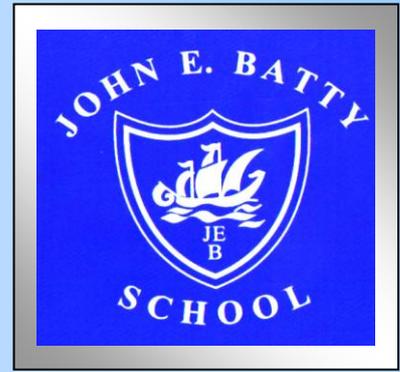




Prospectus



"Aim High

Reach for Your Goal!"

John Emmerson Batty

Primary School



Achieve
Believe
Challenge

Walnut Grove
Redcar
TS10 3PG
01642 483697

Welcome to John Emmerson Batty Primary School

We are very pleased to welcome you and your child to our school and look forward to a happy and successful partnership over the coming years. We hope this prospectus will give you an insight into life at J.E. Batty and what we have to offer.

John Emmerson Batty is a Community School where we pride ourselves in having traditional values. We strive to provide a broad and balanced education rooted in firm foundations in Literacy, Numeracy and Science. If children are confident in these areas, they will derive the greatest benefit from the exciting curriculum which we provide.

We believe in equality of opportunity and so aim to provide a structured, yet happy and secure, learning environment where all children will be able to achieve their full potential.

As we set ourselves high standards in education, we also expect high standards of behaviour from our pupils. Children work best in an environment which is secure, supportive and where the rules are accepted and understood.

We see the education of your child as a partnership between home and school and so look forward to working closely with you. We hope that all parents will enter into our Home School Agreement as we rely on your support.

If you have any concerns whatsoever, do not hesitate to contact school and we will endeavour to help the best we can.



Mr. Martin J. Kitchen
Head Teacher

Please note the information here is correct at the time of writing but may be subject to alteration without prior notice. The latest Prospectus is given to new members of the school community.

Share / Learn / Achieve



Develop Skills



Celebrate



Relax & Reflect



Enjoy



Compete



Take Responsibility



Perform



Enjoy Good Food



Study



Party & Play



Contribute

Have Your Say

Feel Safe

Share / Learn / Achieve



Observe & Interact



Speak French



Dance



Create



Meet New People



Practise



Use All Your Senses



Experiment



Be Active



Make Friends



Care for Others

Be Happy

Work With Artists

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SCHOOL INFORMATION

School Address:	John Emmerson Batty Primary School Walnut Grove Redcar TS10 3PG Tel: 01642 483697 Fax: 01642 470572 Email: office@jebatty.rac.sch.uk Website: www.redcar-cleveland.gov.uk/jebatty
Chair of Governors:	Mrs Sue Fall
Vice Chair of Governors:	Mr. Robert Stanway
Head Teacher:	Mr. Martin J Kitchen
Deputy Head Teacher:	Mrs Julie Norris
Administrative Assistants:	Mrs Christine Upton Mrs Michelle Sharpe
Local Authority (LA):	Redcar and Cleveland Children's Services P.O. Box 83 Council Offices Kirkleatham Street Redcar TS10 1YA
School Hours:	<u>Lower Foundation</u> Morning Session 08:50 – 11.50 Afternoon Session 12.30 – 15.30 <u>Main School Opens</u> 8.45 - 3.15 Lunch Break 12.00 - 1.00 Morning Break 15minutes Afternoon Break (UFS &KS1) 10minutes Please note Y3 - Y6 do not have an afternoon break.

EDUCATIONAL MISSION and AIMS OF THE SCHOOL

Mission Statement for Staff

This short mission statement guides our staff when working with children and parents:

“We help children **Achieve** by ensuring they **Believe** in themselves, and by providing **Challenge**.”

Shortened to: Achieve, Believe, Challenge

or **JEBs ABCs**

The School Council choose this image to represent the mission statement:



School Aims

We aim to:

- provide a stimulating environment in which each individual feels valued and safe.
- raise self-esteem of all people in school, develop positive attitudes towards life-long learning and to celebrate children’s personal successes.
- ensure that all children are supported and challenged to reach their full potential through engagement with a broad and balanced curriculum which is closely matched to their needs.
- develop enquiring minds through the provision of an efficient well managed school that stimulates, challenges and promotes positive attitudes to personalised learning.
- encourage fairness, honesty and a caring respectful attitude towards others, in keeping with traditional British values.
- establishing outstanding relationships between school, home and the wider community for the benefit of all.
- provide an effective approach to the welfare and guidance of children and positively promote spiritual, moral, cultural and social development.

OUR SCHOOL AND ITS ORGANISATION

Our school is a Community Primary School catering for girls and boys between the ages of three and eleven years.

Organisation of the Classes

Foundation Stage (ages 3 to 5)

The Foundation Stage is made up of Lower Foundation Stage (LFS) and Upper Foundation Stage (UFS) classes.

We have a 26 place Lower Foundation Stage (LFS) with two sessions a day (morning and afternoon). Children in LFS attend for one of these sessions.

Children move in to Upper Foundation Stage during the September before their fifth birthday. Children in UFS are offered a full time place spending a full day in school. The UFS children have the same break times and lunch time as Key Stage One.

We are proud of the fact that the Lower and Upper Foundation Stages work closely together to ensure the children's needs are fully met. There are times when children from the two stages work together and share their experiences for the mutual benefit of all.

Key Stage One (KS1)

We normally have two KS1 classes which are:

Year 1	Children aged 5 to 6 years
Year 2	Children aged 6 to 7 years

These classes follow the KS1 National Curriculum.

Key Stage Two (KS2)

We normally have four KS2 classes which are:

Year 3	Children aged 7 to 8 years
Year 4	Children aged 8 to 9 years
Year 5	Children aged 9 to 10 years
Year 6	Children aged 10 to 11 years

These classes follow the KS2 National Curriculum.

Number on Roll - We have approximately 190 children on roll at any one time (excluding those attending LFS).

