



Topcliffe Primary School 2015/2016 Prospectus





“Thank you for choosing to look at Topcliffe Primary School and we look forward to working with you in the future!”

Ian Lowe (Executive Head teacher)



Welcome To Topcliffe Primary School

At Topcliffe, we seek to ensure that children leave school with a secure academic grounding for their future. However, our priority is not examination grades, but the development of curiosity and wonder in learning that will inspire aspiration and success.

We incorporate academic work with a wide range of extra-curricular opportunities, and we value sporting, success, character development and cultural achievement equally.

We are a school with a strong inclusive ethos which expresses itself with children treating each other with respect and courtesy. We have developed a creative curriculum that ensures that all children's individual learning and social needs are met within a school that believes in fun!

You will discover a very comprehensive picture of Topcliffe in this prospectus. I hope you find it informative.

We look forward to working with you in the future!

Ian Lowe

Executive Headteacher



Topcliffe is a fantastic school and I hope that our prospectus gives you a first glimpse of life at our school.

Topcliffe is a school that is at forefront of educational research and has a drive for academic excellence. We value intellectual, social and emotional development in the broadest sense. We offer a wide range of quality, experiences, activities and pastoral care to sustain our children throughout their time with us.

Topcliffe is very lucky to have such an inspirational team of teachers in an environment that supports learning. I believe the values and ethos of Topcliffe will stay with our pupils for the rest of their lives. I hope they will leave us having understood and achieved the very best that they can.

Dickon Taylor

Headteacher





The Five Keys To Improvement

Making a Difference

- I will find a way to solve problems.
- I will make a difference to the lives of others.
- I will share the things I'm good at to help other people.
- Don't be afraid to speak out.
- I will use my responsibilities as a chance to contribute to my environment.

Aspiration and Success

- DREAM! Picture what success means to you. Don't be afraid to aim high!
- Celebrate failure! Find your inner strength to persevere and overcome any barriers.
- Success is personal not comparable, but enjoy other peoples successes is as rewarding.
- To be successful I need to challenge myself.
 - My success is relevant to me.

Moral Compass

- Start each day anew by making the right decision.
 - Every action has a reaction.
- Appreciate yourself, appreciate others and appreciate the world around you.
- Stop. Think. Am I doing the right thing?
 - Manners don't cost anything!

Access and Apply

- I understand how to work hard and that a positive attitude to learning will bring success.
 - I will be open and receptive to new challenges.
- I will try to ask challenging questions – such as, why? What if? How? What will happen if?
- I can take control of my own learning and know how I learn best.
- I know how to use my understanding and skills.

Curiosity and Wonder

- I'm not afraid to ask questions and look for the answers.
- I can draw inspiration from everyday life by taking risks with my learning.
- I'll get chances to feel like a star if only for a moment every day.
- When I look a little closer I am inspired to use my imagination.
- I have the right to feel awe, inspiration and contentment.



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Think. Did you ask any good questions today?



THE CHAIR OF GOVERNORS WARMLY WELCOMES YOU TO TOPCLIFFE

The Governing Body meets at least once every term and has the responsibility to support the Headteacher in achieving academic excellence and success through the school. The Governing Body is at the core of Topcliffe's development and constantly strives to improve the chances for all learners.

Contacting the Governors

The Chair of Governors can be contacted by letter via the school office.

The Clerk to the Governing Body can also be contacted via the school office.

Alternatively the Governors are more than happy to be approached to discuss any matter that may be of concern to you regarding the school. There is always a Governor available during parents evening to express views on the school.





COMMITMENT

Topcliffe has developed a cross curricular approach to teaching and learning, incorporating literacy and numeracy that enables the whole child to develop socially and academically. As stated previously, Topcliffe believes that teaching and learning should be fun and that every opportunity to discover new talents should be afforded to every child. It is important that children acquire first-hand knowledge and that this knowledge is challenged, this in turn enables the development of a wide range of skills across the curriculum.

