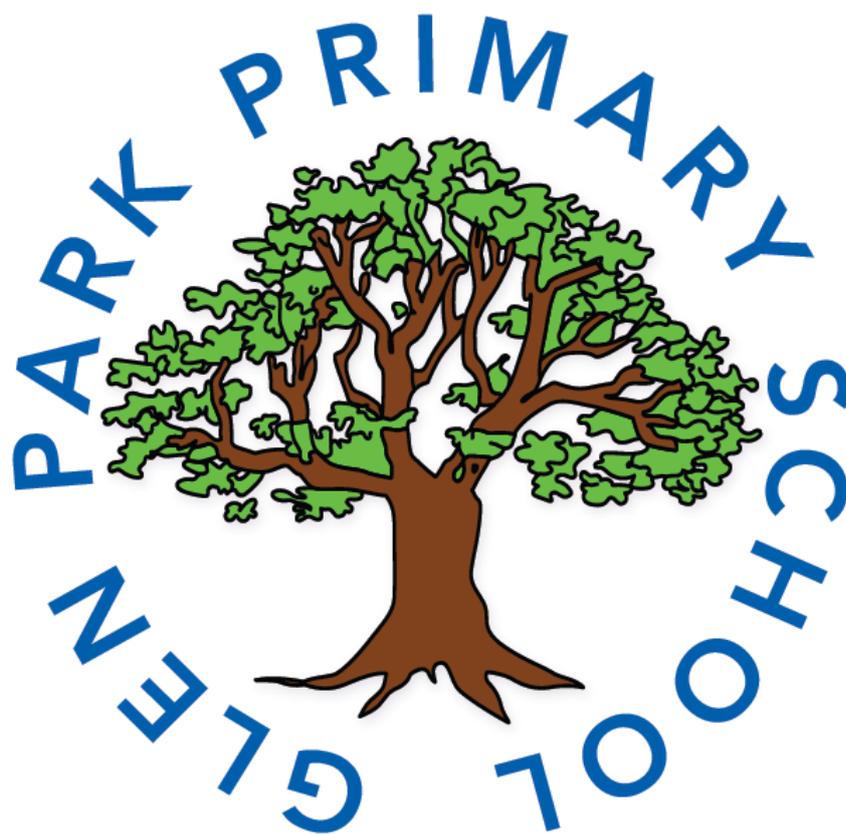


Glen Park Primary



Parent Handbook

2019-2020

Welcome

'A determined senior leadership team have a shared passion and commitment to ensure that all pupils achieve their very best. Staff morale is high. Staff are fully behind the leadership of the school. Together with your united staff, you have created an environment where pupils' learning is at the heart of all decision-making.' **Ofsted May 2019**

Dear Parents/Carers,

We would like to take this opportunity to welcome you all to Glen Park Primary School. We are very proud of our school, our children and their achievements. Our highly dedicated and skilled teaching team work hard to ensure that your children are provided with a high quality education based upon relevant and memorable learning experiences.

One of the keys to our success has been the strong partnership between the school, pupils and parents/carers. It is our intention that, working closely with parents/carers, we will enable all our children to develop their full potential and to acquire knowledge, understanding and skills in a wide variety of subjects and activities.

This handbook is designed for families with children at Glen Park and for parents/carers who are considering enrolment at our school. It is intended to provide you with details about day to day life and information about policies and procedures. At Glen Park we operate an 'open door' policy so there is always a member of our team available to discuss any questions or concerns that you may have. If you have any further questions about anything outlined within this handbook, please do not hesitate to get in touch.

We would welcome the opportunity to show you around our lovely school and share with you what we have to offer for your child.

Yours sincerely,



Anthony Hutchings
Head Teacher



Contact Details

Glen Park Primary School
Glen Road, Plympton, Plymouth, PL7 2DE

Telephone

01752 339073

Email glen.park.primary.school@plymouth.gov.uk

Website www.glenpark.plymouth.sch.uk

Facebook [@glenparkprimary](https://www.facebook.com/glenparkprimary)

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Glen Park Essentials

Success for all, through learning together...

Curriculum Drivers

EMOTIONAL AND SOCIAL AWARENESS

We aim to provide opportunities for children to learn to respect and appreciate the diversity of an ever changing society

We aim to nurture confident, independent children who are able to make responsible choices and have the ability to show empathy and compassion towards others.

CREATIVITY

We aim to give our children opportunities to be imaginative, to use experiences and observations to make connections in their learning and appreciate that learning can be accomplished in different forms.

UNDERSTANDING THE WORLD

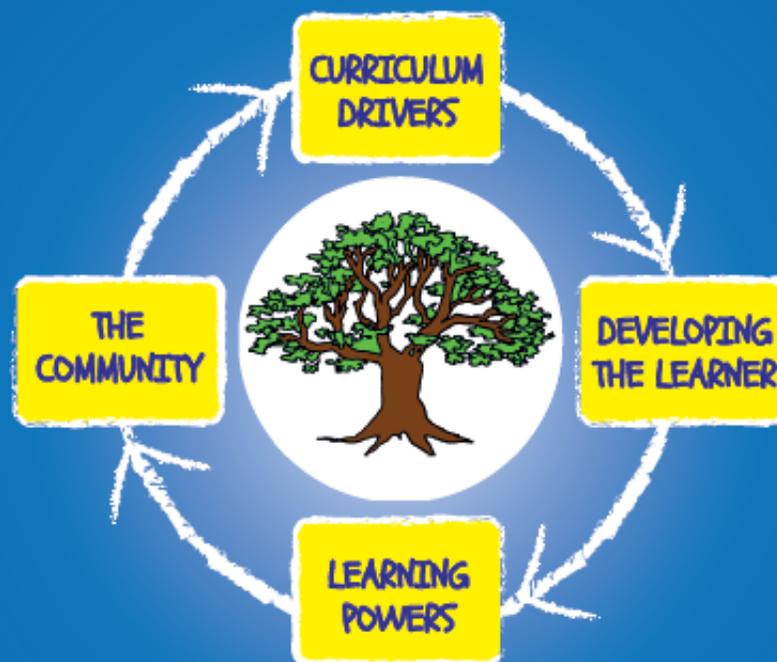
We aim to help our children to gain a sense of place and understand that they play a part in its future.

We aim to provide opportunities for them to explore similarities and differences between communities and how they fit into the wider world.

THE ENVIRONMENT

We want to enhance and enrich our children's understanding of their local and wider environment by providing opportunities for learning within and beyond the classroom.

We will aim to develop an attitude of care and respect, where children understand how actions and decisions impact upon the world.



Developing the Learner

We want our children to feel safe, secure and confident to take risks in their learning.

Our children will have respect for both themselves, for others and their working environment.

We see every child as unique and we aim to nurture the talents of the individual.

We aim to promote a sense of belonging where children take pride in their school community and are able to celebrate the success of others.

Learning Powers

INDEPENDENCE

We will encourage our children to share their ideas and thinking and provide opportunities for them to develop their independence.

MOTIVATION

We will encourage our children to be role models for good learning behaviours. To persevere and find new ways to solve a problem while setting goals which challenge themselves.

ENQUIRY

We will encourage our children to be curious about their learning and ask questions which will deepen their line of enquiry.

Learning Community

We aim to provide a safe, welcoming, caring environment supporting all learners enabling them to thrive.

All staff will be outstanding role models to children

We will work in partnership with parents, other schools and businesses to provide the widest possible experience and range of opportunities for our children.

Westcountry Schools Trust

Glen Park Primary became an Academy school on the 1st September 2016 and joined the Westcountry Schools Trust (WeST) in September 2019. The WeST family now extends to 18 schools of which 5 are secondary and 13 primary. All 13 primary schools naturally transition children into a WeST secondary school, an area of work we wish to further strengthen as our work matures.



