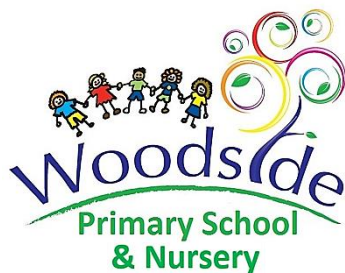


July 2021



HALES VALLEY TRUST



An Academy within the Hales Valley Trust

Care – Aspire – Achieve



Woodside Primary School & Nursery

Prospectus

2021-2022

Woodside Primary School and Nursery
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Dudley
DY2 0SN
Tel: 01384 818245
www.woodside.dudley.sch.uk

Mrs S Bloomer
Headteacher

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Letter from the Headteacher

Welcome to Woodside!

This prospectus has been provided to give you lots of helpful information about our school.

At Woodside we are preparing children for a fulfilling life as 21st Century adults, providing them with opportunities to be independent thinkers, caring and confident learners. We encourage the development of kind and compassionate individuals who care for themselves, each other and the wider world. We provide a culture for aspirational learners who embrace opportunities and strive to be the best they can be. We celebrate success, champion curiosity and build resilience to provide the foundations for life-long achievement.

At Woodside, staff and Governors are committed to enabling all our children to achieve high standards of attainment and to reach their potential whatever their abilities. We understand that children learn best when they are happy and secure. We work hard to create a safe, caring and nurturing environment which encourages both children and staff to thrive. We recognize the support and impact of home life have an essential influence on the outcomes of education, and have a strong commitment to working in partnership with parents, families and carers.

The school building was constructed in 1953 at a time when space was given high priority. Therefore, although we have 16 classrooms, there are many other places where libraries, resource areas, teaching bays etc. can be and have been created.

One of our pupils has written The Woodside Pledge. We feel this encapsulates our children's view of our school:

The Woodside Pledge

At Woodside we **care** for ourselves, each other and our environment. We **aspire** to be the best we can be, in all that we do. We **make every moment count** and have high expectations of ourselves. We are confident to take risks and embrace new opportunities. We **achieve** challenging goals and celebrate our successes and the successes of others.

At Woodside we care, we aspire, we achieve!

Hopefully, this booklet will provide you with enough information to give you a flavour of school life here at Woodside, what we do and how we do it.

Yours sincerely



Mrs S Bloomer
Headteacher



VISION AND VALUES

Woodside Primary School and Nursery

At Woodside Primary School and Nursery, we make every moment count, for every child, by providing stimulating, purposeful learning experiences, through a carefully-constructed curriculum, delivered within a safe and nurturing environment.

At Woodside Primary School and Nursery, we

CARE - ASPIRE - ACHIEVE

We achieve this by:

Care

- Promoting physical and mental well-being
- Responding swiftly to individual needs with high-quality specialist support
- Building positive relationships by respecting and understanding diversity within and beyond the school community

Aspire

- Creating an ethos where everyone feels valued and confident to take risks
- Breaking down barriers to encourage achievement for all
- Enriching curriculum activities that provide aspirational role models

Achieve

- Providing a stimulating curriculum which fosters the development of key skills
- Maintaining a focus on high quality teaching and learning
- Facilitating interests and providing opportunities that ignites a passion for learning

*** * ***

INTENT STATEMENTS

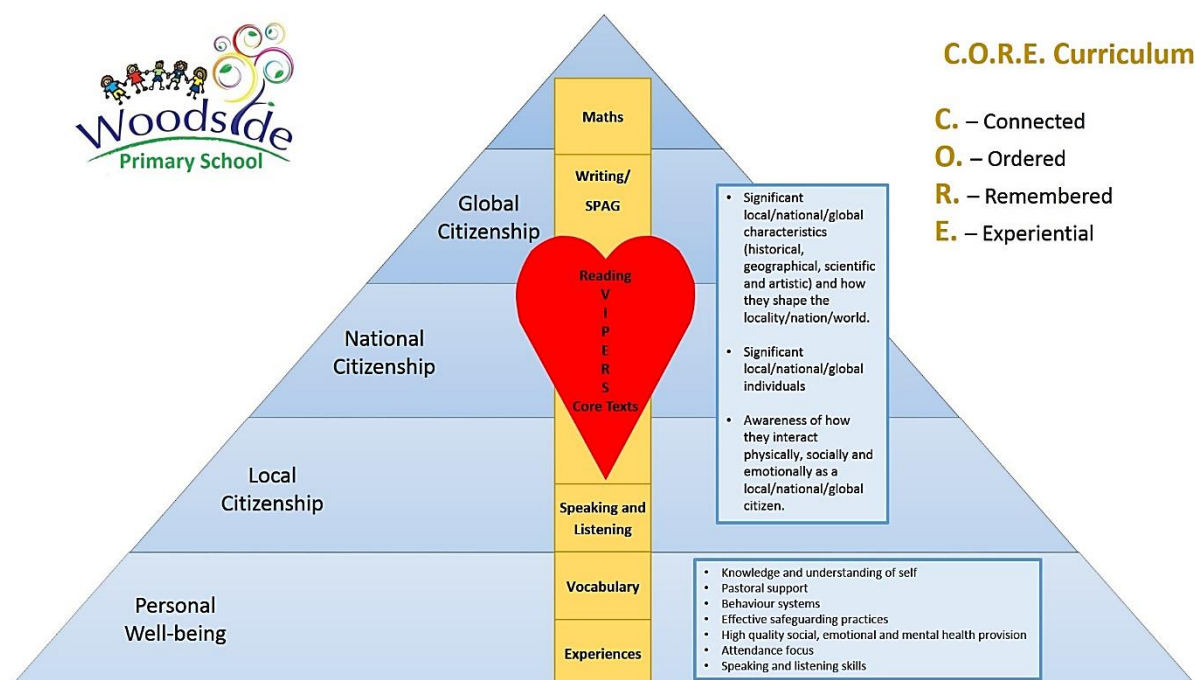
Curriculum Intent Statements

Woodside strives through its curriculum and ethos to prepare our children for, and appreciate life in modern Britain. The British values of: democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs; are central to this philosophy.

Vision

At Woodside Primary School and Nursery, we make every moment count, for every child, by providing stimulating, purposeful learning experiences, through a carefully-constructed curriculum, delivered within a safe and nurturing environment.

C.O.R.E Curriculum



At Woodside Primary School and Nursery, our C.O.R.E curriculum is based upon four key components. It is:

- **C. – Connected**
 - Links made within and across subjects and year groups fundamentally driven by reading
 - Collaborative partnership with our local community
- **O. – Ordered**
 - Progressive topics build upon prior learning and experiences
 - Fosters deeper learning systematically
- **R. – Remembered**
 - Creates opportunities to practise
 - Interleaves learning with opportunities to revisit, reinforce and review
- **E. – Experiential**
 - Provides real-life, purposeful experiences
 - Expands and enriches opportunities to connect with the world

Our C.O.R.E. Curriculum has reading at the heart of everything we do and is built upon a strong foundation of personal well-being. Furthermore, we ensure that our children have the essential knowledge and skills in reading, writing and maths, which forms our golden thread. We deliver our C.O.R.E curriculum through stimulating, purposeful learning experiences which develop our children as local, national and global citizens. Through this, we acknowledge and address differences and the needs of our children - keeping standards high whilst making it accessible for all.