Topcliffe also believes in wider learning opportunities and we are committed to wider outdoor education and learning. To develop greater enquiring minds, the school delivers a wide range of themed days and weeks. Themes have included, health awareness, world book day, and safety awareness days. We also promote enterprise through a series of projects where the children create, manage and deliver mini businesses. Through this, the school enables children to develop skills in literacy and numeracy within the sphere of enterprise, which further enhances and enriches learning. The school also seeks the involvement of outside professional speakers, including artists, authors, health partners & representatives from local communities.

The school provides a safe, happy, friendly and caring atmosphere where children take responsibility for their learning and emotional development. We promote the development of lively and enquiring minds, equipping each child with the skills for life in an ever changing and demanding society. This is achieved by encouraging them to be self-reliant, self-disciplined and able to have a sympathetic understanding of the joys and problems of living together in the wider community; the acquisition of understanding and knowledge and to develop a variety of skills that will be relevant to every child throughout their school and adult life.





SAFEGUARDING AND CHILD PROTECTION

Topcliffe Primary School is committed to all forms of safeguarding and child protection. The school firmly believes in promoting the welfare of all children regardless of age, ability, gender, race or situation. Topcliffe expects all staff, children, parents and volunteers to share in this commitment.

In our school staff work hard to maintain an environment where children feel safe and secure. The school consistently strives to ensure opportunities for children so that they may develop the skills needed to recognise and stay safe from all forms of danger, negative influence and abuse. Children know that they can approach any member of staff and know that they will receive consistent support if they are worried or have any concerns.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- Work to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children of concern in accordance with their child protection plan.
- Establish a safe and nurturing environment free from discrimination, bullying where children can learn and develop happily.

Any serious concerns about a child's welfare will be reported to the local Child Protection Team.

Any concerns regarding pupils at Topcliffe Primary School should be directed to the designated senior people, who are, Mr Dickon Taylor, Miss Laurie Taylor and Mrs Beverley Davies.





BEHAVIOUR AND DISCIPLINE

Topcliffe Primary School believes that all children learn best in well-organised, calm and secure environments. We challenge our children to develop independence, high moral and spiritual values and self-discipline. Through our Five Keys to Improvement we set the high expectations for learning and behaviour

Our established approach enables children to openly discuss behaviour by promoting, rewarding and celebrating children's sustained effort and hard work required to achieve academic excellence and success. At Topcliffe, all children are expected to contribute towards the school ethos and community to ensure that all have access to creative, inspiring and fun learning.

All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and followed up in accordance with our Anti-bullying Policy.

The school's abhorrence of such behaviours is communicated to pupils, parents and staff, throughout the school and the curriculum.

HOME-SCHOOL AGREEMENT

To work in close partnership with our parents we have a home-school agreement which sets out expectations for the school, parents and pupils. You will be asked to sign it as your child enters school.





CURRICULUM

The curriculum at Topcliffe is designed to meet the needs of all children regardless of ability. Teaching is delivered through engaging and creative approaches. The school believes that teaching and learning should inspire, motivate, promote independence and self-reliance. The curriculum at Topcliffe is in line with national guidance and is delivered through well-planned, well-organised, enthusiastic teaching. All pupils at Topcliffe are helped to:-

- Gain a joy and commitment to learning that will last a lifetime
- Develop the essential literacy and numeracy skills they need to learn
- Develop the attitudes, understanding and skills to become successful, independent learners
- Foster their creativity
- Develop lively, enquiring minds
- Develop personal values, qualities and attitudes and be respectful of other people and their views and opinions
- Develop appreciation and concern for the environment
- Work co-operatively with others
- Work toward achieving their potential.



HOMEWORK

Your child will often bring homework home to do. Please support and encourage your child to complete the work set. By working together as partners we can help your child achieve their full potential.



English





ENGLISH

The effectiveness of literacy teaching determines the success of the whole curriculum. Language is cross-curricular - it is an essential element of learning in all areas of the curriculum. Topcliffe believes in the development of literacy skills and that the teaching of these skills is best ensured by providing a rich and varied linguistic environment.

Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly and confidently and with expression in order to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.

At Topcliffe it is our aim to not only teach children the skills to read with confidence, fluency and understanding but, also to foster a genuine desire to read for pleasure and purpose. We want our pupils to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. All children are encouraged to take books home to practise and reinforce the skills taught in school.

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. We believe it is important that children see their writing as having purpose and that they regard themselves as authors of their work. Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.





Mathematics





MATHEMATICS

Mathematics is a key, lifelong skill which forms a strong basis of our curriculum. Our aim at Topcliffe is to teach the children the necessary mathematical skills that they will need throughout life. Emphasis on problem solving will allow the children to apply their new skills into practical contexts which will in turn develop and nurture their confidence in maths.

We have developed and enhanced the new national maths curriculum, to ensure a full coverage of skills across each year group while assessing in line with age related expectations.

During the first few years at Topcliffe, children will be introduced to Numicon in order to develop their first understanding of place value and counting moving on to the four functions: addition, subtraction, division and multiplication. Furthermore they will begin to develop an understanding of fractions.

Moving on through to Key Stage 2, children will move away from Numicon instead replacing it with visual maths methods in order to make complex calculations in an efficient, written way which teaches the children to make links between methodology and the understanding behind it. Using Visual Maths, we aim to instil confidence in the children as independent mathematicians who can begin to decide starting points when faced with a question or a problem.

By the end of year 6, we aim for children to show fluency and mastery in the four functions which allows us to develop their investigative and reasoning skills to further apply their skills in practical contexts.

Throughout the school, the development of mental methods of calculation form a constant part of our teaching and learning to support their written calculations.

Underpinning the entire maths curriculum at Topcliffe is the opportunity for children to apply their skills in problem solving and investigation scenarios so that they can develop their reasoning, justification and explanation skills.

To further embed the key mathematical skills, we recognise the importance of cross-curricular links of mathematics with subjects such as science, technology and enterprise.



Science





SCIENCE

Science stimulates and excites pupils' curiosity about the world around them and provides children with practical experiences which, when linked with ideas and concepts, can engage and inspire children.

Teaching and learning in science reflects many of the values outlined in our Five Keys to Improvement and enables all our children to share in the awe and wonder of the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these in order to discover more so that they may develop wider enquiring minds.

Using the new National Curriculum for science as our basis, we aim to teach science as part of our creative curriculum. This helps the children make scientific links beyond the classroom and helps develop their understanding in practical contexts as opposed to isolated theories.

Science offers the children a great opportunity to further enhance their literacy and mathematical skills which we purposely encourage to make sure that our children don't miss out on any learning experience.

Scientific enquiry is at the forefront of our science teaching which develops many transferable skills such as problem solving, questioning and accuracy while engaging the children in a practical based, investigative rich curriculum.





ICT

At Topcliffe, we endeavour to provide a fun, creative curriculum through the innovative use of ICT.

ICT is fully embedded into all aspects of the school, supporting the childrens' learning in English and Numeracy. Wordwall, which is a teaching resource used widely across Topcliffe, has enabled children to interact and participate in lessons like never before.

We are constantly adapting and updating our resources to ensure that our children are given the best opportunities to learn and develop their skills. Every child has access to I pads, laptops and a range of advanced programmable devices. We have developed our computing curriculum to certify that children experience working with algorithms and simple coding through programmes such as Scratch and Python. We are also passionate about film making. We actively encourage children to create short films using I movie and develop their film editing skills.

Our aim at Topcliffe is to provide our children with the knowledge, skills and the confidence to ensure that they can achieve whatever they aspire to be.

Working closely alongside The University of Birmingham, we are constantly pushing the boundaries in terms of innovative use of ICT. The NAO robots being at the forefront of this. This work mainly focuses on the development of social communication and emotional regulation, encouraging self awareness through body movement, turn taking, collaboration and conversation skills.