WeST holds a firm belief in giving each child every opportunity to learn and succeed in all that they do. Whilst we are a family of schools who share common values and beliefs, all our schools are unique and hold their own identity. We believe that by working collectively, sharing what works well and jointly developing best practice, we are stronger together and can provide the very best education for our children in our geographical area.

We have a pride in our schools, staff and children, and thrive on the constant challenge to do better. All our children are our collective responsibility.

About Our School

Glen Park Primary is a large two form entry primary school, with a capacity for 420 pupils, educating children from 4 - 11 years. The original building was opened in 1976 with a refurbishment and new extension added in September 1991 due to a rise in pupil numbers. The school contains fifteen class bases, a large music/drama hall, a main hall, a computer suite, a courtyard and the administration offices.

We have extensive outdoor grounds which include separate play areas for different year groups, a wildlife area with a pond and a large sports field.

In 2011 a new purpose built double timber classroom was added to the site to accommodate Buddies Childcare services which consist of Buddies Holiday, Breakfast and After School Club.

Staffing 2019-2020

Head Teacher	Mr. A. Hutchings, B.Ed (Hons), NPQH
Deputy Head Teacher/ Year 2, 3 and 4 Phase Leader	Mrs. C. Duncan, B.Ed (Hons) - Year 5
Foundation Stage and Year 1 Phase Leader	Mrs E.Bushe, B.Ed (Hons) – Year 1
Year 5 and 6 Phase Leader	Mrs. R. Partridge, BSc (Hons) – Year 6
Foundation Stage	Mrs L. Birnie, B.Ed (Hons) & SENCo award (SENCo), Mrs. L. Sansom, B.Ed (Hons)
Year 1	Mrs. E. Bushe, B.Ed (Hons) & Mrs O Clarke B.Ed (Hons),

	Miss A Turner, B.Ed (Hons)
Year 2	Mrs. W. Luffingham, B.Ed (Hons), Mrs L. Swatton, B.Ed (Hons),
Year 3	Mrs V Lake, B.Ed (Hons)/ Mrs C Smithers B.Ed (Hons), Mrs J Johns B.Ed (Hons)
Year 4	Mrs. F. Gilligan B.Sc PGCE /Mrs N. Cole B.Ed (Hons), Miss C Brind B.Ed (Hons)
Year 5	Mrs N. Padley, B.Ed (Hons), Mrs.C. Duncan/ Mrs. H. Coulton, B.Ed (Hons)
Year 6	Mrs. R. Partridge, BSc (Hons), PGCE, ASE Miss. L. Bell PGCE
Teaching Assistants	Mrs. L. Fox, Mrs. S. Shepherd, Mrs. A. Easingwood, Mrs C Mouzouros, Mrs. J. Oram, Mrs. N. Ormiston, Mrs. D. Pearse, Mrs. R. Skelly, Mrs. N. Soady-Martin, Miss. C. Parry, Mrs N Burstow, Miss G Day, Mrs A Jones, Miss J Stearn, Mrs K Wills
Higher Level Teaching Assistants	Mrs. L. Croft, Mrs. K. Horgan, Mrs. J. Targett, Mrs. T. Tucker, Mrs. J. Larcombe
<u>Administration Staff</u>	
School Business Manager	Mrs. M. Staniforth
Office Manager	Mrs. R. Jones
Administrative Assistant	Mrs. K. Bailey
Meal Time Assistants	Mrs. L. Andrews, Mrs. A. Easingwood, Mrs. J. Spink, Mrs. A. Watson, Mrs. C. Jones, Mrs J. Mutton, Miss R Hazell, Mrs. A Luckhurst, Mrs C Crossman.

School Leadership Team

The school has a leadership team, consisting of the Head Teacher, Deputy Head Teacher & Years 2-4 Phase Leader, EYFS & Year 1 Phase Leader, Year 5 and 6 Phase Leader and our Special Education Needs Coordinator. The Management Team meets once a week. The Management Team has the task of initial consideration of policy and its implementation across the school.

Apart from procedural matters, its role is one of discussing ideas and proposals before they are put to the whole staff. Major issues are discussed with all teaching staff, and decision making is by consensus whenever possible. Additional responsibilities of the management team include line management of other members of staff, and performance management.

The Local Advisory Board

‘Governors have an effective strategic oversight of the school and are relentless in their drive and commitment for continuous improvement.’ **Ofsted May 2019**

The role of a Local Advisory Board (LAB) is an important one. The Local Advisory Board monitors each academy's key performance indicators and acts as a critical friend to the Headteacher and the academy's senior leadership team, providing challenge where appropriate. Its role is to provide focused governance for the academy at a local level. This section will tell you who the members of the Local Advisory Board are, how they are appointed and elected, what they do, what their legal duties are and how you can contact them or seek to get involved as a board member yourself.

What does the Local Advisory Board do?

The Local Advisory Board (LAB) replaced the previous Governing Body when Glen Park Primary converted to academy status on the 1st September 2016. All of the previous governing body transferred across to the newly formed Local Advisory Board. The board is made up of Parent, Local Authority, Staff and Co-opted Governors.

The Local Advisory Board are a very important part of the school. They meet regularly and work alongside the academy's Leadership Team to maintain the successful running of the school and drive school improvement work. The LAB holds the school to account, and monitors the effectiveness of its practice, vision and aims throughout the year. The board both supports and challenges the leadership team.

The main responsibilities of our school's Local Advisory Board are:

- Being a critical friend to the Academy Headteacher and leadership team
- Assuring the quality of the educational experience for all staff and student
- Performance Management of the Headteacher
- The monitoring of teaching and learning, curriculum delivery and Academy performance
- The Quality of education experienced by pupils at the school.

How are members of the Local Advisory Board elected or appointed?

There are a number of different routes onto the Local Advisory Board. At Glen Park Primary the board is made up of:

- **Parent governors:** elected by parents of children at the school;
- **Staff governors:** members of the school staff (both teaching and support staff)
- **Co-opted governors:** volunteers from the wider community, appointed by the Local Advisory Board.
- The Head Teacher

All members of the LAB (except the Head Teacher) serve a four-year term, which will be renewable subject to the post-holder meeting the required criteria. When a parent governor's term ends, an announcement is made about an election and all parents or carers of pupils at the school are eligible to stand. The chair and vice-chair of the Local Advisory Board are elected by the board at its first meeting of each school year. The current chair of the LAB is Mr Simon Mahoney.

Local Advisory Board (as of September 2018)

Governor	Designation
Mr Simon Mahoney (Chair)	Parent Governor
Miss Monica Shillingford (Vice Chair)	Co-opted Governor
Mrs Sarah Cotter	Co-opted Governor
Mrs Lisa Kimber	Parent Governor
Mrs Ruth Partridge	Staff Governor
Mrs Karen Thorn	Co-opted Governor
Mr Anthony Hutchings	Headteacher
Mrs Claire Duncan	Deputy Headteacher/ Co-opted governor
Mrs Rachael Jones	Clerk to Governors

Term Dates 2019-2020

Autumn Term 1

Tuesday 3rd September 2019 – Friday 18th October 2019

Autumn Term 2

Monday 28th October 2019 – Friday 20th December 2019

Spring Term 3

Tuesday 7th January 2020 – Friday 14th February 2020

Spring Term 4

Monday 24th February 2020 – Friday 27th March 2020

Summer Term 5

Tuesday 14th April 2020 – Thursday 21st May 2020

Summer Term 6

Monday 1st June 2020 – Friday 17th July 2020

Professional Development Days

Monday 2nd September 2019, Monday 6th January 2020, Friday 14th February 2020, Friday 22nd May 2020, Monday 21st and Tuesday 22nd July 2020

Bank Holidays

Monday 13th April 2020, Friday 8th May 2020

Admissions

School Admissions

Glen Park Primary follows the Admissions Policy of the Westcountry Schools Trust. All school admissions are dealt with through a common application form submitted to the Local Authority. The admissions procedure to Plymouth schools is clearly explained in the 'Starting School in Plymouth'

parents' guide that is published by Plymouth City Council and can be found on their website at <http://www.plymouth.gov.uk/schooladmissions>

For children looking to make an in-year admission, further information about application procedures can also be found online on the Plymouth Schools' Admissions website in the 'In-Year School Admissions Parents' guide'.