Teaching and Support Staff

At John E. Batty we have a committed team made up of teachers and a range of support staff. These include teaching assistants, administrative assistants, midday supervisory assistants, cleaners, kitchen staff and site supervisors. In addition, we have a range of visiting staff that can often be found working in school. These include peripatetic music teachers, learning support teachers, behaviour support teachers, educational psychologists, education welfare officers and the school nurse.

A full current list of school staff can be obtained from the school office or the school website.

OVERVIEW OF THE CURRICULUM

The Foundation Stage Curriculum

Children in the Foundation Stage Unit at John E. Batty School are working within the curriculum guidance for the Foundation Stage as outlined in the Early Years Foundation Stage Document. Children will be working towards the 'Early Learning Goals' (ELG's) within the following six areas of learning:

Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Area

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

The ELG's set high expectations for the end of the Foundation Stage, but they are expectations that are achievable for most of the children who have followed a relevant curriculum – as offered at John E. Batty. The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.

We are also proud that our Foundation Stage was judged to be providing a good service at our latest Ofsted inspection.

The Key Stage 1 Curriculum

When children leave the Foundation Stage they enter Key Stage One. This phase lasts two years (Year 1 & Year 2). The Key Stage One Team aims to provide an outstanding curriculum for children of all abilities and backgrounds, where each child receives a variety of focused experiences relevant to their age and level of understanding. These experiences are based on the National Curriculum and Agreed Syllabus for Religious

Education. The children will be taught the core subjects of: English, Numeracy, and Science. In addition to these subjects are the Foundation Subjects: Computing, Religious Education (RE), Physical Education (PE), Geography, History, Music, Design Technology (DT), Languages, Art and Personal Social, Citizenship and Health Education (PSCHE). Lessons often incorporate teaching in more than one area of the curriculum but Literacy and Numeracy are at the core of our work. We believe that children learn most effectively if they are taught in a well-managed, secure and happy classroom where the atmosphere is calm and purposeful.

Each child has a different starting point and staff place a great emphasis on the individual's readiness to take on new experiences. Targets for development are drawn up and continually reviewed throughout Key Stage One. In May of Year 2 children are assessed by their teachers in English and Mathematics.

The Key Stage 2 Curriculum

Key Stage Two follows the same ethos of caring for the individual, and recognises that by the age of eleven, children will have reached different levels of attainment. We endeavour to create an enjoyable learning environment, maximising the attainment of all children and promoting high standards.

In addition to teaching the Core and Foundation subjects of the National Curriculum and Religious Education, we aim to provide additional opportunities and experiences.

These may include:-

- working with authors, musicians, artists and sportsmen/women,
- visiting the theatre and museum,
- having the opportunity to play a musical instrument,
- going on a residential visit,
- being on the School Council
- taking monitor responsibilities
- becoming a member of the many after school and lunch time clubs.

OVERVIEW OF CURRICULUM SUBJECTS AT JOHN E. BATTY

English/Literacy

A high priority is given to the learning of English skills, which permeate all aspects of the curriculum. All classes in KS1 and KS2 receive at least one hour's tuition in literacy each day. We review our practice regularly, taking in to account what is widely recognised as being best practice, to ensure that we provide high quality teaching and learning.

There is a continuous development of skill in reading as children progress through the school, which results in the recognition of words in the early years to the comprehension of complicated material by Year Six. Great emphasis is placed on the use of phonics in combination with other methods in the teaching of reading to ensure children make a rapid progress in this key skill.

Learning to read and write goes hand in hand, and for most children, by the time they reach the end of Key Stage One, they can write stories and accounts in their own words. As they go on through the school, many children become accustomed to writing more complex texts which may also presenting a coherent argument, exploring different possibilities, drawing conclusions and making judgements. In the course of all their work they learn to spell the words they use, to employ acceptable forms of grammar and sentence construction and begin to develop styles of writing appropriate to the task in hand.

Mathematics/Numeracy

Mathematics is often used in everyday life to explain, predict and represent events. In mathematic lessons children are provided with the opportunity to: develop practical skills; understand mathematical concepts, learn facts and solve problems using a range of operations as outlined in the National Curriculum.

A three-part Mathematics lesson, involving a mental warm up activity is taught every day. The curriculum is differentiated on a daily basis to ensure the individual needs of the children are being met.

Our aims are to help all children to experience pleasure, success and enjoyment in mathematical experiences in order to develop a confident and positive attitude towards their work and to meet the year group expected standard.

Science

Children are naturally fascinated by everything in the world around them, and a major aim of Science in the Primary school is to help children understand the world in which they live. We build on this natural curiosity by extending and developing their scientific knowledge and skills.

We plan our Science coverage as a whole school, with specific topic areas identified for each year group which build on previous learning. These follow the national curriculum requirements.

Science has strong links with Mathematics, Technology and Geography and provides many opportunities for Language development.

Physical Education

It is the aim of the school to develop physical competence and to teach pupils, through direct experience, the benefits of taking part in physical activity. It is also aimed to instil an appreciation of skilful and creative performance in pupils, while promoting physical development.

The school believes that it should provide an opportunity for all pupils to develop spatial awareness, self-control, co-ordination, creative skills and an awareness of others, through co-operation with their peers. It is also recognised that while competition is an incentive for many pupils, and this is encouraged, enjoyment is also an important factor. The skills of all children will be developed to the best of their ability in all strands of PE as laid down in the National Curriculum.

The following sports and areas of learning are taught through our curriculum: football, netball, cricket, tag-rugby, rounders, athletics, indoor games, gymnastics, outdoor educational activities and swimming.

Extra Curriculum Sports Activities

Opportunities are provided in addition to lesson time for children to develop their sporting skills during after school session. These activities are overseen by staff and friends of the school. Competitive matches are played against other schools through local leagues and cup competitions and tournaments.

Athletics Sports Day

In addition to learning the skills related to athletics throughout the P.E. curriculum. An inter-house sports day is held each year in which all children in KS1 and KS2 participate.