For any further information in regards to the work that we carry out, please see our school website or follow us on Twitter @Topcliffeschool





INTERNET USE

In order to promote safe internet access, we have a policy, which is available for all parents to read, and Rules of Responsible Internet Use, which are displayed around school and regularly discussed with children. All our devices fall under a programme ensuring safe internet use.

DATA PROTECTION

The school is registered for holding personal data under the Data Protection Act 1998. The school has a duty to protect this information and to keep it up to date. The school is required to share some of the data with the Local Authority and with the DFE.

SCHOOL ORGANISATION

There are currently up to 30 children in each year group.

Children are admitted into the reception class in the September following their fourth birthday. Reception children follow the Foundation Stage Curriculum which links into their nursery or pre-school experience.

S **Stay Safe**

Keep your personal information safe and secret. Do not share your name, address, phone number or passwords.

M **Don't Meet up**

Meeting someone you have only been in touch with online can be dangerous. They maybe pretending to be someone else.

A **Accepting Files**

Accepting emails, files, pictures or texts from people you don't know can cause problems or can make you feel uncomfortable.

R **Reliable?**

Check information before you believe it. Is the person or website telling the truth.

T **Tell someone**

Tell an adult if someone or something makes you feel worried or uncomfortable.



PE & SCHOOL SPORT

Physical Education and school sport is essential for the development of all our children. Through high quality PE and school sport, children adopt positive attitudes towards each other and foster greater recognition of the benefits of physical activity on well-being and social interaction. Children at Topcliffe are supported to acquire the skills and attributes needed to participate with confidence and enjoyment in both social and competitive sporting situations. The school offers a wide range of sporting activities in both individual or team disciplines. The schools PE programme is delivered by professional school sport coaches, who have training, not only in their chosen field, but also in wider PE teaching of all abilities. Physical Education is further enriched through a wide range of extra-curricular clubs and activities. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life.

Swimming is part of the curriculum and all children will have swimming lessons at Castle Vale Swimming Baths.

In addition to PE and School Sport the school also provides outdoor and adventurous activities within the school through our own dedicated outdoor learning instructor. Located on the school site are a number of resources devoted to outdoor learning, these include a traversing wall, orienteering course and nightline.





PASTORAL CARE

Pastoral care is in the hands of the class teachers, Learning Mentor and Headteacher. Close home to school links are considered to be of great importance. We need to work in partnership together to ensure the very best for your child.

HOME-SCHOOL AGREEMENT

To work in close partnership with our parents we have a home-school agreement which sets out expectations for the school, parents and pupils. You will be asked to sign it as your child enters school.

SPECIAL EDUCATIONAL NEEDS

If your child has specific educational needs these are identified and an appropriate scheme of work is devised and implemented by both the class teacher and the Special Needs coordinator, (SENCO). We follow the Special Educational Needs Code of Practice. We like to work alongside parents to support their child in school. With your permission we can also enlist the support of other professionals who can help your child.

We are always available to talk about your child and any specific problems they may have.

RESOURCE BASE FOR SPEECH AND LANGUAGE

We have a twenty four place Resource Base for children with speech and language difficulties. All children accessing the resource base have a Statement of Special Educational Need. Children are integrated into the main school for some time each day, whilst also receiving help for their special needs. For more information please contact our SEN Administrator Mrs McAuley who will ensure your query is dealt with by the correct person.

ASD RESOURCE BASE

Topcliffe specializes in ASD provision and we have a thirty six place Resource Base. KS1 children access our Topcliffe Centre base which is in a separate building, a short distance from the school. They attend main school for assemblies, theme week activities and any integration they require. Again, all children accessing the Resource Base have a Statement of Special Educational Need. KS2 children attending the ASD Resource Bases at the main school are integrated into the appropriate mainstream class for sessions appropriate to their individual needs, whilst also receiving support for their special needs. See separate prospectus for details.