The Local Authority uses the following criteria for admissions:

A child with an Education, Health and Care Plan or Statement of Special Educational Needs (SEN) which names the school will be admitted.

Where there are less applicants than the Planned Admission Number (for Glen Park Primary this is 60 pupils in each year group), all children will be admitted unless they can be offered a higher ranked preference. In the event that the School is oversubscribed, the admission authority will apply the following oversubscription criteria in order of priority:

- 1. A 'looked after child' or a child who was previously looked after** *A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.*
- 2. A child with exceptional medical or social grounds** *Applicants will only be considered under this heading if the parent/carer or their representative can demonstrate that only the preferred school can meet the exceptional medical or social needs of the child. This can be in the form of a testimony from a medical practitioner, social worker or other professional who can support the application on an 'exceptional' basis. Exceptional medical or social grounds could include, for example:*
 - *a serious medical condition, which can be supported by medical evidence;*
 - *a significant caring role for the child which can be supported by evidence from social services.*
- 3. Children with a sibling already attending the school at the time of admission** *Children are siblings if they are a full, half, step, or adoptive brother or sister, and live in the same family unit and household.*
- 4. A child home address is within the designated school catchment area.** *A child's home address is defined as the address at which the child is normally resident or, where a child lives at more than one address, the address at which the child lives for the majority of the time.*
- 5. Children whose parent/carer is a member of staff employed at the school** *for two or more years at the time at which the application for admission to the school is made.*
- 6. Other children** *measured by a straight line on the map using Plymouth City Council's electronic mapping system – the shorter the distance, the higher the priority.*

The Induction Process

'The school has created a setting that enables children to thrive from the moment they start their learning journey at Glen Park. Children learn in a vibrant environment. It is well resourced and a hive of activity.' **Ofsted May 2019**

We aim to make the transition into school as smooth as possible for both children and parents/carers. At Glen Park Primary, we run a successful transition programme to ensure that our new families are made to feel welcome and valued additions to our school community. Once we receive confirmation of our new Foundation intake from the Local Authority, you will be invited to attend a number of meetings and information sessions during the summer term. These will include:

- A welcome meeting and information session about the structure of the Foundation Stage. The opportunity to take a tour of the school with the Headteacher/Deputy Headteacher
- Two open afternoons and the opportunity for the children to visit the Foundation Stage setting
- School Ready Parent Workshop
- Home visits
- A 'meet the teacher' evening
- Parent workshops in the autumn term on the teaching of phonics, early reading and teaching number and problem solving.

Initially, in September, the children will attend school for half day sessions only during the first week of term to allow them to adapt to their new environment before starting full time in the second week.

To ease your child's passage into the foundation stage, please do encourage him/her to be as independent as possible. Owing to limited space in cloakrooms and to encourage independence, please do not come into the cloakroom with your child. Experience tells us that children quickly learn the necessary skills to organise their own belongings if they are expected to do so from the beginning. Teachers and teaching assistants are on hand in the early days to show the children what to do. At the end of the school day, please wait in the playground and the teachers will see your child out to you.

The School Day

Foundation Stage and Key Stage 1

Doors open	8.45am – 8.55am
Registration	8.55am – 9.05am
Morning Session 1	9.05am – 10.45am
Break	10.40am – 11.00am
Morning Session 2	11.00am – 12.20pm
Lunch	12.20pm – 1.20pm
Afternoon Session	1.20pm – 3.15pm

Key Stage 2

Doors open	8.45am – 8.55am
Registration	8.55am – 9.05am
Sessions 1 and 2	9.05am – 10.45am
Break	11.00am – 11.20am
Session 3	11.20am – 12.30pm
Lunch	12.30pm – 1.30pm
Sessions 4 and 5	1.30pm – 3.15pm

School Organisation

The school is organised into three Phases. There are 2 classes in each year group, making 14 classes in all. The classes at Glen Park Primary School are organised into age groups which consist of:

- Phase 1: Foundation Stage (4-5 years) and Year 1 (5-6 years)
- Phase 2: Year 2 (6-7 years) Year 3 (7-8 years) Year 4 (8-9 years)
- Phase 3: Year 5 (9-10 years) Year 6 (10-11 years)

Glen Park Primary is currently a 2-form entry school containing two classes in each year group. Each year group has designated Teaching Assistants to provide additional teaching and learning support. The School has the capacity to admit 60 children in each year group and into the Foundation Stage each September.

The 1988 Education Reform Act stipulates the minimum teaching time for pupils. This teaching time includes Religious Education but not the statutory daily act of collective worship, registration or breaks. The minimum teaching time for pupils at Glen Park is:

Key Stage 1: 23 hours 05 minutes; Key Stage 2: 23 hours 50 minutes.

School Uniform

We believe that school uniform helps to promote:

- Good behaviour
- The children's sense of identity
- A positive school image
- Avoids comparison of often costly 'designer labels'.

At Glen Park Primary it is the LAB policy that all our children should wear our school uniform and take pride in their appearance. Our uniform is designed to be simple, smart and practical. We believe that presenting a smart and tidy appearance is a very important life skill and helps create a strong ethos within the school. Please support us by ensuring your child wears the correct uniform. We strongly advise that all garments are clearly named.

Purchasing uniform

We are pleased to inform parents/carers that we are now using a new uniform supplier, Trutex Schoolwear, who are based in Sugar Mill Business Park. They provide a range of uniform with the school's new logo. Uniform is now available to purchase directly from them at their uniform shop, which is open between 9am-5pm Monday-Saturday and 10am-4pm on Sundays. For further information please visit their website at www.plymouth.trutex.com

Winter Uniform

Boys - Grey trousers, white or royal blue polo shirt, school sweatshirt, grey socks, black school shoes. No trainers.

Girls - Grey skirt, pinafore or grey straight legged, (non-fashion) trousers, white or royal blue polo shirt, school sweatshirt or cardigan, white or grey socks/white or grey tights, black school shoes.

Hair accessories should be in school colours. No trainers or fashion boots.

Summer Uniform

Boys - Grey trousers or shorts, white or royal blue polo shirt, grey socks, black school shoes or black closed toe sandals.

Girls - Grey skirt, pinafore or grey straight legged, (non-fashion) trousers, white or royal blue polo shirt, royal blue and white or yellow and white checked or striped dress, school sweatshirt or cardigan, white or grey socks, black school shoes or black closed toe sandals.
Hair accessories should be in school colours.

PE kit

Boys and girls - Yellow tee shirt, royal blue shorts, plimsolls or trainers, track suit or jogging bottoms and top needed for outdoor PE in cold weather.

Backpacks/Book Bags/ PE Bags

Parents are requested to note that storage space within school is limited. Please send your children to school with the smallest possible bags (containing packed lunch etc.).

Book Bags are available to purchase from the Uniform Shop and the school office, and are an excellent way of carrying books and letters to and from school. All PE kit should be kept in a draw string bag that has the child's name on it.

Thrift Shop

Items of recycled school uniform can be bought cheaply from the thrift shop which is located in school. Please ask at the office for details. Any outgrown uniform in good condition that could be donated to the school is always welcome to help stock the thrift shop.

Hair

Long hair should be tied back away from the face in accessories of school uniform colours. Hairstyles should be traditional without hair gel or colour. Wedges, tramlines, grade one cuts, undercuts or the beading of hair are not acceptable.