Swimming

Children attend swimming sessions at Saltburn Baths and continue to do so at least until they achieve the standard laid down in the National Curriculum. The leisure centre instructors, supported by our own staff, retain overall charge and care of the children, and it is they who lead the swimming sessions.

Geography

At John E. Batty our aim is that geography should help pupils make sense of their surroundings so that they can gain a better appreciation and understanding of the variety of physical features and the complexity of human life.

Geography often extends pupils' interests and knowledge beyond their immediate experience and helps them to develop interpretation skills through the study of a variety of information about people and places.

Computing

The children are introduced to basic programming skills, which enable them to order instructions and procedures to achieve specific outcomes. The skills learnt in relation to this area are progressively developed as the child moves through school.

Computing is taught throughout the school in order to make children aware of the technology that, ever increasingly affects and controls their everyday lives. We seek to instil the knowledge and skills that will enable pupils to be confident in their ability to use and control this equipment, and to give children access to a range of hardware and software. Computing is taught in our suite, and across school in classrooms using laptops and ipads connected to our wireless network. All children use computers in a range of other subject areas to support their learning and to develop their skills.

The school places high priority on providing the most up-to-date technology and is constantly reviewing the computing opportunities presented to children. All teachers are skilled in the use of computers and all classes have interactive Smartboards which are connected to the internet. These resources enable the teachers to place the use of computers at the heart of the teaching and learning that takes place.

History

Learning about the past at John E. Batty gives pupils the knowledge to make sense of the many aspects of the past they have inherited and gives them the necessary skills with which to interpret historical events and themes critically. Our History Curriculum places an emphasis on learning about the past through historical sources and through first hand experiences such as drama and visits to historical sites.

Music

John E. Batty Primary School aims to enable all pupils to experience, make and enjoy music from a wide range of cultures and traditions in an atmosphere of fun. In this way we hope to lay the foundations for a continued enthusiasm for music for all children. Musical skills are taught through our scheme of work and all children in Y4 are given the opportunity to learn an instrument. Many other children are given the opportunity to play additional instruments and to take part in music groups, choirs and performances.

Art and Design

Through art in the curriculum we aim to encourage children to look critically at their world. We endeavour to develop skills and techniques, encouraging the children to develop confidence and competence in art. All our children will have the opportunity to express themselves through a variety of mediums and are introduced to the work of artists from many periods and cultures.

Design Technology

Technology within the curriculum is the purposeful use of inventive thinking and creative activity leading to the production of an artefact, system or environment which best satisfies a perceived need. Technology projects are included in topics linked with a variety of curricular areas to encourage the development of an increasing complex range of skills.

Religious Education (RE)

Religious Education is provided in the school framework in line with the Local Authority Agreed Syllabus and in accordance with the 1988 Education Act. The children are taught about the beliefs, traditions and practices related to a range of religions. Parents may, if they wish, withdraw their child from RE lessons and the religious worship aspect of assemblies*. We ask in such circumstances that we are informed of such wishes in writing.

* Alternative work will be provided for children who are withdrawn from RE by their parents. Children may need to move to a different area of school where they can be adequately supervised.

Relationships and Sex Education

At John E. Batty we believe that relationships and sex education should be taught throughout the primary phase, with the content being progressively matched to the child's age. We use the Lucinda and Godfrey Scheme throughout the school to ensure that appropriate balance is given to the teaching of relationship and sexual awareness. All parents and carers are free to view the materials used and may, if they wish, withdraw their child from lessons which do not refer to the statutory requirements outlined within the Science National Curriculum Document.

Personal, Social, Citizenship and Health Education (PSCHE)

Personal, Social, Citizenship and Health Education (PSCHE) enables children to become healthy, independent, well informed and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community, developing their sense of self-worth. We teach them how society is organised and governed, and ensure that they experience the process of democracy in school. We also teach them about rights and responsibilities, and how to appreciate being a member of a diverse multicultural society.

HOMEWORK

All children in school are expected to continue their learning in school at home, be it a child in Lower Foundation Stage sharing a book with a parent to a year 6 child completing a personal topic at home. Our homework policy outlines the expectations for homework for children at different stages of their school life. To help children with their homework we ask parents to consider these pointers:

- Provide somewhere peaceful for children to work without the distractions of television, other family members and pets.
- Provide a suitable place, equipped with a comfortable chair, clear table, space and good lighting.
- Provide encouragement and support to children when they require it.
- Support the school in explaining to children that homework is valued and aids learning.
- Encourage pupils and praise them when homework is complete.
- Be actively involved in the homework of younger children in particular.
- Sign and date your child's homework when they are satisfied that it is of an acceptable standard.
- Try and make it fun.

(Advice on Homework is given at the September Open meetings and can be found in the Team Booklet which can also be obtained from school.)

BEHAVIOUR AND DISCIPLINE

A high standard of behaviour is expected from all our children. John E. Batty is a community in which behaviour is based on mutual respect and consideration for others. The values, standards and attitudes of the school community are made clear to the children by example and discussion so that they are absorbed by them and made their own.

Behaviour and discipline policies have been drawn up by children, staff, parents and governors and copies can be obtained from school or on the website.

Bullying will not be accepted in any form, whether mental, verbal or physical in nature. Bullying outside of school will be investigated and appropriately acted upon.

ASSESSMENT PROCEDURES

At John E. Batty we consider assessment of children's skills, knowledge and understanding as being integral to us being able to adjust learning activities to meet the needs of the children in our care. As such we use a range of assessment tools and strategies to help create an accurate view of each child.