ADMISSIONS

Pupils are admitted to the reception class in September of the year in which they will be five. We can admit up to 30 reception children each year. If we are full at any time we follow the Local Authority Admissions Policy.

INDEPENDENCE MORNINGS

Staff at Topcliffe believe in promoting independence and responsibility for all our children. This is important as it provides children with the opportunity to organise themselves, treat each other with respect and to move about their environment in an efficient and acceptable manner. To support this vision the school is open to all pupils from 8:45am.

During this time children are given the responsibility to go to their classroom independently, prepare for the working day and to catch up or revisit any work that is required. The children are challenged to work independently to enhance and develop their own learning. If required the class teacher is on hand to support.



At 8:55am the school day begins and registration commences. All children are expected to be in their classroom ready to learn by this time.

If your child is in the Foundation Stage or Year One you may join them between 8:45 and 9:15 to support them with their learning. It is important to stress that, this is time for yourself and your child to work together and for you to support their learning. It should not be used as a time to hold an impromptu consultation with the class teacher as other times are set aside for that purpose.

At the end of each school day all children should be collected promptly at 3.10 pm by a responsible person who is known to the school. Please inform your child's teacher or the Headteacher if you make any changes to your arrangements.



EMERGENCY CLOSURE

If the school is forced to close overnight due to very poor weather conditions or for any other unforeseen reason a message will be on the school website and broadcast on BBC Radio WM from 6.30a.m onwards. Please do not telephone school for confirmation as staff will have been affected too.

EMERGENCY CONTACT INFORMATION

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies relating to your child.

CHARGES AND REMISSIONS

The Governing Body recognises the valuable contributions that the wide range of additional activities, including clubs, trips and residential experiences can make towards pupils' personal and social education. We aim to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

The Governing Body will invite parents to make voluntary contributions towards the cost of educational visits within school hours. Payment cannot be required of parents and no child will ever be excluded from a trip through non-payment. However, parents are advised that where insufficient contributions are received, a proposed trip cannot proceed. The Charges and Remissions Policy follows the government guidelines and is reviewed annually by the Governors.

HELP IN SCHOOL

Your help in school is really appreciated and if you would like to help with any of the activities in the classroom or perhaps in some other area of school life, please contact your child's teacher.

Please note: The Local Authority require **all** people who work within schools, even on a voluntary basis, to have a DBS check for security purposes. We regret that we cannot accept helpers who are accompanied by younger children.



SCHOOL UNIFORM

At Topcliffe we see the wearing of school uniform as an important part of school life. It is how we show pride in our school and share an identity. We have chosen a reasonably priced but smart looking uniform and kept it simple so that everybody can be sure what it looks like.

Basic Uniform

Royal Blue sweatshirt with round neck, with or without school logo

White polo shirt

Grey trousers, skirt or pinafore

Black school shoes or trainers, no heels and no boots

Girls: White or grey socks/tights **Boys:** Black or grey socks

Summer Uniform (optional)

Boys Grey shorts
 White Polo shirts
 Black shoes

Girls Blue/white or lemon/white gingham or striped dress
 Royal blue cardigan





PE Kit

All of our children wear the same PE kit and is part of our school uniform. It is royal blue and consists of a waterproof jacket, shorts, T shirt and socks and is available to buy from the school office. Pumps or trainers are needed for outdoor activities. Please ensure that these items are named and *in a bag that can be hung up*.

Sweatshirts with the school logo can be bought from the school office priced from £7.50 to £10.00. These wash well and look good for a long time. Also available to order, are fleeces and reversible raincoats.

We sell book bags at £3.00 printed with the School logo which are very durable.





EQUALITY

Topcliffe is committed to ensuring equality of education and opportunity for all children, staff, parents and carers, irrespective of ability, race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Pupils and others with special educational needs
- Gender specific groups of pupils and staff
- All ethnic groups
- Pupils or families with different religions or beliefs
- Pupils and others with a range of disabilities
- Children who are looked after and their carers.