Jewellery

Jewellery should not be worn to school for reasons of Health and Safety. Jewellery is defined as rings, necklaces, bracelets and earrings (other than one pair of studs/sleepers). This policy applies equally to boys and girls. Watches are permitted, but are not necessary. The school staff cannot be held responsible for lost items.

Teaching and Learning – Our Curriculum

'As a result of highly effective teaching, pupils' achievements in reading, writing and mathematics are strong'. **Ofsted May 2019**

We plan our curriculum in three phases. We agree a long-term plan for the Foundation Stage, Key Stage 1 and Key Stage 2. This indicates what topics are to be taught in each term, and to which groups of children. The curriculum is based on an annual rolling programme which ensures that the children experience a broad and balanced breadth of study as they progress through the school.



Glen Park Primary School



Key Drivers for our Curriculum

Our curriculum is underpinned by a series of key themes, which we call our drivers, which maximise cross-curricular links whilst ensuring rigour where there is a clear development in the learning of key skills. As a school we have identified four 'curriculum drivers' that personalise our curriculum are constantly considered when deciding how and what we teach. Our drivers are factors that we value as a school, these coupled with our agreed visions and aims give focus to learning opportunities and are embedded throughout teaching and learning, developing the child as a whole. They are:



Emotional and Social Awareness

Our curriculum provides opportunities for children to learn to respect and appreciate the diversity of an ever-changing society. We aim to nurture confident, independent children who are able to make responsible choices, understand and maintain positive relationships and have the ability to show empathy and compassion towards others.



Enquiry

We want our children to 'learn through doing' by being actively involved and engaged in their learning through the investigation of key questions to deepen knowledge. Children are given the opportunity to develop their curiosity and ask questions about their learning and the wider world around them. Through providing opportunities to collaborate with other pupils, with staff or work independently, we aim to develop their understanding that different responses and solutions are possible.



Creativity

We would like our children to engage and express their ideas in a variety of creative forms. Through creative teaching approaches we will give the children opportunities to be imaginative, to use experiences and observations to make connections in their learning and appreciate that learning can be accomplished in different forms.



Communication

We want our children to become eloquent orators, speaking with confidence, articulation and fluency in a variety of situations. We believe that helping our children find their voice is as important as them becoming avid readers or great writers and will work to broaden vocabulary and encourage talk and questioning in all areas of learning.

A focus upon on the acquisition of basic skills underpins our whole curriculum, for without the ability to read and write and apply basic mathematical concepts to problems, children will be unable to access any other form of learning.

The Early Years Foundation Stage

'Children thrive from the moment they start their learning journey at Glen Park. Children learn in a vibrant environment. It is well resourced and a hive of activity. **Ofsted May 2019**

The Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. The Foundation Stage is about developing key learning skills, such as listening, speaking, concentrating, persistence and learning to work and co-operate with others.



In the Early Years, the curriculum is delivered through Development Matters. Learning and development takes place when children have the opportunity to interact in positive relationships in enabling environments.

'Adult- and child-led activities develop and promote children's basic reading and mathematical skills well. Children are curious, and staff encourage them to use what they know to develop further their understanding of the world'. **Ofsted May 2019**

The curriculum for the Foundation Stage is underpinned by three prime areas and four specific areas all of which contribute to learning and development. They are:

Prime Areas

- Communication and Language Development which involves giving children opportunities to experience a range of rich language; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Personal, Social and Emotional Development which involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Physical Development which involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



All areas are delivered through a balance of adult led and child-initiated activities. At Glen Park Primary we recognise that the environment plays a key role in supporting and extending the children's development. We aim to create an attractive, welcoming and stimulating learning

environment which will encourage children to explore, investigate and learn through first-hand experience.

We also aim to make it a place where children feel secure and confident and are challenged to develop their independence. Activities are planned for both the inside and outside environment. Children have the freedom to move between the indoor and outdoor classroom throughout the school day.

Our Curriculum

Literacy

Each unit of work in Literacy is linked closely where possible to cross curricular themes. Each unit consists of reading, speaking and listening and writing tasks.

Talk for Writing

A Talk for Writing approach is used throughout the school to ensure that children are given frequent opportunities to write for a variety of purposes and audiences. Our approach follows three distinct stages, Exploring, Building and Inventing. High-quality texts are sourced linked to class topics and themes together with pupils' interest, we use these as a basis to teach different genres of writing.

Exploring

During this stage, pupils immerse themselves in the text in order to familiarise themselves with the language and features. This is delivered through a variety of activities including role play, vocabulary games and exploration, text mapping artwork.



Building

Once the children are familiar with the text, they are taught the key skills for the genre of writing. As they unpick the writing process to prepare them for independent writing, they build up a toolkit. The building stage will include a range of activities such as creating their own text maps, exploring variation in sentence structures and learning how to control writing with appropriate punctuation and grammar. Opportunities are provided for children to practice key targets related to their identified next steps. This stage is completed when children have built a piece of writing based on the genre.

Inventing

Now that the children have these skills, they are equipped to be able to transfer them into an independent piece of writing which will demonstrate their knowledge of the genre they have been working on and incorporate the grammar and language structures. Throughout this section, toolkits are used which enables children to include the elements needed for a successful piece of writing. Children are given opportunities to plan their invented writing by amending text maps and boxing up to structure a piece of independent work which is then used for assessment.

Oracy

At Glen Park Primary we aim to develop confident children, who can express themselves with clarity. We encourage our pupils to talk in purposeful and imaginative ways, to explore ideas and feelings, adapting vocabulary according to purpose, listeners and content. We also stress the importance of listening skills with the role of the listener being as important as that of the

speaker. The children learn about predicting, persuading, reflecting and debating as part of their oracy activities.

Reading

At Glen Park Primary we are fully committed to providing high quality reading resources for our children. We have a well-resourced library that is continually being updated and all classes across the school have regular access to this rich resource. Our main aim is to foster a love of reading and to develop each pupil's ability, understanding and enjoyment as a reader.

Read, Write Inc (RWI)

In the Foundation Stage and Key Stage 1, children are taught the phonemes that allow them to decode and read simple texts and the corresponding graphemes for spelling following the Read Write Inc phonics programme. This effective and rigorous programme is taught in small groups according to ability. In the Autumn Term of the Foundation Stage, children have two Read Write Inc. sessions a day, delivering the Set 1 sounds to all children. These sounds are constantly reinforced throughout the day as flashcards are presented to the children alongside play. Once children are confident with the Set 1 sounds, they continue to progress through the programme. Children are taught to apply their sound knowledge by reading green words and developing fluency through short story books which are matched to their ability level. As children progress through the programme, the learning of blended sounds is accompanied by 'hold a sentence' activities and 'edit a sentence' which will support them with their writing. Regular assessments are carried out by the Read write Inc. manager and children are grouped each term to ensure that children are progressing through the programme. Children continue their reading practice at home taking banded reading books home at the correct level once they are ready. In Year 1, able readers are fast tracked to the Accelerated Reader scheme.



Accelerated reader (Renaissance Learning)

This highly motivational reading programme is used for all children from Year 2 – Year 6. Children take an online Star reading test at the beginning of each main term. This provides a ZPD range from which children can select books. Books are all graded and managed in the library and children are initially guided to select reading books from the lower level of the band. After reading their book, they access an online quiz and success is recorded as a percentage. Children are free to select books; however the librarian can advise on the next book to choose based on the outcome of the reading quiz. Children are encouraged to read a variety of genres to support their developing comprehension skills. A designated teacher acts as AR manager and regularly provides teachers with updates on pupil progress. Statistics can identify specific areas of performance, which teachers use to support pupils in the classroom. AR reading takes place once a day to allow children to access quizzes immediately after completing a book. Teachers use AR reading sessions to read with children, discuss progress or provide motivational reminders. Parents are also able to access their child's reading platform and view the books their child has read. In addition, progress towards reading targets can also be viewed. Children are rewarded with certificates for making AR achievement and books.