Reading at the Heart

Our C.O.R.E. Curriculum has reading at the heart of everything we do; we recognise that reading is of paramount importance in developing knowledgeable learners with a rich vocabulary and wider experiences. Therefore, we aim for all of our children to become passionate, competent readers who are able to take meaning from the texts they explore.

At Woodside Primary School and Nursery, we pay careful consideration to reading in all forms:

- Reading within phonics/reading sessions
- Reading across the curriculum
- Reading for pleasure

Reading within phonics/reading sessions

In EYFS and Key Stage 1, we immerse the children in high-quality vocabulary through spoken and written forms whilst developing their decoding skills. There is a large emphasis upon high quality phonics provision, as this is the basis for the development of technically proficient readers.

Building on from this, we focus on developing children's comprehension skills, to gain a greater understanding of the texts they read. The children read a broad variety of genres and develop their reading skills through careful questioning using a VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise) approach.

Reading across the curriculum

We place a high priority on choosing rich, engaging texts which link to our topics and provide enrichment and purpose within our curriculum. We understand that the area of vocabulary is a good proxy for academic success, therefore ambitious words and subject specific vocabulary are explicitly taught and applied through oral and written activities across the curriculum.

Reading for pleasure

At Woodside Primary School and Nursery we aim to develop lifelong learners with a passion for reading. We foster a reading climate where this can be developed by providing opportunities to read beyond the curriculum. We promote a love of reading in various ways across the school year, for example, library club, book fairs, reading buddy scheme, world book day, attending the trust reading quiz and family library link. We ensure that children have a rich and diverse selection of books to access and our school scheme incorporates texts from a range of publishers. Reading is promoted through our environment and positive attitudes to texts are role modelled by staff.

The Golden Thread

To ensure the retention and development of knowledge and skills are embedded in the long term memory of our children, we reinforce key English and Maths components throughout our wider curriculum.

Writing (including GPS and Vocabulary)

We provide our children with writing experiences across the curriculum and children have the opportunity to write a range of fiction and non-fiction texts. We encourage children to both orally rehearse and write text in order to build their speaking and listening skills alongside their writing. This approach enables all children to engage with the vocabulary and sentence structures of the texts. In EYFS and KS1, children develop their phonics, spelling and punctuation and apply this across the curriculum at every writing opportunity. In KS2, features of the different text types are explicitly taught and practised before bringing these different components together for extended writing sessions. Year on year, children are taught to build on their knowledge of different sentence types and punctuation, and over time, become more flexible in manipulating text to suit the audience.

Mathematics

In mathematics, children are given the opportunity to explore using concrete manipulatives, ensuring conceptual understanding of the operations being taught. Through,

'I See Reasoning', we teach children to reason in an increasingly sophisticated manner, proving their answers and explaining what they are doing using mathematical vocabulary. Moreover, we use short daily maths recall to ensure fluency in number, including securing number bonds and times table facts through 'Do now' tasks and 'Jedi Arithmetic'.

Experiences

In Topic, we thematically teach the knowledge and skills of Science and foundation subjects including history, geography, art and design, and design technology (DT). 'Knowledge Organisers' summarise the key vocabulary and facts children are required to know by the end of the topic. Where possible, thematic links are made with computing and music, however at times, the knowledge and skills are more discretely taught.

Each topic is carefully designed to allow cross-curricular links, ensuring that each learning experience has meaning and relevance for the children. Through this, our aim is to raise our children's aspirations into concrete plans for their futures. For example, in the topic 'Keeping Healthy', children will develop the knowledge of weights and measures in mathematics and write recipes to develop their instructional writing in English, drawing on their experiences from DT cooking sessions in topic.

Making every moment count, the breadth of learning goes beyond the classroom, with extra-curricular opportunities during lunchtime and at the beginning or end of the school day. All clubs are delivered by staff or external providers (WBA Foundation) offering a range of academic, sporting and artistic learning which includes: Reading, SPAG and Read Theory, Drama, Italian, Football, Basketball, Dodgeball, Playmakers, Tri-Golf, Tennis, Albion Ambassador, Netball, Rugby, Outdoor Adventure, Gymnastics, Dance, Art, Music and Choir. In addition to this, Year 6 have the opportunity to commence their learning at IT Club from 8am each morning before their school day commences. They also have the opportunity to attend Easter School during this school holiday period.

At the beginning of each academic year, educational visits and residential trips are carefully selected, to provide a wealth of experiences, which enhances the curriculum, and broadens our children's knowledge and skills academically and personally.

Personal Well-Being (British Values, PSHE and SRE)

Built upon a strong foundation of personal well-being, our ethos of a safe and nurturing environment is created by a wealth of Personal, Social and Emotional aspects to learning which interweaves throughout Woodside. We focus on empathy to help our children to connect and ethics to instil a sense of social responsibility, in order for them to thrive as adults.

At the start of each week, Mindful Mondays draw on the five ways to well-being (Connect, Take Notice, Keep Learning, Give and Be Active), so the children are emotionally prepared to engage in their learning. Picture News is shared with the children to raise awareness of current matters nationally and globally. Each week, news articles are linked to British Values and the UN Conventions of the Rights of a Child. Our Woodside Journalists from Year 6 also gather and report on local, national and global news.

Our PSHE curriculum (3D Dimensions) supports the teaching and learning of PSHE at Woodside. With the three core themes: Health and Well Being, Relationships and Living in the Wider World.

In addition to this, there are KS1 and KS2 lessons which address Extremism and Radicalisation (E&R) and in Upper KS2, there are lessons for Relationships and Sex Education and Substance Related Abuse.

EQUAL OPPORTUNITIES STATEMENT

Woodside Primary School and Nursery is committed to equal opportunities for all children regardless of sex, race or background. Children are encouraged to have a positive self-image and cultural identity. Learning in the classroom is multicultural to reflect our multicultural society and the fact that we are part of one world. Girls and boys do the same work in all subjects unless there is a special reason for teaching in non-mixed groups.

RIGHTS RESPECTING SCHOOLS STATEMENT

Our mission statement 'Care, Aspire, Achieve' is underpinned by the Rights Respecting Schools Award. Articles from the Convention of Rights of the Child are interwoven with our vision to improve well-being and develop every child's talents and abilities to their full potential.