The achievement of all pupils is monitored regardless of race, gender and disability and if data highlights a need to support pupils and raise standards then teaching is adjusted accordingly.

The school will tackle any discrimination small or large by the positive promotion of equality. The school will work with all stakeholders to challenge bullying, stereotypes, sexism, racism and extremism. As a school we believe that our already wide-ranging diversity is a strength, which is celebrated and in which we embody an environment which champions respect for all. Topcliffe will always work to ensure that all pupils can play as full a part as possible in school life.



PERSONAL POSSESSIONS

Please keep your child's toys at home as this causes too many upsets if they become lost or broken.

Label your child's clothing, school bag and lunch box clearly with their name. We cannot undertake to return lost property unless we know who has lost it. Although we make every effort to ensure that your child's clothing and belongings are kept safe we CANNOT take responsibility for them.

Jewellery

With the exception of watches, the ONLY jewellery allowed to be worn in school are plain stud earrings, not hoops or pendant types, these are dangerous when using PE equipment and are easily pulled by another child. School cannot accept responsibility for items of jewellery that have been lost or lent to other children.

Mobile Phones

Mobile phones should **not** be brought to school under any circumstances. The school cannot take responsibility for any phones brought into school.

Bicycles

In keeping with the Healthy Schools Initiative we encourage children from Year 1 upwards to ride their bikes to school. The bike has to be roadworthy and needs to be locked during the day and your child will need to wear a helmet.

HEALTH and MEDICINES

Preventative medicines such as inhalers for asthma may be sent to school. They must be clearly marked with the child's name and dosage. Inhalers are stored in the child's classroom so children can access them at all times. Staff have undergone asthma training with the School Liaison Nurse.

If your child has a medical condition we work closely with the school nurse and other healthcare professionals to set up school care plans to ensure that we know your child's particular needs and can help them to make the most of their education.



SCHOOL MEALS

All schools in Birmingham LA are liable for the collection of dinner money and the vetting of a child's entitlement to Free School Meals for the meals service provided in schools.

Paid School Meals

The cost of a school meal for 2015/2016 is currently £2.05 a day, £10.25 per week. The school is liable for the costs of the school meal service and as such any non-payment of dinner money has to be borne by the school.

Please could you note the following points about payment for school meals:

- Dinner money **must be paid in advance**
- Payment should be sent in a sealed envelope, clearly marked with your child's name and class and handed to the class teacher or into the school office
- Cheques to be made payable to 'BCC School Meals' - ***a returned cheque to the school will incur a bank charge,***
- Non-payment of dinner money will result in the meal service being withdrawn and parents having to make alternative arrangements at lunchtime
- Debts that remain unpaid will be referred to Cityserve to formally recover the debt
- If you find yourself in difficulty over payments please speak to the office staff or Headteacher and we will try to help you

Please send in the correct money each week, change cannot be given.

HEALTHY SCHOOL STANDARD

Topcliffe School has been awarded the National Healthy Eating Standard. We do not allow children to bring sweets, biscuits or crisps to eat in school as a snack. Infant children are given fruit under the Government Fruit Scheme to eat at playtime. Junior children may bring their own fruit to school for break time. Reception children also have free milk.

Water Bottles

Part of the Healthy Eating Standard is to encourage all children to drink water throughout the day; it is proven to improve concentration levels and in very hot weather will re-hydrate them. All children are encouraged to bring a water bottle to school to drink at any time during the day. These should **not** contain pop or fruit juice.



Free School Meals

Under the Governments universal free school meal scheme all children in KS1 are entitled to receive a free school meal and it is hoped you will take advantage of this.

In respect of all other years, FSM are available to children under the age of 19 where the parent or guardian is in receipt of any of the following:

1. Income Support
2. Income Based Job Seekers Allowance or irESA
3. Support under part VI of the Immigration and Asylum Act 1999,
4. Child Tax Credit, provided you are **not** entitled to Working Tax Credit and have an annual income, as assessed by the Inland Revenue that currently does not exceed £16,190,
5. Guarantee Element of State pension Credit.