The following provides a basic outline of the assessments which take place through a child's school life. In no way is this an exhaustive list:

- At the start of Foundation Stage children are assessed using a baseline assessment.
- During Foundation Stage children's progress is assessed against the Early Years Learning Goals.
- In year one formal summative assessments are made of the children's reading, writing and mathematics attainment on a termly basis. These assessments identify those objectives a child has met and those that they need to focus further on. The outcomes of these assessments are shared with pupils and parents on a termly basis. In addition the children's phonic skills are assessed at the end of the year through the national phonic check.
- In year two formal summative assessments are made of the children's reading, writing and mathematics on a termly basis. These assessments identify those objectives a child has met and those that they need to focus further on. The outcomes of these assessments are shared with pupils and parents on a termly basis. In addition twice yearly NFER reading Tests and Spelling Tests are carried out. During the month of May the Year 2 children undertake activities which contribute to their End of Key Stage 1 SATs assessment. The results of these assessments are reported to parents.
- In years three, four and five formal summative assessments are made of the children's reading, writing and mathematics on a termly basis. These assessments identify those objectives a child has met and those that they need to focus further on. The outcomes of these assessments are shared with pupils and parents on a termly basis. During the back end of April and through May the children carry out standardised tests which indicate how they are achieving compared to other children nationally.
- In year six formal summative assessments are made of the children's reading, writing and mathematics on a termly basis. These assessments identify those objectives a child has met and those that they need to focus further on. The outcomes of these assessments are shared with pupils and parents on a termly basis. During May the children carry out statutory SATs tests which indicates whether the children have met the expected standard. The results of these assessments are reported to parents.

A major part of the assessment carried out is continuous teacher assessment which takes place throughout school, in the daily life of the classroom. Staff employ a range of activities (both formal and informal) in order to assess children's strengths, weaknesses and needs so they can adjust their teaching appropriately.

PLEASE NOTE THAT THE ANNUAL SUMMATIVE ASSESSMENTS NORMALLY CARRIED OUT IN MAY ARE VERY IMPORTANT. PLEASE CHECK THE SCHOOL CALENDAR AND ENSURE THAT ANNUAL HOLIDAYS ARE NOT TAKEN DURING THE PERIOD OF YOUR CHILD'S ANNUAL TEST. THANK YOU

SPECIAL EDUCATIONAL NEEDS and DISABILITY

Children who have Special Educational Needs and Disability (SEND) within John E. Batty Primary School are, as far as possible, fully integrated into the normal classroom situation.

There is a teacher responsible for special needs and disability who co-ordinates the action needed to help children both with National Curriculum and with the social and emotional aspects of attending school. This teacher is also responsible for liaison with outside professional agencies. To tackle the challenges facing some children, the class teacher needs the help and support of parents so that a positive working partnership will be developed.

At John E. Batty Primary School we are committed to inclusive education and believe that all children have a right to a broad and well balanced education under the National Curriculum. All children with Special Education Needs and/or Disability can make good progress if their needs are correctly identified and provided for with appropriate levels of resourcing.

SEND Policy

School has a specific policy for the provision for children with Special Educational Needs and Disability. This can be obtained from the school office or accessed on the school website.

Admissions

John E. Batty Primary School is an inclusive school where children with Special Education Needs and Disability are admitted if it is felt to be the best way forward for the child and good use of available resources. We do have to bear in mind the constraints presented by the school building and the need to take into account how resourcing for individuals may impact on the support provided for the school community as a whole.

Accessibility

School is constantly looking for ways in which the premises can be made more accessible and for ways in which we can treat everyone equally regardless of their needs. We have an accessibility plan which identifies the steps which school will aim to take to improve access further. This copy of this plan can be obtained from the school office.

In school we have a toilet for people with a physical disability and electric doors at the entrance to allow wheel chair access.

Identification and Assessment

If parents feel that their child has Special Educational Needs or Disability they are welcome to approach the Head Teacher, the child's class teacher or the special needs staff at any time to discuss their concerns.

Many children have Special Educational Needs or Disability at some time during their school career, e.g. after prolonged illness or an emotional disturbance. Many children may need extra help and support for a temporary period. Some children may have significant learning difficulties which require a greater input over a much longer period of time.

A child with special educational needs or disability may be identified before he or she begins school by parents, doctors, health visitors or other specialists. In school, however, we follow identification assessment and procedures which are in line with the Department for Education's Code of Practice for Special Educational Needs. We have regular meetings to review each child's progress and set targets for their development. These targets are shared with parents and children.

Provision

We have a SEND Co-ordinator (SENDCO) to co-ordinate our provision and adopt a staged response to individual pupil needs. Where children are identified as having Special Education Needs or Disability they are entered on our SEND register and a structured conversation is held with parents or carers to discuss their child's needs. A record of the structured conversation is then made which identifies specific targets and actions for development. All children who are on the Special Needs Register experience a differentiated curriculum. Structured conversations are carried out three times a year. Parents are consulted and included at every step as advised in the Code of Practice. We value the views of parents concerning their children's learning and also hope that parents will work in partnership with us to address their children's learning difficulties.

In addition, we also have experienced Teaching Assistants to support children in class, in small groups and individually.

Children who fail to make suitable progress may need additional support or provision. In order for such a child's needs to be fully reviewed and the correct provision established they go through an assessment process which can lead to an Education and Health Care Plan (EHCP) being provided. Again, parents are fully involved at all stages of this process.

Liaison

We purchase the services of the Redcar and Cleveland Inclusion Service consisting of Learning Support Service and Education Welfare Officers, and work closely with the Education Psychological Service.

ADMISSIONS POLICY

At John E. Batty School, we follow the 'Admission Arrangements of Redcar and Cleveland Local Authority.' A link to these procedures can be found on the school website. All admissions from UFS to Y6 are co-ordinated by the Local Authority.

Admission to Lower Foundation Stage (formerly known as nursery)

Children who attend school on a part-time basis will be admitted as soon as possible after their third birthday. It is important that you should register your child with school as early as you can. Where there is over-subscription the following criteria will be followed for LFS admissions:

In priority order:-

- (i) Eligible children in the care of a local authority
- (ii) Children aged 4+ who live within the defined admission zone for the school
- (iii) Children aged 4+ who live outside the admission zone but who have a brother or sister attending the school at the time the nursery child will be admitted
- (iv) Children aged 3+ who live within the defined admission zone for the school
- (v) Children aged 3+ who live outside the admission zone but who have an elder brother or sister attending the school at the time the nursery child will be admitted
- (vi) Other children aged 4+
- (vii) Other children aged 3+

Tie-break: If it is necessary to distinguish between children within a particular category, priority will be given to the oldest children in that category. The oldest children will be admitted first.