Reading Records

Each child in Foundation and Key Stage 1 is given a reading record which staff will use to record the progress of your child's reading. Parents are encouraged to listen to their child read regularly and to record this in their child's record. We value the importance that you as parents have in the development of your child's reading and we hope that you will play an active part in sharing books with your child.

Mathematics

Mathematics is taught through a mastery approach. Pupils are taught through whole class interactive teaching where the focus is on all pupils working together on the same lesson focus. Lessons are carefully sequenced to support the children in their understanding through the use of concrete and visual resources. Learning is built up in small steps and the children are given the opportunity to discuss and rehearse their learning before moving on. The children are encouraged to explain their answers showing their depth of understanding by reasoning and problem solving.



The children work in set ability Numeracy groups within their year group across the school to study all aspects of the Maths curriculum. The teaching of mathematics follows the revised National Curriculum Framework.

Lessons will start with the children revising key mathematical skills to develop oral fluency. The lesson's objective will be broken down into small steps to ensure that children are secure in their understanding before the lesson moves forward. (For any children who find the objective challenging, concrete resources and/or further adult support will be provided either within or after the lesson.) Small steps will be clearly modelled using concrete and visual resources with the children then having time to rehearse these skills through practical and written activities. Depth of learning and challenge is developed through variation in activities and representations of learning.

During the year, children cover different aspects of number, shape, space, measure and data handling, building on prior learning. The school has an agreed calculation policy to ensure that taught methods of mental and written calculation are progressive and consistent across the school.

Times Tables

In addition to daily mathematic lessons, children from Years 2 to 6 will use the Times Tables Rock Star programme to develop their times table knowledge. Children have a login to access to the online programme at home.

Foundation Subjects

Within the foundation curriculum areas, including Modern Languages, teachers plan units of work based on themes, and as far as possible ensure that cross curricular links are made. Themes are carefully chosen to be interesting to the children and to relate to the local area and their real-life experiences. Further details about the themes covered in each year group can be found on the school website.



Religious Education

We work hard to encourage our pupils to be thoughtful and tolerant, show respect to others and to help them develop a well-rounded understanding of the wider world outside of their local community.

Through our RE scheme of work, pupils are introduced to the beliefs of other religions and are provided with opportunities to share their own thoughts and personal beliefs. We follow the Agreed Plymouth Syllabus for RE and Collective Worship, which promotes spiritual, moral and cultural development.

RE is more than just developing children's knowledge and understanding. It seeks to develop children's skills in investigation/enquiry, communication, interpretation, analysis and evaluation. These are important skills for children to develop.

These include:

- Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (developing their own views and ideas, recognising the views of others).

If they wish to do so, parents may request that their child be excused from RE or other acts of collective worship.

Sex and Relationship Education

At Glen Park Primary we have introduced a whole school PSHE scheme called Jigsaw. Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development. An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 - How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 - Puberty for boys and girls, and conception
- Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

Curriculum Enrichment

The curriculum is enriched through a wide range of off-site visits, residential visits, themed days, visitors and practical experiences and children consolidate their learning through opportunities to apply learnt skills across subject areas and in meaningful situations whenever possible. Written particulars of the visit are sent home to each parent well in advance and a Consent Form is attached. No child may travel without the Consent Form having been signed by the Parent. Many of these activities are funded by the school to enable all pupils to take in a wide range of activities and enjoy new experiences. However, we do organise a number of educational visits and activities where we ask for voluntary contributions from parents and carers to support the cost.

In Year 4 the children are given the opportunity to attend a three day residential at Beam House in North Devon. They participate in a variety of adventure activities which develop team building.

In Year 6 the children are invited to attend a five day residential, this year we are visiting Mill on The Brue in Somerset for an action packed week of games and challenges.

We hope all children will have the opportunity of attending at least one of the visits before they leave for their Secondary Schools.

Extra-Curricular Activities

We offer a variety of extra-curricular activities mostly in the form of after school clubs, but some are held during lunchtimes. Our aim is to offer opportunities to as wide a range of children as possible. The range of clubs that is on offer includes: Drama, Singing, Choir, Hockey, Netball, Football and HMS Heroes. We have used additional funding received through the School Sports Premium Grant to facilitate and widen the range of opportunities for children. *Please note that not all after school clubs are open to all year groups at the same time. Further information is provided to parents/carers on a termly basis.*

Special Educational Needs and Disability

At Glen Park Primary we welcome all children. Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school.

At Glen Park Primary we have high expectations of all our children and aim to offer excellence and choice to all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Glen Park Primary firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the Special Needs and Disability Register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Similarly we have Group Education Plans (GEP) for specified children.

At Glen Park Primary we welcome all children. Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school.

As of 2014, all schools will be required to publish details of its school offer, detailing support for pupils with special educational needs and/or a disability to compliment the Plymouth LA Local Offer. Our school offer can be viewed on the school website.

Equality

At Glen Park Primary we welcome our duties under the Equality Act 2010. The general duties are to

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. At Glen Park Primary we firmly hold that all people are born equal irrespective of colour, race, faith or gender. As such, we consequently treat all associated with the school – staff, governors, pupils, parents - and the wider community with equal respect and dignity, regardless of ethnic background.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

Parent Support Advisor

We have a Parent Support Advisor working within the school called Mrs Louise Cutler. Through her role she aims to provide independent and impartial advice and support for families of children within both Little Buddies Preschool and Glen Park Primary through:

- Working in partnership with families offering listening, advice and guidance in order to develop and enhance parenting skills
- Supporting parents of children with early signs of social, emotional, health or behavioural issues, and work with them, school staff and other external support agencies to prevent problems worsening and interfering with the child's ability to engage with school and their learning.
- Providing impartial information and signpost parents to relevant local services available to children and families
- Delivering parenting programmes to support families within the school community
- Improving the quality of communication between the school and home, so that parents and carers actively support the school in the maintenance of good behaviour and attendance.



Mrs Cutler is based within the main school and can be contacted via email at psa@glenpark.plymouth.sch.uk or by calling 01752 339073 and selecting option 4.

Behaviour

'Pupils' behaviour is exemplary. They are caring towards each other and have well developed, positive attitudes to learning' **Ofsted May 2019**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the positive behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

These rules arise through discussion with the children, and are learnt and understood by the children quite easily. There is, therefore, a positive approach that hopefully encourages self-discipline, a sense of responsibility and concern for others. Emphasis is put on the co-operation of the children although sanctions are sometimes necessary.

Promoting Positive Behaviour

At Glen Park Primary we praise and reward children for good behaviour in a variety of ways:

- School staff congratulate children.
- School staff award children with a dojo or spot for a spot card (KS1).
- Children receive reward stickers.

- Daily a child from each KS1 class is 'Star of the Day' which is a register generated and this child has special privileges for the day.
- Weekly we nominate a child from each class for the 'Learner of the Week' award
- Head Teacher's prizes for good work.
- Termly Head Teacher's certificates for effort and progress (1 per class) nominated by the class teacher.
- Class writing awards
- Termly Head Teacher's awards for outstanding achievement
- Golden Time.

The Golden Rules

We follow a system of Golden Rules, which have been created and agreed by the children in the school through the School Council. The Golden Rules are discussed by each class, and children who break them are reminded of the rule and given the opportunity to make amends.

At lunchtime, the Meal Time Assistants (MTA's) are responsible for the children, managed by a member of the Senior Management Team who is on duty each day. The MTA's are trained in "Positive Play" and First Aid. They encourage the children to have good manners while eating their lunch, and to play thoughtfully and carefully afterwards. The same rules for good behaviour apply, and MTA's have the authority to issue Good Behaviour Cards for incidents of particularly good behaviour.