CODE OF CONDUCT

Woodside Primary School and Nursery believes that all children will benefit from following a simple code of conduct, that being:

- **Keep your hands and feet to yourself** (to discourage threatening behaviour against adults and children, and bullying)
- **Follow instructions and listen well** (to encourage listening skills and discourage disruptive behaviour)
- **To speak to all adults and children kindly and with respect** (encouraging respect for all members of the school community, and preventing racial/verbal abuse,)
- **To look after our learning environment** (to encourage pride and to discourage theft and vandalism)
- **Everyone to come to school prepared to learn.**
 - * Each classroom uses these same basic rules and discussions which help children, whatever their age, to apply them to their own circumstances.
 - * A list of sanctions for those who choose not to follow the rules, and rewards for those who can, are clearly displayed in all classrooms.
 - * If a child is persistently breaking the code or behaves in a way that prevents the teacher from teaching, or other pupils from learning, they will be taken to another classroom, for an appropriate length of time, with a learning task to complete.
 - * Parents/carers will be informed by letter or telephone if unacceptable behaviour does not subside.
 - * All sanctions are carefully considered and parents/carers are involved at a very early stage since we believe that working together is essential to the child's social development and progress.
 - * Children's co-operation is encouraged by the recognition of positive behaviour and is rewarded accordingly.

TIMES OF THE SCHOOL DAY

- Pupils should assemble in their designated playground at **8:45 am** at the latest – but not before 8:40 am.
- After the school bell has sounded (8:45 am) children are met in the playground by their class teacher.
- End of School Day **3:20 pm**. Please collect children promptly.



EXPECTATIONS

As we start each new Academic Year, we are all continuing to raise the standards at Woodside Primary School and Nursery and we must emphasize that all our pupils must follow the procedures outlined below:

- **Uniform** – all children must be in full uniform at all times. It shows our community the standards expected at our school by parents, staff and governors alike. Uniform is available to purchase online at **schoolclothing4U.com**
- **PE** - Full PE kit should be labelled and kept in school at all times. Please ensure that only navy blue joggers (not leggings) are provided. Children will no longer be able to come into school wearing PE kit on their class PE days.
- **Please note *** - If your child arrives at school wearing incorrect uniform, you will be contacted and asked to bring the correct clothes/shoes for them to change into.**
- **Jewellery** - must be kept to a minimum; a wristwatch may be worn at the responsibility of the owner. STUD earrings in ear lobes only. No face or body piercing is permitted of any kind. All jewellery must be removed for P.E. lessons and is the responsibility of the child, not the school. Excesses of jewellery will be removed by the child, kept in a safe place and returned to parents at the end of the day. Any jewellery brought into school is done so at the owner's risk, school cannot be responsible for lost or stolen items.
- **Hair Styles** - reasonable hair styles are expected which avoid the excesses of fashion and are compatible with school uniform and formal dress. 'Coloured' hair, "tram lines", Mohican styles and patterns or make up is not acceptable. Plain hair accessories only (such as hair bobbles/bands) are permitted.
- **Attendance** – The National Average for children brought to school is **96%** and we believe that pupils whose attendance is less miss out greatly on all aspects of schooling. Therefore, we only anticipate students to be absent from school if they are extremely unwell.

The school is required to maintain and disclose attendance records.

Attendance Data 2018/2019 – Target 96% Attendance

• Number of pupils on roll at the end of the school year	392
• Number of pupils achieving 100% attendance	35 (8.93%)
• Number of pupils with 96% attendance	164 (41.84%)
• Year attendance	94.72%
• Number of pupils achieving below 85% attendance	23 (5.87%)

Written explanation of absences should be sent to school as soon as possible, even if a telephone call has been made.

A personal visit by the parent or carer will suffice, rather than a letter, but a telephone call alone is insufficient as it is difficult to identify the caller.

The importance of parents/carers reporting absence cannot be understated. We regard knowing the whereabouts of any child to be a significant safety issue.

- **Persistent Absence** - At the start of each school year in September we will look at the previous year's attendance for each child. Should your child/children's attendance be at 93% or below, they will be immediately highlighted as a Persistent Absentee and monitored closely. This is in line with the Government recommendations and guidance required to be carried out by school. This means that we may not be able to authorise your child/children's attendance without further supporting evidence such as a copy of the medicine your child had been prescribed, an appointment letter from the doctors, dentist, hospital with necessary appointment details.

If the attendance of a child starts to drop then you will receive a note/letter from the school informing you of your child/children's current attendance percentage, and punctuality levels, you may be invited to attend an Attendance Clinic and / or be visited by the Education Investigation Service. Warning Notices, Fixed Penalty Notices and in extreme circumstances Court proceedings may commence.

If your child is absent from school, it must be reported **by 9:30 am on the first day** of the absence by telephoning the school office on 01384 818245.

Please be aware that if a pupil is not in school and is seen by Education Investigation Service in a public place then parents / guardians could be issued with a Fixed Penalty Notice of £60 per parent per child. Increasing to £120 and / or Court proceedings for non-payment.

- **Lateness:** Being brought to school late is not acceptable. If a child misses the start of the day they can miss work and do not spend time with their class teacher getting vital information and news for the day. Late arriving pupils also disrupt lessons, can be embarrassing for the child and can also encourage absence.
 - The school day starts at **8:45 am** and we expect all children to be in class at that time.
 - The doors will be closed at **9:00 am** to allow the teacher to register pupils.
 - Registers are marked by **9:00 am** and children will receive a late mark if they are not in by that time.
 - At **9:15 am** the registers will be closed.
 - Pupils who arrive after the registration period, but prior to the register being closed (arriving between 9:05 am and 9:15 am), are recorded L (late before registers closed). Statistical meaning = Present.
 - Pupils who arrive after the register is closed (arriving after 9:15 am), are recorded U (late after registers closed). Statistical meaning = Unauthorised absence.
 - Late pupils are to sign in the late book which is on the Main entrance desk. This is checked on a daily basis by the Attendance Co-ordinator who ensures the accuracy of the registers.
 - In the event of an emergency/fire the late book must be taken out by reception (Main entrance desk) staff to account for any latecomers.