**PLEASE NOTE THAT A PLACE IN LOWER FOUNDATION STAGE
DOES NOT GUARANTEE A PLACE IN MAIN SCHOOL**

Admission for a Full-Time Place (UFS to Y6)

Admission to Upper Foundation Stage (formerly known as Reception) is co-ordinated by the Local Authority (LA) as per the Co-ordinated Admission Scheme for Primary Schools. Prospective parents will be provided with a Common Application Form (CAF) in the January before their child's expected start date. This will need to be returned to the LA before a specified closing date in February for confirmation of places to be provided in April. Please note that there will be a single entry into UFS during September each year. A link to the Local Authority admissions policy can be found on the school website.

If you are a prospective parent and you are considering sending your child to John Emerson Batty, please telephone to make an appointment to see the Head Teacher, who will be pleased to show you around school and answer any questions that you may have.

GENERAL INFORMATION

Arrangements for Leaving and Collecting Children at the Beginning and End of Sessions.

If the plans for the collection of your child/ren change during the course of the school day, please phone the office and inform a school administrator. Where a parent / carer asks to remove their child during the school day without prior notice, it will be at the Head Teacher's discretion whether this absence will be authorised. All parents and carers will need to sign their child out and in during the school day.

Please note: It is very important that individuals who collect children from school should be identified to us in advance and that they should be AT LEAST 16 YEARS OF AGE. Persons that appear to be below this age will not be allowed to collect children from school.

Lower Foundation Stage

Parents and children should enter the Foundation Stage Unit by the side entrance on Hampton Grove. There will be a member of staff on duty at these times to open the lobby door and to monitor who enters the building. At the end of the session a member of staff will open the door and the collection of children will be supervised.

Afternoon doors will open at 3.10pm. This is to allow time for parents to collect children from the Foundation Stage Unit and proceed to the main playground, if collecting older siblings from the main school.

Would all parents please sign daily to say which adult will collect their child at the end of the session? If you are late for sessions, the gate can only be opened from the inside and you will not be able to enter the Foundation Stage Unit by that route. Please go to the main entrance at the centre front of the school.

Upper Foundation Stage

Parents and children should enter by the side entrance on Hampton Grove. A member of staff will collect children from parents, in this area, at the beginning of the school day at 8.45a.m. We would ask parents to allow children to come into school with the teacher, as the entrance lobby is very small.

Equally, at the end of the day, parents should wait in the Foundation Stage playground and a member of staff will supervise the "hand-over" of the children at 3.15pm.

Pupils who arrive after 8.45am should always enter school via the main entrance. This will ensure that all late comers are entered into the class register and that dinner numbers are accurate.

Key Stage 1 and Key Stage 2

At 8.40 a member of staff supervises the playground before the start of school. No unaccompanied children should enter the school grounds before this time. At 8.45am, the Duty Teacher blows a whistle and the children form class lines. The children are then monitored by teachers as they enter the building one line at a time.

All latecomers need to come into school via the main entrance and names will be noted in the "late book". Parents/carers are advised of children who frequently arrive late.

At the end of the day, the doors will be opened at 3.15pm and children can be collected from the playground. Each day, Y1 and Y2 staff check to ensure that children are collected by a familiar adult. We always impress upon children that they should not wander away from school if the person who is to collect them is delayed AND they must not decide to go home with another parent. If in doubt, they must come back into school where we will sort things out for them. Please discuss this with your child on a regular basis.

What should I do if I need to talk to my child's teacher?

All teachers are keen to work with you to best support your child. If you have a question or query that you feel will require a very short response, please feel free to approach the teachers at the start / end of the day. If however you feel the teacher will need to discuss the matter at length with you, please arrange for an appointment to be made via the school office.

Arrangements for Parents and Carers to Visit

It is necessary for ALL visitors (including parents and carers) to report to the office to sign in and to wear a visitor badge. Please do not open doors for other visitors. Please leave this to staff.

The School Governors

John E. Batty, like all schools, has a group of people appointed or elected, who meet regularly to discuss and work for the well-being of the school. They have a great deal of influence in school management - particularly over long-term planning and developments. They work in partnership with the head, teachers and local authority, considering issues as wide-ranging as curriculum policy, the school premises, staff appointments and finances. It is a very responsible and rewarding role to have. The school has positions for two parent governors. Election for this position takes place every four years. Should any parent wish to contact the Governors, they can do so directly by writing to the Chair of Governors via school. A meeting of governors is held at least once during each school term.

A full current list of school governors can be obtained from the school office or on the school website.

Minutes and Agendas

It is a requirement that copies of the agenda and signed minutes relating to any meeting of the Governing Body of a School shall, in each case as soon as possible, be readily available for inspection by any teacher, or other person employed at the school, or any parent of a registered pupil. However, the following information may be excluded from the available minutes:

- (a) a named teacher or other person employed or proposed to be employed at the school
- (b) a named pupil at, or candidate for admission to the school
- (c) any matter which, by reason of its nature, the Governing Body considers to be confidential.

Copies of the agenda for, or minutes of a Governors' meeting, are available for inspection at school reception on request.

Safeguarding of Pupils

The school takes its role in ensuring that all children are kept safe from harm extremely seriously. There are a range of policies to ensure that no harm come to the children in our care. This includes a comprehensive child protection policy and a safe recruitment policy. In addition site security, anti-bullying, health and safety and confidentiality policies are in place along with a range of other related policies. All related policies can be viewed on the school website.

All people working with children in school are asked to sign up to adhering to our safeguarding policies.

The Nominated Person for Safeguarding is:	Mr Martin Kitchen
The Deputy Nominated Person for Safeguarding is:	Mrs Julie Norris
The Governor Responsible for Child Protection is:	Mr Robert Stanway

Please contact one of these people if you have a concern about the safety of a child in school.

