



Aim high ... and make a difference

Parent Handbook 2022-2023



2 Special Points

Special Points to Remember

Be informed of school events through:

- Parentpay: newsletters and notices via email; on-line lunch, extended day care and trip bookings (please get a code to register from the School Office) Primary User, but multiple users possible.
- Great Wood School Facebook page and Parents of Great Wood Facebook page.
- School academic calendar and diary dates
- Great Wood website www.greatwood.lancs.sch.uk
- Notify School Office if you wish to be added to the separated/divorced list and will therefore receive two copies of annual reports and important notices.

Communicate with the school by:

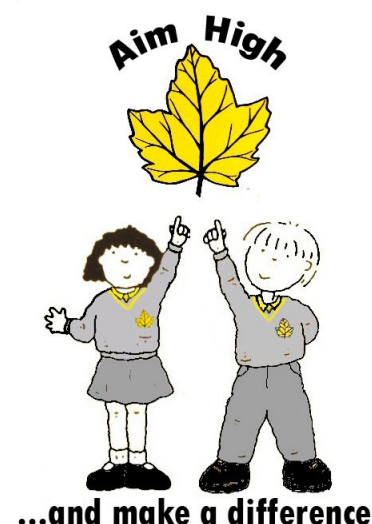
- Contacting your child's teachers,
- Contacting the Learning Mentor or the Special Needs Coordinator
- Making an appointment to meet with the deputy or headteacher

Learn more about the school by:

- Attending school events
- Attending your child's assemblies and other school concerts/performances.
- Attending parent/teacher consultations
- Attending games or sports events
- Volunteering for classroom activities

Get to know other Great Wood families by:

- Volunteering for PTA events
- Bringing your child to school
- Waiting for your child after school on the playground
- Attending the PTA activities
- Getting involved in the PTA Committee
- Arranging play-dates for your child



“Pupils know how to use learning challenges set by the teachers to deepen and strengthen their learning. OfSTED 2017

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Visit <http://www.greatwood.lancs.sch.uk/> for information on the curriculum at Great Wood by year group.



Great Wood Primary School
Beaufort Road
Morecambe
LA4 6UB

Telephone: 01524 416971

Fax: 01524 416971

Email: office@greatwood.lancs.sch.uk

Dear Parents,

On behalf of all the children, staff and governors we'd like to warmly welcome you to Great Wood School.

Great Wood is a busy and active primary school with a long tradition of caring for the academic, social, physical, aesthetic and spiritual needs of local children. The school has modern facilities and extensive grounds including the wood that gave us our name. Great Wood is a school where everyone is included and everyone is challenged; we like to celebrate success at every level.

The life of the school is driven by enthusiasm and a desire to achieve. We aim to bring learning alive and give our children a thirst for learning. We view education as a joint venture involving everyone: children; parents; staff; governors and the wider community. We hope that we will be able to depend on your co-operation and support in this partnership hoping that together we can provide the best for every child.

This booklet has been created to answer basic questions, help keep our parent community informed and to alleviate any anxieties that children (or parents) may have when joining us. We believe that if we all follow the guidelines of the handbook we will appropriately support every child's education successfully.

Our website hosts lots of useful information, policies and details about our curriculum. The search facility assists with more detailed enquiries and there is a link to our Facebook site with updates on recent school events.

We are confident that with a talented team of both teaching and non-teaching staff we can provide a smooth transition for any child joining the school.

If you should have any questions, please do not hesitate to contact the school.

Yours sincerely,

Mr. J Ross
Headteacher

Mr. T Askew
Chair of Governors



Aim high ... and make a difference



At Great Wood School we:

Aim high and make a difference

- As **learners** who question and make connections
 - As caring **friends** who value difference and challenge discrimination
 - As **individuals** who look after themselves, ready for the challenges of the real world
 - As **citizens** of a connected world and shared planet
- today and every day.**

Our Mission

Great Wood is an inclusive school where there is a commitment by all to **'aim high and make a difference'**.