- Each class has a laminated fire register completed at the start of the day, amended as necessary and fixed to the wall. In the event of an evacuation or lesson taking place in another area of the school, staff can easily remove the card and take it with them.
 - The morning routine is important to our children as it helps to start the day in a positive way; to this end, all pupils should be on the playground by 8:50 am each morning.
 - Each child will be permitted only 10 'lates' in each academic school year. Additional 'lates' will result in referral to the Education Investigation Service.
 - Parents and Carers are encouraged to approach us at any time if they are having problems getting children to school on time.
- **Mobile Telephones** – Year 6 pupils only, who walk to or from school on their own, may bring their mobiles to school. They must be handed into staff each morning where it will be locked in the safe until collection at home time.
 - **Holidays** – Holidays during term time are strongly discouraged and therefore will not be authorised under any circumstances. Any intention to take your child on holidays must be recorded on a Leave of Absence Form (available from the school office) **15 school days** (3 weeks) prior to the intended absence and will be kept on record. A written response to the request will be sent outlining the school's intended action should the leave be taken. This may include referral to the Education Investigation Service, a Warning Notice being issued followed by a Fixed Penalty Notice. The absence will be recorded as unauthorised and after significant unauthorised absences in any one academic year, a referral will be made to Education Investigation Service.
 - **Punctuality** – The morning routine is important to our children as it helps to start the day in a positive way; to this end, all pupils should be on the playground by **8:45 am each morning**. The bell rings at **8:45 am** when the class teacher will open the classroom doors. The doors will be closed at **9:00 am** to allow the teacher to register pupils. Anyone arriving after this time will need to report to the school office to get their mark. Pupils being brought after 9:00 am will be marked as late and after 9:15 am will be marked as unauthorised late. Please be aware that persistent lateness may result in a Warning Notice being issued and referral to the Education Investigation Service.
 - **Drop Off / Collection** – Parents / Carers are responsible for their child while on the playground prior to the bell ringing. Please ensure your children behave in a responsible manner. Please wait with your child on the playground until they line up to go into the classroom. Please allow them to enter school on their own which will build on their confidence and independence. Please park cars away from school and walk in. Under **NO CIRCUMSTANCES** block the school gates, drive down the school road onto the staff car park or park on the front car park on Highgate Road.
 - **Late Collection at the End of the School Day** - The school closes at **3:20 pm**. All parents are expected to collect their children on time; if you are going to be late *school must be notified immediately*. Due to the popularity of our After School Club this service can no longer be used unless a place has been pre-booked. Please ensure your emergency contact details are up-to date to enable us to contact you should the need arise. If your child is not collected from school by an authorised adult and no contact has been established with parents or carers by 4:00 pm – school will follow the Child Protection Procedure, i.e. the police will be informed and a safeguarding referral to Children's Services will be made.

- **Medical Appointments** – where possible, medical appointments should be made outside of school hours. We understand some hospital appointment times cannot be chosen but in these cases pupils are required to attend school before and after the appointment. Parents must provide proof of medical appointments prior to the child's appointment and this will be kept in their pupil file. Where proof cannot be provided, verbal confirmation may be sought by telephoning the medical practice and therefore contact details will need to be provided. **Parents should not book their own medical or other appointments around drop off or pick up times. Please do not expect the children to be released without proof of appointments. Children must not miss any more school than is necessary. Siblings should not accompany their brothers and sisters to their appointments so time should be allowed for picking up or dropping off please.**



- **Medicines** – only current prescribed medicines can be administered in school by school staff. Where a medicine is prescribed as being required 3 times daily, parents can administer this themselves i.e. before and after school and before bedtime. It is only medicines that state a specific time that falls within the school day or are required 4 times or more per day that can be administered by a school staff. Such medicines should be taken to the School Office and a letter of authority signed by the parent or guardian. All medicine of this kind must be prescribed by the Doctor please.

Asthma medication – must be current and within date and kept in your child's classroom where it will be accessible to your child as required. Inhalers for children in Foundation Stage will be kept by their teachers. A spare inhaler should be provided and regular replacements made when the inhaler expires.

Children who are taken ill in school will be observed and looked after while parents/carers are being contacted. In these circumstances medication will not be given. Prompt contact with a carer is essential – can we get in touch with you or a named person quickly? We also need to know about any medical condition which may be affecting your child. Staff will obviously be discreet about such information.

A Drugs Education Policy is in place to guide staff in this aspect of Health Education.

- **Asthma Policy** - This is available in school. If your child/children are Asthma sufferers please inform the school. They can then be put on the Asthma Register with your permission and receive the emergency inhalers if necessary. Permission forms are available from the school office. All children with asthma should have 2 inhalers prescribed to them specifically, in school **at all times**. Children who have inhalers **will** be given the opportunity to administer their own medication, under supervision.

If your child has allergies please ensure you inform the School Office where notes will be made and staff informed. Please ensure allergy medication and/or epi-pens are within their expiry date.

- **First aid**

A number of staff are qualified in First Aid treatment.



If a child is ill or accidentally sustains an injury while at school, home is contacted and it is therefore essential that school has two current telephone numbers to use in such circumstances.

If no responsible adult can be contacted, the child will be accompanied to hospital by a member of staff until an adult family member can go to the hospital to replace the member of staff.

CLASS ORGANISATION

Woodside Primary School and Nursery is a Primary School and Nursery which is co-educational for pupils aged between 2+ and 11+ years. There are up to 420 children on roll, in Year groups of two classes. We also have Nursery for 2 - 4 years.

Year Groups are:

Nursery	Nursery	(N)
Foundation Stage	Reception	(Rec)
Key Stage One	Year One	(Y1)
	Year Two	(Y2)
Key Stage Two	Year Three	(Y3)
	Year Four	(Y4)
	Year Five	(Y5)
	Year Six	(Y6)

Each class is named with a number to show its Year and a letter which is the initial of the surname of the member of staff responsible for managing and teaching that class. For instance, 1T means Year 1, Miss Turner, 6H means Year 6, Miss Hefford.

Each class is a mixed ability class – and the classes are re-created each Summer Term ready for the September of the new Academic Year.

Children are taught mostly as a class, but groups may be created in various subjects based on ability and progress throughout the school year. Support Staff work within the classroom in order to support learning further.



LUNCH TIME ARRANGEMENTS

Suggestions for a Healthy Lunchbox



- Only pupils who are having a school lunch, or who bring a packed lunch are looked after at lunch time.
- Children who are not eating and leave the premises are the responsibility of their parents/carers.
- Packed Lunches should be in a named plastic box and still drinks in named plastic containers only (lunches should be a healthy balanced meal and not contain chocolates, sweets or fizzy drinks or crisps)
- In hot weather – care should be taken to keep food cool, perhaps by use of a 'cool box' or freezer pack.
- If you think your child may be eligible for free school meals, an application form can be completed online <http://www.dudley.gov.uk/resident/your-council/council-tax-and-benefits/benefits/free-school-meals/> or collected from the Benefits Office (FSM), The Council House, Dudley. The main criteria for acceptance is that families are in receipt of Job Seekers Allowance payments and proof of this will be required. In due course you will be informed as to whether or not your application has been successful. You will need to reapply when your application dates runs out.
- All children in Reception, Year 1 and Year 2 are entitled to Free School Meals, and we would encourage you to take advantage of this. However, we still ask that you complete your Free School Meals application form at this stage.
- Paid meals should be paid for **weekly online via Parentmail** and menu choice ordered at least one day before the meal is required. **The cost is £2.40 per day/£12 per week.**
- You can find our current school lunchtime menu on our website www.woodside.dudley.sch.uk – please see the PARENTS – Useful Information for more details.