Equality of Opportunity

All children have a right to equality of treatment and access to education irrespective of ethnic difference, race, gender, disability or social disadvantage.

We are committed to the principles of equality through ensuring access to the whole curriculum for all pupils and ensuring that our approach does not disadvantage any of them. We will recognise and value cultural and religious traditions amongst all our children.

Pastoral Care

Class teachers are responsible for the pastoral care of their own class, as it is they who get to know the children in their care extremely well. If you, as a parent, have any worries or problems, however small, please do not hesitate to contact school in order to discuss them with a member of staff. We will always find time to talk and listen to parents.

Health and Safety

The School operates under strict health and safety guidelines and we do everything possible to ensure the pupils placed in our care are safely supervised throughout.

School Council

Pupils frequently have a lot of good ideas about their school and at John E. Batty we have always tried to encourage them to take part in decisions which affect them and also to take responsibility for our school and the way in which we work and play. We continually reinforce the idea that the school belongs to each one of us and that we all contribute to its success.

As a natural progression of this work, we have a flourishing School Council. The Council is an ideal forum from which pupils can discuss a whole range of issues.

Our School Council:-

- develops the idea of caring for one another in school;
- increases self-esteem and confidence as children become more aware that their opinions are valued;
- encourages an active sense of mutual responsibility within the school; and
- promotes positive behaviour, mutual respect and concern for one another.
- works using the British Values as its guiding principles.

The Head Teacher is the link teacher for the Council.

Home School Agreements

Our Home School Agreement was drawn up with the involvement of parents, staff, pupils and governors. The policy sets out expectations of school, parents and children so that we can work in partnership for the benefit of children. We ask parents/carers to sign and return a copy for the school's records when their child starts school.

School Website

We have a website which includes information on a range of aspects of school. This can be viewed at:

www.redcar-cleveland.gov.uk/jebatty

Healthcare

We are keen in school to be there to support you with any problems you may be facing. If you have any healthcare issues or concerns, please feel free to talk to staff about these. We can often suggest other service providers which may be able to help. We have very close links with the school nursing service and can easily make referrals for you to this agency.

Educational Visits and Charging Policy

We believe that children derive great educational benefit from visiting places of interest as part of their studies. Each year group will take part in such educational visits during the year. Year 6 pupils are given the opportunity to make a residential visit to Winmarleigh Outdoor Education Centre.

In order to fund such activities, it is necessary for us to seek a voluntary contribution from parents to meet such costs as transport, entrance charges, etc. No child is ever excluded from a visit on the grounds of a parent's unwillingness/inability to pay, but the school reserves the right to cancel events should insufficient voluntary contributions be received.

The care and safety of children on educational visits is of paramount importance to us, and staff follow strict LA and school guidelines when organising such events. We ensure that adequate adult supervision is provided at all times, and we observe safety guidelines in our transport arrangements, using only coaches fitted with seatbelts.

Consultation Evenings

Parents will be invited into school at least three times during the school year. The first of these Consultation Evenings takes the form of an open meeting when staff will speak to parents about the organisation in the new classes and what children may expect in their new Team. Parents will also be able to ask questions and discover what homework children will be asked to do and how much they can support their child. Parents will be given a copy of the Team Booklet. Hopefully, this opportunity will enable parents to find out much more information than had been possible in a short appointment.

At the Spring Term Open Evening, arranged shortly after the children return from the Christmas Break, parents are provided with a specific appointment. There will be the opportunity for more in-depth discussions on each child and their progress. Targets for development will be shared at this meeting.

At the final meeting arranged for the Summer Term the teacher will offer you the opportunity to discuss any concerns or thoughts you may have following reading your child's annual report. This is in a less formal open afternoon format where parents and carers can share their child's work during school time. For more confidential discussions, parents and carers are invited to meet individually with the teacher.

Classroom Helpers

Parents/Carers are most welcome to help in the classrooms and on educational visits. Everyone has a skill that can be utilised to the children's benefit, so please contact us. Where an individual parent/carer wishes to regularly work in school on a voluntary basis DBS checks are made.

Complaints Procedure

It is our intention to do the very best we can for you and your child. However, on some occasions you may feel unhappy about our actions and may wish to complain. School has a general complaints policy which can be obtained from the school office or on the school website. This policy provides detailed guidance on the management of complaints and includes a complaint form.

In the first instance, parents should voice their concerns with the class teacher and/or Head Teacher. Where the issue is not resolved, the matter may then be the subject of a formal complaint and, if appropriate, referred to the Governing Body.

Security

After the commencement of the school day, entry to the building is through the Main Entrance only. All other doors are limited in that they can only be used as exits. Once inside the main lobby, visitors will not be able to proceed further unless the inner door is released by the school administrator. Please do not open the door for anyone else. All visitors will be asked to sign a Visitors' Book and wear a badge for the duration of the visit and sign out again as they leave. During Playtime the playground gates are locked. Please attract the attention of the staff members on duty to obtain entry at this time.

School Meals

We are pleased to provide children that take a school meal with the option of having a hot or a cold (salad bar) meal. We have a range of healthy options for the children to choose from, which are cooked by our kitchen staff. We can fully recommend the food on offer. All children in UFS and KS1 are offered a free school meal each day.

Packed Lunches

Parents/carers wishing for their child/children to have a packed lunch should ensure their lunch boxes and containers are unbreakable, clearly named and sealed to prevent spillages. Any fruit for playtime should not be put in packed lunch boxes. For safety reasons hot drinks and food are not allowed to be brought from home. Please note there are no facilities for cool storage. Children will bring home food not consumed at lunchtime.

Since bringing sweets to school is not permitted, lunch boxes should never contain sweets in order to be fair to all children.

Dinner Money

This is payable each Monday morning. If paying by cheque, please make all cheques payable to "Redcar and Cleveland Borough Council". Parents in receipt of financial benefits may be entitled to claim free meals. Details of how to claim can be obtained from the school office or at www.redcar-cleveland.gov.uk. Every effort is made to ensure that children receiving free meals cannot be distinguished from the other children. Children may bring a packed lunch to eat if parents wish, although school meals are very good value and provide the opportunity to develop the child's social skills.