'Triangle of Sanctions'

At Glen Park Primary we employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Any child who moves from the general classroom behaviour policy of rewards and sanctions and is given 'Time Out' will move onto a 'Triangle of Sanctions' which serves a number of purposes:

- It provides an accurate record of incidents in school;
- The child is aware of his or her position on the triangle and the next step, and given strategies to avoid moving up the triangle;
- The triangle also enables us to identify problem times for individual children and here again, children will receive help and advice on how to stop getting into trouble;
- Each new Half Term is seen as an opportunity for a fresh start.

The administration of the triangles is supervised by the Headteacher and Deputy Headteacher. As a parent or carer you will be informed if your child moves onto a triangle. The triangle is seen as a means of helping children to manage their own behaviour not as a punishment in itself. Parents of children in the Foundation Stage and Key Stage 1 can be reassured that these younger children will be treated with the utmost sensitivity.

Where a child has difficulty conforming to the rules of the school, it is important that we, together with parents and carers, work together to modify the child's behaviour. In some cases, we may apply to outside agencies via the Multi Agency Support Team (MAST) for additional advice and support.

Child Protection

‘There is a strong culture of safeguarding in the school, all staff are vigilant towards risks associated with keeping children safe’. **Ofsted May 2019**

Glen Park Primary is committed to safeguarding and promoting the welfare of all its children. We will always take a considered and sensitive approach in order that we can support all our pupils and recognise that each pupil’s welfare is of paramount importance. All staff and any volunteers who work within the school are given clear guidance in how to behave and work with children. They are highly vigilant and well trained to report any concerns they have about a child's well-being swiftly. At Glen Park Primary will always talk with parents if concerns have been noted and will keep them informed should we feel it is necessary for us to report these concerns to another agency. Children know they can talk about their worries to an adult they trust.

Key Personnel

If you have any queries or concerns regarding the safety of a child either inside or outside of school, you can contact our designated safeguarding lead teacher who is Anthony Hutchings (Head Teacher) In his absence, you can contact the nominated deputy Claire Duncan (Deputy Headteacher). If either of these people are unavailable you can speak to Emma Bushe (Phase 1 Leader).

Our safeguarding governor is Mrs Sarah Cotter, who can be contacted via the school office.

Key Information

Our safeguarding procedures are monitored by the Plymouth Safeguarding Children’s Board and by Plymouth City Council. Further information can be found via the Plymouth Safeguarding Children Board website at <http://www.plymouth.gov.uk/localsafeguardingchildrenboard/>

Glen Park Primary and the Local Advisory Board fully recognises its responsibility to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. We also follow safer recruitment practices when appointing new staff and volunteers. Our staff and governors undertake annual training in this area to ensure the welfare and safety of our children remains paramount.

Data Protection - GDPR

What is GDPR?

The General Data Protection Regulation (GDPR) is a European law which comes into effect on the 25th May 2018 and determines how organisations, including schools, process people’s personal data keep it safe, and the legal rights individuals have in relation to their own data.

We collect and hold personal information relating to our pupils and their families and may also receive information about them from their previous schools, the Local Authority, Department for Education (DfE) and other bodies linked to their education, development and welfare. We may also share personal data with other agencies as necessary under our legal duties or otherwise in accordance with our duties/obligations as a school.

Whilst the majority of pupil information we are provided with or collect is mandatory, some of it is provided to us on a voluntary basis. We will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

We will only retain personal data for as long as is necessary to achieve the purposes for which they were originally collected. As a general rule, personal data will be kept for the entire period that a child is a pupil at the school. Other records (for example, safeguarding or in relation to special educational needs) will be kept for longer in accordance with guidance from the DfE.

The Westcountry Schools Trust have a Pupil Privacy Notice which explains how we meet the requirements of GDPR, this can be viewed on the school website.

First Aid

There are members of staff with Basic First Aid and their opinion is sought if necessary. Minor cuts and grazes are dealt with appropriately and you may be advised that a further check by you would be appropriate. A slip will be sent home with your child at the end of the day if some minor accident has occurred and we feel that a visit to the doctor or parental surveillance is necessary. Alternatively, if we feel it is necessary, we will contact you to come and collect your child.

A member of the school's teaching staff is responsible for Health and Safety and a nominated Governor with expertise also assists.

Promoting Healthy Lifestyles

School Meals

School meals are cooked daily on the premises, and are available at the current rate of charge of £2.30 per day (Sept 18). Glen Park Primary employs a cashless system for the payment of school meals and school trips. Catering is run through CaterEd, a partnership between Plymouth Schools and Plymouth City Council, and menus are available on request or available to view on the school website and on our notice-boards in the playgrounds.

All Foundation Stage and Year 1 and 2 children are entitled to a 'universal free school meal' under new Government legislation introduced in September 2014. Information regarding procedures for ordering lunches online is available from the school office or can be viewed on the school website.

Parents who are receiving Income Support are entitled to free school meals for all their children attending school. All parents who qualify for free meals must complete an application form, available from the School Office. The completed forms may be returned directly to the School Meals Section of the Local Authority, or to school, where they will be forwarded on. The entitlement to Free School Meals expires annually and we will advise parents a short while before this to allow a new claim form to be completed each time.

If you prefer, your child can bring a packed lunch. Supervision for eating of packed lunches is provided. All children staying to lunch are expected to behave in an acceptable manner, and be courteous and obedient to the Meal Time Assistants.

Fruit and water

To encourage healthy eating, children in Foundation and Years 1 and 2 are given a piece of fruit or vegetable each day. Children in Years 3 to 6 are also encouraged to eat fruit at breaktime. We do not allow children to eat other items at breaktime. We encourage pupils to bring fresh water into school to drink during the day. Each pupil is given a water bottle upon entry into the school, provided by The Friends of Glen Park. Replacements can be purchased for £1.50 from the school office. The children can refill their water bottle during the day from the chilled water dispensers in school

Buddies Childcare

Buddies Childcare CiC is a private Community Interest Company that provides parents of pupils at Glen Park Primary and the wider community with high quality, affordable out of school hours childcare provision.

Big Buddies Holiday, Breakfast and After School Club

Breakfast Club runs from 8.00am until 8.45am Mondays to Friday (term time only). The children are able to enjoy a variety of activities until it's time to tidy away, at which point a member of the Buddies team will escort the children to the main school and supervise whilst the children enter their respective class rooms ready to begin the school day.

Big Buddies After School Club runs daily from 3.15pm until 6.00pm. Breakfast and after school club sessions can be booked for up to maximum of 6 weeks in advance although we do require for sessions to be paid for upfront at the time of booking.

Buddies also run a holiday play scheme which operates during the school holidays, from 8 am until 6 pm daily, Monday to Friday. Buddies Childcare offers a range of options in regard to sessions that can be booked.

Booking information

Buddies Childcare use an online booking system called Schoolcomms. Any parent/carer wishing to access childcare will need to complete a registration form before being able to access the Schoolcomms booking system. The Directors of the company have a clear policy to ensure that all families have fair access to the childcare facilities. These include:

- All childcare bookings must be paid for in advance and booked at least 24 hours before the designated session. This is to ensure that adequate levels of staffing are in place.
- The use of childcare vouchers has to be agreed with the company in advance of children attending sessions
- No child should be sent to Buddies without payment being made in advance and expect to be given childcare.

For further information regarding registration, booking and fees, please either contact the Buddies Administrators, Mrs Rhiannon Keating or Mrs Sharon Harney, via the school office or contact the Play Leader, Mrs. Leslie Andrews, on 01752 336556. Alternatively, information packs are available from the School Reception Office.