SCHOOL UNIFORM

The School Governing Body expects **all** pupils of Woodside Primary School and Nursery to wear named full uniform with correct colours at all times. Uniform is available from our supplier online at **Schoolclothing4u.com**

WINTER UNIFORM - NAMED

- Plaid Skirt.
- School uniform trousers – grey (not black)
- Woodside Primary School and Nursery logo navy sweatshirt or fleece
- Woodside Primary School and Nursery logo emerald green polo shirt, tucked in and buttons done up
- Plain black or grey socks worn with grey trousers. Opaque navy tights or navy socks (**not grey, white, pink, etc.**) worn with plaid skirt.
- Flat sensible black school shoes (not slipper/ballet/wedge type, nor pumps, trainers or suede boots). No logos.
- Hair bobbles/bows/ribbons – should be green or navy blue only. No hair patterns (e.g. tram-lines)
- **Optional** – School uniform grey trousers or navy leggings under plaid skirt



SUMMER UNIFORM - NAMED

- The full winter uniform may be worn all year round **or**
- Gingham navy blue summer dress with opaque navy tights, or navy or white socks
- Grey uniform shorts with grey socks
- Sandals may be worn but must be sensible and black, white or navy in colour

PE KIT - NAMED

- Navy Shorts
- Green T-shirt
- Navy PE bag
- Black Pumps
- Navy Jogging Trousers (not leggings) – no logos
- **In inclement weather:** boots or wellies may be worn when travelling to/from school but children should change into school shoes once indoors. Hats, scarves and gloves need to be labelled.
- A wristwatch may be worn at the responsibility of the owner.

Woodside Primary School and Nursery is a multi-cultural environment, which recognises and welcomes families of all faiths, cultures and ethnicities. We celebrate diversity.

All requests regarding any individual approaches made about uniform adaptations, relating to religious identity, should be made to the Headteacher and decisions will be reached in consultation with the Governing Body.

PROPERTY

Children should not bring to school toys, games, valuables or musical equipment unless asked to do so – since the school cannot be responsible for these items.

All clothing and luggage should be clearly named. Lost property is kept in the school office for one term. Watches may be worn at the responsibility of the owner.

Mobile phones are not permitted.

Any items found carried that might pose a risk will be confiscated and only released to the parent/carer upon request.

CURRICULUM – see our Curriculum Intent Statement, page 4

Every school must offer a curriculum which is balanced and broadly based which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum forms one part of the school curriculum. All schools are also required to make provision for collective worship and must teach religious education to pupils at every key stage, and sex and relationship education to pupils according to their age. All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. We also include other topics of our choice in planning and designing our own programme of education. Whenever possible the children will be involved in activities which take them into the community and bring members of the community into school to share their knowledge and experience.



At Woodside Primary School your child will spend time working in these areas:

Core Subjects:

English
Maths
Science



Religious Education



Foundation Subjects:

Design & Technology
Geography
History
Music
Art and Design

P.E
French
Computing
Citizenship



Sex and Relationship Education

The curriculum promotes all pupils' intellectual, physical, personal, emotional and social development. Woodside Primary School aims to prepare our pupils for the next stage in education, ensuring equality of access and opportunity for pupils to make sure progress is achieved.

Pupils with Special Educational Needs are educated in accordance with the Special Educational Needs Code of Practice. Pupils for whom English is a second language can receive additional support from staff to support them to access the National Curriculum.

The curriculum at Woodside Primary School is planned carefully, providing continuity and progression of learning from Nursery to Year 6. Systems for assessing and recording pupils' attainment are in place and assessment information is used to inform future curriculum planning. The curriculum may be thematic (topic) based involving more than one subject, or may be taught in discrete subjects.

Children are involved, so that the curriculum content can sometimes develop their own interests and skills are always progressive.

The community and families are encouraged to contribute towards the curriculum.

Should you have any concerns about the work your child is doing at school please contact the Class Teacher or Phase Leader who will discuss them with you.

Curriculum Queries and Complaints

If you ever have any questions or concerns over what your child is learning at Woodside please contact the class teacher first. The Curriculum Leader is Mrs Burns – she is also available to answer your queries.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP



- Woodside Primary School and Nursery has a wide range of pupils from many different religions and cultures.
- Religious Education (R.E.) is taught throughout the school to promote a deeper understanding of the world's major faiths.
- R.E. lessons are only concerned with teaching the facts about religions. There is no attempt to influence a child's beliefs.
- Members of different religious groups come into school, and the children visit religious places of all kinds to extend their knowledge and factual understanding.
- There is regular collective worship where all the children come together.
- The Government expects that we make assemblies broadly Christian in content, but we ensure that all our religious groups are considered in the different daily gatherings.
- While parents/carers have an entitlement to withdraw their child, we would hope that you would not wish to exclude your child from either R.E. lessons or assemblies in recognition of their value.

SEX AND RELATIONSHIPS EDUCATION

Parents are welcome to view the materials we share and are invited to meetings to discuss the Year 6 module.

- The Sex Education and Relationships (SRE) module is taught in the Summer Term of Year Six. It is the culmination of a programme of work



that begins in Reception and ends as the children leave their primary school. Parents/carers are notified in advance when the module is to be taught. Permission is sought for the children to cover the whole topic.

- Parents/carers have an entitlement to withdraw their child from these lessons, although few, if any, will do so, recognising that this is an area of essential learning that is delivered with appropriate care and sensitivity.
- Throughout the school the emphasis is at all times on the development of self-respect and respect for others.
- In the early years the children learn about themselves and others they meet. They learn to discuss and understand how parts of their bodies work using correct names and terminology.
- Young children learn about protecting themselves from danger, knowing when touches are inappropriate and learning when 'secrets' are good and when they are potentially harmful. Children are given strategies for dealing with unwanted approaches whether they are from strangers or, possibly, friends and family members.
- As the children progress through the middle years of school they are reminded that they have the right to reject unwanted advances. They are taught the basics of self-respect, learning to value themselves and developing a pride in themselves and their achievements in every area of life.
- All SRE is taught in the context of stable, long term, caring, family relationships.
- Children are taught to see and value themselves as individuals who have a right to take relationships at a pace that feels right for them and not to bow to peer or media pressure.
- In Year Six, 'Puberty' is the introduction to the sex education module. An adolescent's changing roles and responsibilities are discussed. Possible areas of conflict at home, with friends and at school are explored and strategies for coping are investigated.
- The facts of human reproduction are taught, educational videos provide the framework for discussion. The responsibilities of parenthood are also considered.
- The main methods of contraception are explained in a simple way.

CAREERS EDUCATION

- A positive approach is taken to raise awareness of the wide variety of jobs, careers and roles existing in adult life.
- Action is taken to avoid stereotypical role models, e.g. nurses can be male or female, fire fighters can be male or female etc
- Outside agencies are invited to speak about or demonstrate aspects of their jobs. These include emergency service personnel, nurses, clergy, musicians and teachers.
- Children learn about all types of jobs and roles within our society; we also try to develop respect, understanding and empathy for all people – whatever their role.
- Children are encouraged to be motivated to seek employment as adults and to have a planned pathway for that to happen.



HEALTH EDUCATION

Woodside Primary School and Nursery is a Health Promoting School.

Our aim is to give children the information they need to make healthy choices:



- All children are encouraged to have fruit, water and healthy snacks.
- Encouraging children to look after their teeth and attend the dentist.



after their teeth and

- Making sure children know and follow basic hygiene rules (e.g. hand washing).



- Promoting the safety of our children with Road Safety weeks and a Cycling Proficiency Course.



- Giving the older children information about the dangers of smoking, alcohol, medicines, solvent abuse and illegal substances which should develop in them the qualities they need to resist the pressures they will encounter.