Please try to keep to one type of meal arrangement for each term. Please could parents wishing to change meal types inform an administrator in writing.

Illness in School

We have a number of first aiders in school that are available to assess a child's medical needs and where appropriate take initial action.

Should a child be taken ill, or where we have concerns regarding a child's health or safety, we will contact their parents. Parents/carers of children that are ill will be asked to collect their children so that they may receive the care they require. Registration forms with parents' contact numbers and second contact numbers are completed on admission.

If you change your address, phone number, jobs etc. please notify the school immediately. As we are sure you can appreciate, this is vitally important, especially in cases of an emergency.

In case of serious injury or illness, an ambulance will be called and parents notified. If we cannot contact parents, we shall telephone the contact numbers which we have been provided. In exceptional circumstances where a parent/ carer cannot be contacted a member of staff may accompany a child to hospital acting in loco parentis.

Medicines In School

We recognise that pupils may need to receive medication during school hours at some time in their school life. Mostly this will be for a short period only; to finish a course of antibiotics or apply a lotion. To allow pupils to do this will minimise the time they need to be off school. We actively seek to support pupils with medical needs and have a school policy which outlines how we will do this.

Here we would ask though that medication should only be taken to school when essential. Parents are asked to discuss with their doctors the frequency of dosage, in order that it may be administered out of school hours if possible. For example where a child needs to have medicine administered three times a day this should be done at: breakfast time before school; as soon as the child gets home after school; and at supper time before going to bed.

Parents wishing for their child to have the school administer such medicine, must complete the Parental Agreement for Administering Medicine form which can be obtained from the school office. This form will then need to be checked by the head teacher or deputy head teacher before permission can be given for medicine to be administered. All medicine must be provided by parents/carers in the container within which it was originally prescribed and have the prescription labels attached. Records of administered medicine will kept in school.

Parents and carers are also welcome to attend school to administer medicines if they wish at agreed times. Please note school staff are only able to administer prescribed medicines.

Asthma

Medication for asthma (i.e. preventer and reliever inhalers) should be kept in the child's classroom and be accessible to them at all times. Parents/carers should mark their child's inhaler with their name and ensure that the supply of medication is adequate.

Smoking Policy

For the health and safety of all, John E. Batty is a no smoking school. Smoking is not permitted on the site. This includes the prohibition on e-cigarettes in site.

Sun Protection

We have a policy which outlines how school will support children and parents to stay safe during the summer months. Please see this policy which can be obtained from the school office.

School Uniform

We have a school uniform which consists of:

Boys:

Winter: Grey or black SMART trousers, navy school sweatshirt and white, navy or pale blue Polo shirt.

Summer: White, navy or pale blue school Polo shirts with school trousers or dark/plain coloured shorts.

Girls:

Winter: White or blue blouse. Grey or black skirt or smart trousers. Navy school sweatshirt or sweat cardigan. White, navy or pale blue polo shirt may also be worn.

Summer: Most girls wear checked dresses or a school polo shirt with their skirts.

School Shoes: Good serviceable DARK-COLOURED shoes. No steel tips please as they damage the hall floor.

PLEASE NOTE: CHILDREN SHOULD BRING A COAT TO SCHOOL AT ALL TIMES.

Sports:

*Yellow T- Shirt with school logo or any plain yellow T-Shirt.
blue /black plain shorts. (No fancy long shorts please as they are not suitable for apparatus work).
Track suit for outdoor work.*

Draw string P.E. bag or plastic carrier to store items, not large sports bags as we have limited cloakroom space.

*P.E. Shoes: - Black plimsolls or bare feet for indoor work e.g. gymnastics / dance
- Trainers for outdoor work.*

P.E. KIT SHOULD BE IN SCHOOL AT ALL TIMES AS THE P.E. TIMETABLE MAY VARY.

Ordering Uniform

Items of uniform e.g. sweatshirts, Polo style shirts and dresses, draw string bags, P.E. yellow T-shirt, Book Bags etc. may be ordered through the school at the end of the Summer and Autumn Term if parents wish.

ALL ITEMS OF CLOTHING SHOULD BE CLEARLY LABELLED WITH THE CHILD'S NAME

The school dress code precludes the wearing of denim, designer T-shirts, track suits, trainers and other similar items of casual wear.

Jewellery

The wearing of jewellery is not permitted for reasons of safety. If a child is to have their ears pierced we would ask that this be carried out during the summer holiday to allow the hole to heal prior to returning to school.

Long Hair

Long hair can cause increased risks to children in school and as such we have a policy of asking children to tie their hair back. We have spare hair bands/bobbles in school which children may use.

Bringing items into School

We cannot be held responsible for items of value which are brought into school and are lost or broken. It is better if such items are left at home. We also ask that children do not bring large bags to school as we do not have the facilities to store them. There is no need for children to bring pens, pencils, crayons, felt tips, compasses or scissors etc. We provide everything they need.

Absences

If your child is to be absent, please telephone school to advise of their absence and where possible, the anticipated day of return. It is preferable that you keep us informed of the situation throughout the child's absence. Staff have to account for all pupil absences in their attendance registers, so your explanation is vital to us. We have a policy of contacting parents/carers on the first day where we have not received notification of the reason for an absence. Registers are checked regularly by the Attendance and Welfare Officer (AWO) and absences which cannot be accounted for are classed as "unauthorised" and will be investigated.

Medical Appointments etc.

Please advise school by letter of appointments at the hospital, doctor, dentist etc. Children who have appointments must be collected from school and should report to the Office on return. We cannot allow children of any age to leave school unaccompanied during the school day.

Parents picking up children from the playground at break times or lunchtimes should go to the office first, and then see the teachers or midday assistants on duty on the playground. All children will need to be signed out and in.

Primary / Secondary Transition.

Prior to the move to secondary education, the Year 6 children are given the opportunity to visit prospective new schools and parents are normally invited to visit and consult with the schools' staff.