Little Buddies Pre-School

Buddies also operate a pre-school. This is registered for up to 40 children aged from 3+ at any session. The staff are all qualified, and include a Supervisor, Deputy Supervisor and Special Needs

Co-ordinator (SENCo). The Pre-School operates both funded and non-funded sessions, as well as a lunch club. Children may also attend the breakfast and/or after school clubs, as well as the holiday club, should parents wish them to. For more details, or a registration form, telephone the Pre-School Supervisor, Mrs Karen Thorn, on 07855 172321, or 01752 336556.

School Council

Throughout our school we recognise the value of pupil voice and children having the opportunity to be involved in decision-making. Our School Council provides a way for the children to get involved in the important decision-making processes of our school and for them to feel that their ideas and opinions are listened to and valued through meaningful feedback. The Council comprises one representative from each class from Years 2 to 6. At the beginning of each academic year, every child is given the opportunity to nominate themselves for the role of class councillor. The School Council meets regularly to discuss current issues or school projects.

Site Security

Sadly, due to the risk of vandalism and damage, the school grounds are closed and locked out of school hours and during school holidays, apart from those times the facilities are being used by authorised persons, for example by Buddies Childcare.

CCTV recording takes place at all times that the school is closed. It is illegal to bring dogs onto the school site at any time. Notices to this effect are positioned at the entrances to the school. There is also a "No Smoking" Policy in place throughout the school site and buildings.

We operate a 'secure site' policy, with all external doors locked once children are in school, access being via the main entrance only. Although we do not wish to change our policy of being an 'Open School', we are very much aware that the security of the children is of prime importance.

Therefore we request that parents:

1. Report to the office before visiting classes between 8.45 a.m. and 3.15 p.m.
2. Collect sick children from the main reception area - where they will be supervised until you arrive.
3. Make appointments to see their child's teacher after school (staff are available to make appointments between 8.45 and 8.55 a.m., but need to be ready to receive children as they come into school).

We do have a controlled entry system for the gates at the main entrance. From 8.15am the gates are closed and the only entry to the school will be via the controlled entry system at the Main Entrance. The 'side' gates are locked during the school day also. Please remember this if you need to collect your child from, or return your child to, school during school session times, as well as the need to report to the school office on these occasions. School staff will challenge anyone found on the school site without permission.

Parents are asked:

1. *Not* to approach any child during school time (8.45 - 3.15 p.m.) without first reporting to the school office. This includes the lunchtime break.
2. *Not* to wait in corridors at lunchtimes or at the end of day as these are heavily used by children at these times.

Car Parking and Vehicle Access

It is the policy of the school Local Advisory Board not to allow unauthorised vehicles to enter or park upon the school site between the hours of 8.15 a.m. and 9.30 a.m. and between 2.30 p.m. and 3.15 p.m. The school gates are locked all day. This is to ensure the safety of your children whilst on the school premises. Please ensure you follow this rule. Authorised vehicles are those which belong to a person who has a parking permit issued by the Local Advisory Board, or delivery vehicles or emergency vehicles. Permits are issued rarely, and only in cases of severe need and for a limited period of time. Applications for permits must be made to the Local Advisory Board writing, with appropriate supporting evidence.

Secondary School Transfer

In Year 6, parents need to choose the secondary school to which their child will transfer in the September. The Local Authority makes the decision as to which school the child will attend, based upon its admissions criteria. These are published annually online in the booklet “The Next Step”, details of which are issued to parents of children when they reach the end of Year 5.

Most children who leave Glen Park, transfer to the Plympton Academy and Hele’s Schools, but parents have a right to state a preference for other schools including the city’s Grammar Schools. Close links have been established between the two Plympton Secondary Schools and their feeder Primary Schools. As part of the transition process representatives from the secondary schools visit Glen Park, meet the children and discuss their individual needs with teaching staff.

Parents Visiting the School

‘Parents and carers are almost unanimous in their view that their children are taught well and make good progress in the school. One comment, typical of the views of many parents, was: ‘Glen Park is an absolutely fantastic school, our children love it there and their progress is amazing.’ **Ofsted May 2019**

At Glen Park Primary School we operate a welcoming open door policy and look to encourage any parent/carer who may wish to come in and discuss their child’s progress or any issues. If you wish to see the Headteacher or Deputy Headteacher it is advisable to ring the school to make an appointment.

Teachers are also willing to discuss problems which parents may have regarding their children. If a quick word is enough, then try to catch the teacher when you collect your child. Otherwise, appointments can be made for a meeting through the school office. Please remember that you do not have to wait until Open Evenings to discuss any matter concerning your child. We would like you as parents to learn how we work and you can only do this by regular visiting. Try to get to know your child’s teacher. If you have a concern – please speak to a member of staff about it. If it is not brought to our attention, we cannot help. Rather than worry about something, come in and talk.

Helping in School

We need your help in the classrooms and practical areas; in fact, we find it difficult to complete parts of the curriculum without your assistance! The ways in which you can help are cooking, needlework, art/craft; with reading or maths games; just talking with small groups of children; helping with Golden Time activities on Friday afternoons, and accompanying children on external visits. You do not have to be an expert in anything, and please do not feel afraid to volunteer, many parents give us invaluable help and it is fully appreciated.

Home School Agreement

The Home-School agreement is an important form, which all schools are required to have in place, which helps clarify for parents, school and the children the expectations we have of each other. It enables us to outline the roles and responsibilities in the partnership between home and school to ensure your child's well-being and educational progress. When a child joins the school a copy will be given to their parents/carers to sign. A copy of the agreement can be viewed on the school website.

Homework – Learning Logs

What is a Learning Log?

At Glen Park Primary, we have recently introduced a new approach to homework and out of school learning, called Learning Logs. Learning Logs are a journal for children to record their knowledge and understanding about topics that they are covering in the classroom, in whatever way they feel is most helpful. Children may use pictures, writing, photographs, labelled diagrams, pop up pictures, fold away flaps, to present their work.

Learning Logs:

- Enable children to extend and consolidate their learning in the classroom outside of school
- Encourage children to be creative and independent.
- Encourage children to be actively engaged in their own learning and take a pride in their work.
- Are child-directed, rather than teacher-directed and so give children 'ownership'
- Are 'inclusive' and cater for all abilities and learning styles.
- Help to develop a partnership between home and school.
- Can be a useful revision tool for children and assessment tool for teachers.

As Learning Logs are personalised there is no right or wrong way to approach a task.

How do Learning Logs work at Glen Park Primary?

Every week the children will be given set tasks which will be based around a key question, title or a learning objective that they should achieve. The activity will usually be relevant to their current class topic or a particular theme that has been covered during the week in class.

On some occasions the children may be given tasks to complete in preparation for topics/activities that are going to be covered in the future. The only stipulation is that the children must fit all the information they would like to present on no more than one double page of the journal. They can of course creatively extend the page by attaching flaps and folded sections.

The logs focus in developing children's creativity, independence and a love for learning. Each log is a unique record of the child's thinking and learning.

Every Friday, time is built into the class timetable for children to peer review their work and discuss the different approaches that have been carried out in completing the tasks. Learning logs have a high profile in school and we regularly celebrate children's good work and effort.

Attendance

Research has clearly shown that there is a link between attendance at school and achievement. Allowing a child to be absent without good reason is against the law and parents can be fined. Every half-day absence from school has to be classified by the school, as either *authorised* or *unauthorised*. This is why information about the cause of each absence is always required.

If a child is unfit for school, parents should make every endeavour to contact the school on the **first** day, in person or by telephone. Please contact the school by calling 01752 339073 and speak to a member of the admin team or follow the simple instructions to leave a message on the answer phone, stating your child's name, class and reason for their absence. Other reasons for absence must be discussed with the school each time. Leave may be granted in an emergency (e.g. bereavement) or for medical appointments in school time, provided a written explanation is received.