- Use of our Sports Premium to encourage healthy activity.



SPORT AND PHYSICAL EDUCATION

School Statement

The school aims to provide a sound background in sport through the National Curriculum Physical Education and a range of extra-curricular activities. Within these opportunities we are concerned with developing the physical skills of each child to their fullest potential, promote an understanding of games principles and develop positive attitudes towards physical activity.

The Provision

All pupils follow the National Curriculum programmes of study for physical education. Key Stage 1 pupils take part in games, swimming gymnastics and dance. Key Stage 2 pupils continue advanced work in these areas with additional opportunities for athletic activities and outdoor and adventurous activities.

Everyone receives at least 2 hours per week of curriculum time physical education.

In addition extra-curricular activities are organised during lunch-times and after school. These often include: football, netball, gymnastics, fitness, basketball, athletics, and rounders.

Teams represent the school in local leagues and friendly matches and wider competitions in basketball, football, tag-rugby, netball and athletics.

In past years the school has organised residential. In recent years children visited Astley Burf, and Acorn Woodland Adventures, Bewdley.

A nominated teacher carries responsibility for co-ordinating physical education and is a specialist in the subject. Our PE/Sports co-ordinator also plans and organises extra-curricular clubs.

Staff are qualified with Poolside Rescue as children in Year 4 have the opportunity to swim at some point during the academic year. The aim is for all children to be able to swim 25 meters unaided.

The school has a light and sound sensory room called the “Snoozelem”. This is used as part of our Special Educational Needs and pastoral practices.

Safe Practice

To ensure their safety, pupils will be enabled to follow instructions and demonstrate an awareness of potential dangers relating to:

Working Environment and Equipment

Children are encouraged to recognise potential hazards within a multi-purpose environment and to use the available space safely. They are made aware of the correct handling, lifting and siting of equipment and encouraged to be responsible for their own actions.

Clothing and Footwear

Pupils require to change into suitable and safe clothing and footwear for all P.E. lessons. The school requirements for this are detailed under the “school uniform” section of this prospectus. Goggles may be worn for swimming if a letter is signed by the parent/carer accepting full responsibility for the consequences.

Jewellery

Jewellery must be removed; this includes sleepers and studs for ears. Pupils with newly pierced ears are unable to participate in Physical Education for a period of time. To avoid this we suggest that ears could be pierced at the start of summer holidays. Cultural and religious artefacts should be removed. Please contact the school if you have any queries over this.

Hair

Long hair should be tied back for all physical activity particularly team games and gymnastics. When swimming, hats must be worn by children with long hair.

Non-Participants

Non-participants whenever possible will be involved in the non-performance aspects of the activity, by helping individuals or groups, plan, organise and evaluate tasks and performances. A parental note is required by the school if you child is excluded from physical education for any short or long term reason.

Additional extra-curricular activities

Over recent years, we have run clubs such as:

Football, rounders, netball, guitar club, cricket, art club, and dance club,
Children or parents/carers who wish to know more should ask the class teacher. Our newsletter will also carry club information.

Parental permission, in writing, is needed to allow pupils to stay for these activities on those occasions when they take place after school, as school crossings patrol are not on duty after 4:00 pm.

PARENTMAIL

Communicating with parents is an important part of what we do, making sure you get the correct information about school news, activities and things that really matter is something we care about.

We now use **ParentMail**, a service to communicate to parents, and an online payment service which allows you to pay for school items quickly and easily on your smartphone, tablet or computer. ParentMail is beneficial to you because you can:

- Use a free mobile app on Android and iOS to pick up school messages instantly.
- Have an account simply for school messages (away from your busy email inbox!)
- Connect to other schools, nurseries or clubs that use ParentMail.
- Highlight important messages or archive old messages to make life easier.
- Messages can be sent directly to mums, dads and carers – even grandparents!
- We will inform you about items you need to pay through ParentMail, and you will be able to pay electronically, using credit or debit cards.

Once your child has started School you will be sent a link from ParentMail, when you receive this please just follow the instructions in the message. **Please ensure we have your up to date telephone and email address!** Please be assured that ParentMail is registered with the Information Commissioner and guarantees that all information you provide will be kept private and will not be passed on to any other organisation.

Once registered, if you have an Android or Apple smartphone, we would highly recommend you download the ParentMail App for the best user experience. To do this, simply search for “ParentMail” in your App store.

If you need any additional information or assistance, please visit the help site: www.parentmail.co.uk/help/parenthelp/ or if you have not received any contact from ParentMail within 7 days please contact the school office.



It's an easy, convenient way
to receive school messages



HOMEWORK

- Appropriate amounts of homework enhance the development of the child and provide the opportunity for a parent/carer to play a supporting role.
- All pupils can expect to have regular homework.
- It is expected that children will be encouraged to complete learning tasks in a quiet environment, with as few interruptions as possible.
- At home, children will need a table, pencils, ruler, rubber and colouring pencils or crayons.

PARENTAL SUPPORT

In order to support parents when children are displaying emotional distress or struggling at school, we have access to many areas of help. Our Pastoral Team consists of

- Senior Pastoral Teacher (SENCO/Inclusion Manager)
- Family Support Worker
- Learnings Mentors and Pastoral Teaching Assistants.

The Pastoral Team are able to work with the whole family around issues such as bereavement, divorce, mental health.

We work closely with our local family centre, police, health and children's services. We are able to offer

- Early Help Assessments
- Behaviour Management support, and
- Sign Post to additional adult support services.

If you or your child need any social and emotional support – we are all available for you.

SCHOOL HEALTH SERVICE

The School Health Advisor is in school weekly. **Contact No. 01384 366219**
They are available to parents/carers and pupils.

All children at around 5yrs of age will have a health check in school. This includes measuring height, weight, vision and hearing.

liaison with schools;	home visits when necessary;
school eye clinics;	parents' evenings;
staff meetings, including education of teachers;	
enuretic clinics;	drop-in clinics;
health promotion;	child protection.

SAFEGUARDING

Woodside Primary School and Nursery is committed to safeguarding and promoting the welfare of children and young people.

We do this by;

- Providing a safe environment for children and young people
- Identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the educational setting
- Ensuring all staff are approved for working with children by DBS (Disclosure and Barring Service), and have received appropriate Child Protection training.
- Following Child Protection and Safeguarding policies and procedures.