Irrespective of what year your child is in, if you think your child is entitled to receive Free School Meals due to you receiving one of the qualifying benefits as stated above, you must complete the on-line application @ www.link2ict.org/FSM.

Sandwiches

If you **pay** for school meals you may wish your child to bring sandwiches for lunch. Please provide your child with a **healthy** packed lunch and drink in a lunch bag or box clearly labeled with your child's name.

Please note the following points:

We do not offer an ad hoc service for school meals, you cannot have one day on sandwiches and one day on school dinners.

In exceptional circumstances e.g. you have forgotten a lunchbox your child should inform and pay for a school dinner directly at the school office, do not assume your child can just have a meal.

Changes to the type of meal your child has can be done at the start of each term and **MUST** be notified to the office.



ATTENDANCE AND ABSENCE

Attainment and progress is linked to attendance and the target for every child is to achieve an overall year's attendance of 97%.

Children should be at school **on time every day** the school is open, unless the reason for the absence is unavoidable.

Aims

- To maximise attendance of all children
- To provide an environment which encourages regular attendance and makes attendance and punctuality a priority for all those associated with the school
- To monitor and support children whose attendance is a cause for concern and work in partnership with parents/carers to resolve any difficulties
- To implement an effective system of rewards and sanctions.
- To promote effective partnerships with other services and agencies

To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

Punctuality

Please make sure your child arrives on time, it enables your child to have a calm start to the school day with the rest of the class.

Persistent lateness will be followed up by the Headteacher and could be referred to the school Attendance Team.

Pupils arriving after 8.55am must report to the school office to be signed in and will be recorded as late. Pupils arriving after the schools agreed close of register time of **9.15am**, will be recorded as absent. Such an absence will be unauthorised unless a satisfactory reason, with accompanying proof, is provided – e.g. hospital appointment, verified by a letter.

Reasons for Absence

First day absence calls are made by office staff to establish reasons for absence, if we have not heard from you by 9.30am. This also allows us to endeavour to safeguard children who may be absent from school without the parent/carer's knowledge.

Every half day absence from school has to be **classified by the school, not by the parents**, as either AUTHORISED or UNAUTHORISED. This is why information about the cause of each absence is always required.

Routine or non-urgent medical appointments should be **made** outside of school hours. If it is necessary to make an unavoidable appointment during the school day **evidence must be provided** in order for a child's absence to be authorised. However, if your child's absence is a cause for concern, additional evidence will be required.

Under the [Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#), holidays during term time are **not allowed**.

Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.

When an absence is known about in advance parents/carers should contact the school as soon as possible.



TOPCLIFFE PRIMARY SCHOOL COMPLAINTS PROCEDURE

If you have any concerns about school, please consult with your child's class teacher first. If you feel that the situation has not been resolved, you should then contact the phase leader, then if appropriate the Assistant Headteacher.

In certain circumstances it may be necessary to seek an appointment with the Headteacher.

Complaints made will be considered on a case by case basis as each circumstance differs.

Under section 29 of the Education Act 2002, Governing Bodies of all schools are required to have a procedure for dealing with complaints. If you feel that the school has not addressed your concern effectively then you have the right to formally approach the Governing Body.

SCHOOL TERM DATES 2015/2016

Autumn Term 2015	Spring Term 2016	Summer Term 2016
Thursday 3 Sept	Monday 4 January	Monday 11 April
to	to	to
Friday 23 October	Friday 12 February	Friday 27 May
Half Term	Half Term	Half Term
Monday 2 November	Monday 22 February	Monday 6 June
to	to	to
Friday 18 December	Thursday 24 March	Friday 22 July

Teacher Training days (Thursday 3 September and Friday 4 September others TBC)

PARENTS EVENING

There are three Parents' Evenings during the school year, one per term. You are invited into school to meet with your child's class teacher to discuss their progress.