Failure to notify the school of your child's absence will result in an unauthorised absence being recorded. Continued authorised absence may result in a referral being made to the schools Education Welfare Officer (EWO). Our school EWO is called Richard Curnow and we work closely with him to carefully monitor attendance rates every month.

Procedures for Investigating Absence

At Glen Park Primary we follow these procedures when dealing with absence:

1. Take the register.
2. Record absence.
3. If the parents have not already contacted the school, seek an explanation for absence as soon as possible, by 10.30am on the first day.
4. If a satisfactory explanation is given, record absence as authorised.
5. If the child is going to be legitimately absent for a long period of time, ensure that the school provides work and maintains contact.
6. If no satisfactory explanation for the absence is received, record the absence as unauthorised and make contact with the parents to discuss the problem.
7. If this is unsuccessful in resolving the problem, consult with other relevant agencies, e.g. School Nurse, EWOs, Educational Psychologists.

Late Arrivals

For your child's safety the doors are locked until 8.45am each morning. After this time children are free to enter the school and make their way to their classrooms. Registration is taken at 8.55am in all classes across the school. After this time the doors are locked and any children arriving late will need to enter the school through the main entrance and sign in at the school office. Children arriving after 9.25am will be recorded as an unauthorised absence for the morning session.

Holidays in Term Time

As from the 1st September 2013, all schools are unable to authorise any requests for absence relating to holidays being taken in term time. This has been brought about by an amendment to the Education (Pupil Registration) (England) Regulations 2006, which has removed reference to holidays and the ten day period. **The amendments make it clear that Head Teachers may not grant leave of absence during term time unless there are exceptional circumstances.**

These changes to the law reinforce the government's view following the "Taylor Report" on attendance, that regular school attendance is vital and that pupils should only be granted authorised absence by the school, in exceptional circumstances, e.g. illness, exclusions or due to other unavoidable causes. Parents/Carers need to be aware that any unauthorised absence resulting from holiday taken in term time may well result in Plymouth City Council instigating parent responsibility measures which could lead to a penalty notice, or a fine being issued.

Medical and Health Care

Managing Medicines on the School Site

Staff administering medicines should do so in accordance with the prescriber's instructions. The School will keep a record of all medicines administered to individual children, stating what, how and how much was administered, when and by whom. Normally a child should not have any type of medication in school. However, if a doctor has prescribed a course of treatment which needs to be administered during the school day, could you please sign an 'Administering Medicine in School' form, which is available from the office, so that we can make the necessary arrangements. **Children may not, under any circumstances, take medicine unsupervised and we are only allowed to administer medicines prescribed by a doctor.** Detailed records are kept of any medicines administered to a child which will always be carried out by a member of the school's staff.

The following are the procedures to be followed for managing medicines:

- Medicines should only be administered at the School when it would be detrimental to a child's health or school attendance not to do so.
- No child under 16 should be given prescription or non-prescription medicines without their Parents/Carers written consent.
- We will not administer non-prescription medicines to a child, if a Parent/Carer wishes a child to have the non-prescription medicine administered during the School day, they will need to come to the School to administer it to their child.
- The School will only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must still be in date, but will generally be available inside an insulin pen or a pump, rather than in its original container.
- All medicines will be stored safely in the Medicine Cabinet in the School Office. Children should know where their medicines are at all times and be able to access them immediately. Where relevant, they should know who holds the key to the storage facility, which will be the certificated First Aiders.
- Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens should be always readily available to children and not locked away; these will be stored

in the classroom cupboards where both class teacher and child know how to access them. If a child requires an asthma inhaler it is crucial that there is an inhaler in the School at all times.

- During school trips, the first aid trained member of staff/member of staff in charge of first aid will carry all medical devices and medicines required.

The School Nurse advises on any matter regarding your child's health. Minor cuts and bruises are treated at school, but should anything more serious occur, we would try to contact parents immediately. **It is important for us to know telephone numbers where members of the family can be contacted should there be no-one at home.**

Infectious Diseases

The following extract is taken from 'Notes on Infectious Diseases in Schools' published by Plymouth Health Authority.

Disease	Normal Incubation Period (Days)	Minimum Period of Exclusion
Chickenpox	13-21	5 days from onset of rash
German Measles (Rubella)	14-21	6 days from onset of rash
Measles	7-14	4 days from onset of rash
Mumps	12-21	5 days until swelling subsides
Impetigo	4-10	until skin is healed
Head lice	until treated	(whole family to be treated)

If your child has a medical appointment during school hours please ensure that you provide the school with the appropriate documentation to ensure that we are able to grant the necessary leave to attend the appointment.

Charging Policy

The Trustees of the Westcountry Schools Trust have agreed a policy on charging to ensure that there is clarity over those items which the school will provide free of charge and for those items where the school may ask for a voluntary contribution from parents and carers. This policy is available to view on our school website.

During the school day, all activities that are a necessary part of the National Curriculum plus Religious Education will be provided free of charge. Occasionally we do organise a number of educational visits and activities for which we seek voluntary contributions from parents and carers to support the cost of the activity. Unless sufficient contributions are forthcoming it may in some circumstances be necessary to cancel the trip.

In accordance with the law, the Local Advisory Board reserve the right to charge for the following:

- Cost of materials where pupil/parents will become the owner of the finished article. More than cost cannot be charged;
- Board and lodgings on residential trips - up to, but not more than actual cost;
- For music or other curriculum activity, based on the current scale of charges;
- For optional extras, e.g. visits - as agreed with Parents.

The Friends of Glen Park

We have an active Parent Association, known as 'Friends' and all parents automatically become members when their child joins the school. You will be welcome at committee meetings, if you are able to attend, or you can pass your views on through another committee member. The Friends issue a regular newsletter, keeping the school community up to date with their activities.

A copy of the Constitution is available at the A.G.M. which is held in October, when the Committee for the coming year is elected. We try to encourage as many parents as possible to attend the A.G.M. so that you can find out more about what we have been doing during the past year and where the money is being spent!

The main aims of 'The Friends of Glen Park School' are:

- to provide a link between home and the school where your child will be spending the next few years.
- to raise funds to provide some of the extra things the children of the school need but which can't always be purchased using the school budget.
- to arrange social events so that we can all get to know each other better and to encourage a sense of community within the school.

If you have any ideas for social events or fund-raising please do pass them on to the Committee and we will do our best to get them off the ground. We send out newsletters regularly with details of forthcoming events and school news.

We are always glad to hear from other parents, especially with regard to our Committee activities, so if you have any comments to make, either criticism or praise, please don't hesitate to contact us. You can talk to a Committee member you know, or get in touch through the school. We will always listen. **To contact a member of the Friends, please ask at the school office.**

Dealing with Concerns

If you have a concern or complaint.....

.....we would like you to tell us about it. At Glen Park we welcome suggestions for improving our work in the school. Be assured that no matter what you want to tell us, our support for you and your child in the school will not be affected in any way. Please tell us of your concern as soon as possible. It is difficult for us to investigate properly an incident or problem that happened some time ago.

What to do first

Most concerns can be sorted out quickly by speaking with your child's class teacher. All class teachers are in constant communication with senior leaders and the majority of issues can be resolved quickly.

If you are still unhappy or feel that your concern has not been resolved then the next stage is to make an appointment to speak to your child's head of unit:

Phase 1 - Foundation and Year 1: Mrs Emma Bushe

Phase 2 - Year 2-4: Mrs Claire Duncan

Phase 3 - Year 5-6: Mrs Ruth Partridge

If you feel that the issue is unresolved, it is usually best to discuss the problem face to face with the Headteacher or Deputy Headteacher. You will need to make an appointment to do this, which can be done by phoning or calling in at the school office. A copy of the schools 'Concerns and Complaints' policy can be viewed on the school website or obtained from the school office on request.