SAFETY

- At 12:00 pm and 3:20 pm, children in Key Stage 1 (Reception, Year 1 and Year 2) are not allowed to be taken home by anyone other than a parent/carer unless we have been previously informed.
- If you are delayed, and cannot be there to collect your child, you need to telephone the school to tell us what arrangements have been made in your absence. We can set up a password system for your child's safety.
- School Crossing Patrol are on duty from 8:30 to 9:05 am, and 3:20 to 4:00 pm, on the Stourbridge Road near to Avenue Road; on the crossroads near to the Holly Hall Clinic and outside the school on Highgate Road. Parents/carers are advised to ensure that children only cross at these points.
- The school is a secure building – parents/carers and visitors may only enter and exit the building via the Main Entrance on Highgate Road. All visitors, are requested to sign in and out using our computer system in our main Reception Office.
- Car Parks are for the use of staff and official visitors only and **should not be used for delivery or collection of children.**
- Parents/carers delivering and collecting children should use side roads to park their vehicles making sure that residents driveways are not obstructed. **The yellow zig-zags should be kept clear at all times.** Please park considerately. Our neighbours get very upset by inappropriate parking. Police do patrol the area.
- The school site has a **non-smoking policy**, and all adults are requested to respect this position. Please do not enter the school grounds smoking and any 'butt ends' should not be discarded indiscriminately on school property. E-cigarettes are also not permitted.
- Children and adults are asked to keep the school grounds clear of litter by using the waste bins provided. Adults have an important role in setting a good example.
- **Dogs are not allowed** onto the school grounds, unless they are guide dogs, or the owner has been invited to bring them for a specific purpose.
- Cycles, roller skates, skateboards, should not be ridden on school grounds except for cycling proficiency purposes.
- Please do not bring illegal articles or substances on to the school site. You will be asked to leave if we have reason to believe this is the case.

THE GOVERNING BODY

The management of the School is headed by the Governing Body that is comprised of elected Parents, Teachers, Co-optees and Trust appointees, who each occupy a four year term of office.



Governing Body	
Woodside Chair of Governors (Co-opted)	Ellen Parkes
HVT Chief Executive Officer	Jeannette Mackinney
Staff (Headteacher)	Sally Bloomer
Co-opted	Vacancy
Co-opted	Kayleigh Cook
Co-opted	Linda Bridgwater
Co-opted - Associate	Stephanie Wheatcroft
Chair of Trust Board	Mark Simpson

For more information on our Governing Body please refer to our school website
www.woodside.dudley.sch.uk

SCHOOL STAFF 2021-2022		
Headteacher		Mrs S Bloomer
Deputy Headteacher		Mrs K Burns
Assistant Headteacher/Access & Inclusion (SENCO)		Mrs H Jennings
Assistant Headteacher/EYFS & KS1		Mrs L Hingley-Stewart
Teaching Staff		
Mr N Bate	Mrs R Wood	Miss V Hefford
Mrs H Howell	Mrs H Millar	Mrs S Walton
Mrs V Smith	Miss H Bennett	Mrs C Sankey
Miss N Yarnall	Miss C Attwood	Mrs L Dewar
Miss E Moseley	Miss L Sutherland	Mr J Phillips
Mr J Brazier	Miss T Cartwright	Miss E Harvey
Non Teaching Staff		
Miss M Cowles	Mrs A Gaymer	Mrs L Hale
Miss L Dowdie	Mrs Y Phipps	Mrs S Jeavons
Mrs A Westwood	Mrs J Tromans	Miss Z Khatoon
Mrs S Jones	Miss M Patel	Mrs C Loftus
Miss E Flockton	Mrs R Mills	Miss L Milne
Mrs C Nation	Mrs A Cox	Mrs J Southall
	Mrs L Hodgetts	
Family Support Worker/Attendance Officer		Mrs C Hadley-King
Learning Mentors		Mrs K Bodin
		Mrs P Harris-Burbank
Pastoral Teaching Assistant		Mrs S Jeavons
PA to Headteacher		Mrs K Cooper
Office Manager		Mrs J Petford
Finance Administrator		Mrs C Raxster
School Office Administrator		Mrs G Flatman
Site Manager		Mr C Binnion
Catering	Mr A Stokes, Mrs T Bloomer, Mrs L Williams, Ms S Patel, Ms R Kaur, Mrs K Plant	
Lunchtime Supervisors		Mrs D Heath
	Mrs B Platt	Mrs N Kauser
	Miss N Round	Mrs N Shaw
Miss M Hazeldine	Miss S Howells	
Cleaning Staff		Mrs S Upton
	Mrs K Plant	Mrs J Aherne
	Ms N Shaw	Mrs D Evans
	Mrs T Holt	

PRACTICAL DETAILS

The school hall and adjacent Community Centre facilities may be hired for private functions. Details are available from the Community Centre or School Office.

WOODSIDE PRIMARY SCHOOL AND NURSERY TERM DATES 2021 - 2022

2021 Autumn Term

Term Starts:	Thursday 2 nd September
Half Term:	Monday 25 th October-Friday 29 th October
Term Ends:	Friday 17 th December

2022 Spring Term

Term Starts:	Tuesday 4 th January
Half Term:	Monday 21 st February-Friday 25 th February
Term Ends:	Friday 8 th April

2022 Summer Term

Term Starts:	Monday 25 th April
Half Term:	Monday 30 th May-Friday 3 rd June
Term Ends:	Friday 22 nd July

INSET DAYS - School closed

Thursday 2nd September 2021
Friday 3rd September 2021
Monday 28th February 2022
Friday 6th May 2022
Friday 1st July 2022

Bank Holidays

27th, 28th December 2021 (Christmas)
3rd January 2022 (New Year's Day)
15th April 2022 (Good Friday)
18th April 2022 (Easter Monday)
2nd May 2021 (May Day)
2nd, 3rd June 2022 (Queen's Birthday)
29th August 2021 (Summer Bank Holiday)

ADMISSION APPLICATION PROCEDURES

Parents/Carers wishing to register their child for eventual admission to Woodside Primary School and Nursery should:

Only complete one application form, **issued by your home Local Authority.**

If you would like to apply online please visit www.dudley.gov.uk/admissions for further information. A link is available via our school website www.woodside.dudley.sch.uk – please see the Admissions page. Some of the benefits of applying online are given on page 10 of 'A Parents Guide to Primary Admissions 2019/20'. This is also available via our website.

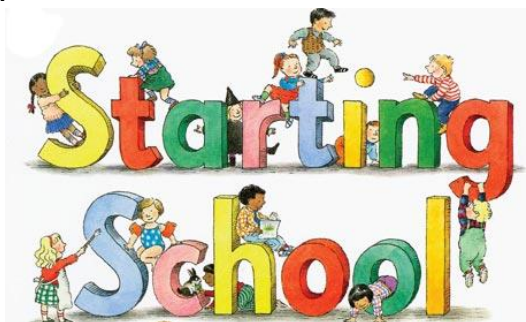
A decision letter from the Local Authority Admission Service will be sent advising if a place is available. Await invitations to pre-school activities which are provided during the term prior to the child's first term at school.

Admission Policy

The school's admission policy is that devised by the Local Authority; a copy is available directly from your **home** Local Authority; it is also available on our website.

ADMISSION TO THE EARLY YEARS FOUNDATION STAGE

- Register your child for school as early as possible.
- Children are admitted to school in September.
- In September, we admit children born between 1st September and 31st August.
- During the term before they start school children will be invited to a welcome meeting at school, staff will visit them at their pre-school provision, staff will visit children in their home environment and children will attend a half-day transition session in school. Details will be sent home.
- Parents/carers and their child attend for a meeting with the Class Teacher at the beginning of the Autumn term.
- Children start school on a part-time basis for the first week to help them become used to all areas of the School day.