Throughout the year, John E. Batty staff meet regularly with staff from other schools to ensure that the transition from one school to another is as smooth as possible.

Family Holidays

The law states that parents do not have a right to take their child out of school during term time. Head Teachers may not grant leave of absence unless there are exceptional circumstances. Head Teachers cannot grant leave of absence for family holidays. Please detail the exceptional circumstances for requesting leave of absence overleaf.

- Requests must be made at least four weeks before the intended absence. Parents and carers should give as much notice as possible, and not risk making any arrangements before authorisation is given;
- The exceptional circumstance of the request must be given in writing on the form (overleaf);
- Leave of absence will not be authorised in September or May, when key assessments take place;
- Leave of absence in term time will not be granted for children whose prior and /or current school attendance is below the primary national average of 95% in any circumstance;
- Leave of absence will not be granted for children where there are concerns regarding academic progress, punctuality or behaviour;
- Where leave of absence is taken without authorisation, a referral will be made to the Local Authority Attendance and Welfare Officer. The Attendance and Welfare Service in conjunction with the school will then decide on the appropriate action to take, which could include formal written warnings or the issue of a penalty notice.

Please see the attendance and punctuality policy for further details. This can be obtained from the school office

Photographs and Videos taken in school

We do use photographs and videos of the children in school to celebrate and share the children's successes. This sometimes involves posting specific activities on social media. In addition children also use images of their peers in learning activities. On occasions outside agencies (e.g. local media) will ask to use photographs taken of children in school. All parents are provided with a detailed written outline of how images may be used in school and asked to confirm their specific wishes regarding the use of their child's image. We will respect and follow individual parent's wishes regarding the use of their child's image. Please see the photograph consent form for details regarding this issue.

Medical Checks

All children at entry to Upper Foundation Stage will have a hearing and sight test and a measurement of height and weight. Any further assessment at this stage will be on a needs led basis, for example at a parent's request or after discussion with a child's teacher.

School Activities

Children enjoy their parents coming to school to show them what they are doing or to take part in school activities. You will be invited into school on many occasions to join us. Please come along and support your children. It means so much to them to see their parents/carers in the audience or participating in other ways.

School Office (MONDAY MORNINGS)

As the time consuming job of collecting and managing dinner money takes place on a Monday morning, the office staff would greatly appreciate it if non-urgent telephone calls could be made before 9.00 a.m. or after 12.00 p.m. on this day.

Water in Classrooms

We recognise the negative effects dehydration can have on health and learning and we like to ensure that children have access to water during lesson times. Therefore, all children are provided with a water bottle for them to use in school.

Food Policy

With an aim to promote healthy approaches to food we have developed a whole school food policy. This states that snacks brought from home are restricted to fruit and vegetables only and outlines a range of measures school will take to ensure that children are given appropriate messages about food. Parents are free to request a copy of this policy.

Sweets in School

We feel teaching about a balanced approach to the consumption of sweets is a more effective strategy for long term good effect than a total ban. We feel it is unrealistic to expect children never to have sweets so our approach is that we do include sweets along with our other rewards. However, we do discuss with children that sweets should only be eaten as occasional treats and not as part of their regular daily food intake or as part of a meal.

We always emphasis that if children do choose sweets as rewards they must never eat them before they have shown parents, and then only after meals, at their parents say so. We feel this also gives the message that it is reasonable for parents to control and restrict their 'sweets' intake.

Children should never bring their own sweets in to school at any time or include them in packed lunches.

Policy for Dogs on Site

For the safety of all, it is school policy that dogs are not allowed on the school site (except guide dogs). Please do not bring your dog to school or leave them tied up at the gate.

Policy for Bikes, Scooters and Skateboards

For the safety of all, it is school policy that bikes, scooters and skateboards are not to be ridden on the school grounds.

Walk to School

We have a policy of encouraging children, where possible, to walk to school. Please consider ways in which you could provide the opportunity for your child/children to find alternative ways of getting to school other than by car.

Note on Parking

Please can we encourage you not to come to school in your car. If this is not possible, for your child's safety, please respect the zigzag road markings and park away from them. Please do not be tempted to mount the curbs or park across residents' driveways.

Mobile Phones

As part of our safeguarding procedures we have a policy that no mobile phones are to be used in school by visitors. To comply with this, please do not use your phones in school. Children are not allowed to bring mobile phones to school. Where children do so, they will be confiscated by the class teacher so that they can be returned to an adult.

Home / School Communication

When your child starts school we will ask you for an email address and mobile phone number. We will use this to send you an invitation to register with ParentMail, a system which enables us to easily send emails and text messages to you. When registering you will be invited to download an application (App) to your mobile devices such as phones and tablets. Please can we ask parents and carers to do this if at all possible? This enable us to receive permission forms back from you and makes the whole issue of communicating between school and home much simpler. In addition this has benefits to school, in relation to keeping our communication costs down.

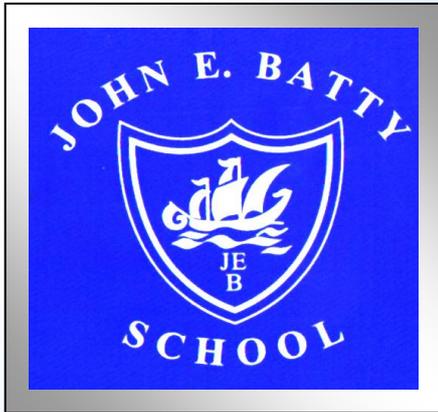
The web address for this system is: <https://pmx.parentmail.co.uk>

Please do not hesitate to ask if you have any questions regarding this matter.

Thank you for taking the time to read this prospectus. We hope the information provided has been useful for you. If you have any comments about its contents then please contact school to discuss your thoughts with the Head Teacher.

We are always keen to hear your views.

Visit our website at: www.redcar-cleveland.gov.uk/jebatty



John Emmerson Batty Primary School

If you would like clarification on
any part of the information
contained within this prospectus,
please do not hesitate to contact us.
We will be pleased to answer any questions.



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