ADMISSIONS TO OTHER YEAR GROUPS

- Tell your child's present school that you are considering moving your child to Woodside Primary School and Nursery.
- Contact **your home Local Authority** School Admissions Services who will send out the necessary forms.
- If we have no vacancies, the Schools Admissions Services will advise you of the nearest alternative school or, if necessary, the appeals procedure.

COMPLAINTS AND APPEALS PROCEDURE

- A leaflet advising on complaints about work that the children are doing at school (the curriculum) is available on request. Our Trust Complaints Policy is available on our school website, or on request from our School Office.
- Parents/Carers concerned about any aspect of school life should contact their Class Teacher, followed by the Phase Leader. Only the most serious of issues should be taken directly to the Assistant Headteacher, Deputy Headteacher or Headteacher. This will allow class teachers to fully investigate and provide the opportunity to resolve issues. Senior staff will be informed regarding your concerns to ensure good communication throughout school.
- We will always endeavour to speak with you as soon as possible.
- If further meetings are needed these will be arranged at a convenient time for all concerned.
- We generally encourage adults to discuss concerns away from children's hearing. We would always encourage you to speak to School staff. Do not – under any circumstances – approach children on the playground. It is our duty to safeguard **all** of the children in our community.
- We would prefer that you don't approach other parents to 'sort out' the issue. This often causes bad feeling and leads to additional concerns.
- Whilst we will always try to resolve concerns, any parent/carer who remains dissatisfied may pursue complaints by writing to the Chair of the Governing Body of Woodside, full details are available on our School website www.woodside.dudley.sch.uk.

CHARGING AND REMISSIONS

- Educational visits support children's learning sometimes involve costs e.g. transport, insurance, admission fees, charges for visiting experts.
- Unfortunately, there is no funding to pay for these and they are dependent on parental voluntary contributions.
- The costing of visits is always carefully calculated to ensure value for money.
- If contributions are not made, the activity may not go ahead.
- A saving scheme is always available for larger costs and contributions. Residential visits are often subsidised and these can run in addition to curriculum visits and trips.
- We prefer payment to be made securely online using our PARENTMAIL app. Any cash payments you wish to make should be sent to school via the Class Teacher in clearly labelled envelopes.
- If you are entitled to specific benefits or free school meals, the School may be able to subsidise costs. Speak to staff on an individual basis if you feel you may be eligible.

PARENT/CARER PERMISSION FOR EDUCATION VISITS

- When a visit is planned, you will be sent full details telling you the purpose, the timing and any special requirements such as wet weather clothing or packed lunches.
- We will ask you to give written permission for your child to go on the visit (usually via PARENTMAIL online).
- Only those with parental responsibility are able to sign the consent form.
- A **general off-site consent** form must be signed annually to provide basic permission for local visits/emergency hospital visits.



PARENTS/CARERS PARTNERSHIP

- In each academic year parents/carers are invited to two Open Events to discuss their child's progress: in the Autumn and Spring Terms.
- A member of the governing body will always try to be on hand at Parent/Carer Evenings.
- It is always possible to arrange for additional meetings if you are concerned about any aspect of your child's education.
- The school has an association called:

WASPS



Woodside Always Supports Pupils Success

This encourages all parents and interested parties to support the school and its community.

- Parents/carers wishing to become more involved in the day to day work of the school can be involved in activities such as Reading Partners, Classroom Assistant training and School Governors.
- Parents/carers wishing to become involved as a Parent Governor are advised to discover what's involved by making contact with an existing governor. Arrangements for the election of Parent Governors are notified when the need to fill a vacancy arises.
- If you wish to know more about any of the above, please contact the Business Manager, Mrs Taylor, in the first instance.

USING PHOTOGRAPHIC IMAGES OF CHILDREN – SEEKING YOUR CONSENT

Photographs of children for school and family use are of course a source of pleasure and pride. On occasion we also need to take, and retain photographs for student records and while undertaking assessments in certain subjects.



However, as you know, we live in an age in which technology has vastly increased the use, and potential misuse, of photographs. Some people have concerns about the possibility of a child being identified by a photograph in the press, or in filming of a school event, in case they are put at risk.

Dudley Safeguarding Children Board and Dudley Children's Trust, which includes Dudley Council, has issued a new set of guidelines which our school has adopted to safeguard the use of images of children at our school. Our school will continue to use images of children following these guidelines.

We will **not** use children's names alongside their photographs in the school's own printed publications, in video films or on our website.

With regard to the press, the school **will** allow local newspapers to take photographs of children, when appropriate, **provided that parental consent has been given**. Some newspapers insist that children's names must be published with their photographs. If not, they may decline to cover school events. Therefore, we will normally give the **children's full names** (but not addresses) to newspapers **if** they are integral to the story. We will continue to encourage group shots where names are not usually used as much as possible.

Included in your introduction pack please find a 'use of images' fact sheet produced by Dudley Safeguarding Children Board and Dudley Children's Trust for your reference, along with our photography consent form. Please complete and return the form to the school.

If you would like to discuss these matters in more detail, please contact a member of staff. If in the future you should wish to change your decision on whether to give consent, you can do so at any time, by writing to the Headteacher.



KS1 children % reaching the higher standard of Age Related Expectations Teacher Assessment							
		School			National		
		2017	2018	2019	2017	2018	2019
Reading		66%	70%	71%	75%	76%	TBC
Writing		54%	70%	71%	68%	68%	TBC
Maths		61%	70%	75%	75%	76%	TBC
KS1 children % reaching the higher standard of Working at Greater Depth							
		School			National		
		2017	2018	2019	2017	2018	2019
Reading		24%	30%	23%	25%	26%	TBC
Writing		7%	30%	23%	15%	16%	TBC
Maths		25%	25%	23%	20%	22%	TBC
Phonics	2017: 68%	2018: 65%		2019: 70% (Y1) 66% (Y2)		Nat 2018: 82% (Y1) Nat 2018: 95% (Y2)	
Foundation Stage GLD	2017: 65%	2018: 69%		2019: 69.6%		Nat 2018: 70.9%	
KS2 children % reaching Age Related Expectations							
		School Teacher Assessment			Test (National)		
		2017	2018	2019	2017	2018	2019
Reading		78%	74%		49%	42%(75%)	52%(73%)
Writing		79%	83%	77% (78%)	GPS 71%	GPS 57%(78%)	GPS 71%(78%)
Maths		73%	74%		51%	51%(76%)	65%(79%)

KS2% Children reaching Greater Depth				
	2017	2018	2019	National 2019
Reading	8%	4%	12%	27%
Writing	10%	30%	19%	20%
Maths	6%	6%	17%	27%
Grammar, Punctuation, Spelling	14%	11%	27%	35%
KS2 R/W/M combined				
	2017	2018	2019	National 2019
R/W/M combined	37%	32%	40%	65%
R/W/M Greater Depth			6%	11%

Attendance 2018 – 2019: 94.72% (95.05% - RIPE) (95.54% - RIPE/EYFS)