At Great Wood School we:

- Set high expectations and celebrate success at every level
- Inspire learning and creativity
- Give children the confidence to be the best that they can be: academically, physically, creatively and emotionally
- Develop learning and thinking skills across the curriculum, inside and outside the classroom
- Meet individual needs, building on what children can do
- Structure teaching to make it challenging and enjoyable
- Develop skills in English and Maths and promote a love of reading
- Make connections between what is learned in school and adult life
- Make individuals active partners in their learning
- Include children, parents and community as partners
- Maintain a climate of care and commitment to one another
- Remove barriers to success
- Promote healthy living and well-being
- Explore children's values, attitudes, beliefs, rights and responsibilities
- Value difference and challenge stereotypes and discrimination
- Encourage children to respect their community and environment



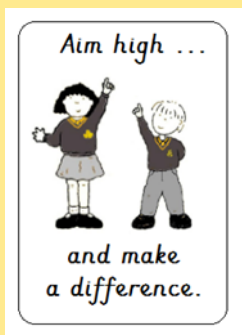
In partnership with parents and the community we nurture successful citizens for the future.



At Great Wood

“Pupils behave well.” **“Pupils, and children in early years, learn well.”** **“Pupils achieve well.”**

“Pupils & staff characterise the school motto ‘to aim high and make a difference’ ”



“Pupils are focused on learning in lessons.”

“Pupils are encouraged to develop their independence.”

“Leaders have created a collaborative and reflective culture among the staff.”

Leaders have high aspirations for their pupils, including those with special educational needs.”

“Pupils regularly contribute to their local community.”

“Pupils are proud to attend this school.”

“They are happy to come to school and excited by their learning.”

“Leaders have created a strong programme of learning to help pupils to know how to keep themselves safe.”

“Pupils are very knowledgeable about healthy relationships and personal safety online and in person.”

“Leaders have prioritised reading throughout the school.”

“Leaders have created an ambitious and interesting curriculum.”

“Pupils, and children in early years, are kind and respectful to each other. They share resources well and know how to take turns.”

“Staff in this school know their pupils and families well.”

“The school continues to grow and improve because of good teaching and strong leadership. Pupils make good progress across classes and different subjects. There is much to keep pupils happy and excited about learning at Great Wood. It is little wonder that the school remains popular and over-subscribed.” OFSTED 2017

School Organisation

(Early Years Foundation Stage)	Reception	4 to 5 years
Infants	Year 1	5 to 6 years
(Key Stage One)	Year 2	6 to 7 years
Lower Juniors	Year 3	7 to 8 years
(Lower Key Stage Two)	Year 4	8 to 9 years
Upper Juniors	Year 5	9 to 10 years
(Upper Key Stage Two)	Year 6	10 to 11 years

The school is organised into fourteen classes, each with its own class teacher, two in each year group. Our maximum admission number is currently 60 pupils per year.

Class organisation decisions are made by the headteacher in the summer term for the following academic year. Should a parent wish to make a class placement request for the following year, they are asked to do so in writing before the beginning of the summer term. Requests should focus on the individual needs of the child and teachers' names should not be included.

Times of the School Day

8:45 am..... Playground Open (Junior doors are opened in the event of rain)

Reception to Y2 doors open for drop off at 8:45am

8.50am..... Junior children to be in the playground

8.55am..... SCHOOL DAY STARTS

See page 12 for more information about morning and after school routines

We enter school promptly; children arriving after 8.55am enter via the school office and have to be signed in by an adult up to Year 4.

	KEY STAGE ONE (INFANTS)	KEY STAGE TWO (JUNIORS)
Session 1	9.00am - 10.40am	9.00am - 10.40am
Playtime	10.40am - 10.55am	10.40am - 10.55am
Session 2	10.55am - 12.00pm	10.55am - 12.05pm
Lunch	12.00pm - 1.00pm	12.05pm - 1.00pm
Session 3	1.00pm - 2.05pm	1.00pm - 2.05pm
Playtime	2.05pm - 2.20pm	2.05pm - 2.15pm
Session 4	2.20pm - 3.15pm	2.15pm - 3.20pm



Admissions

The choice of school for your child is an important decision. We at Great Wood would encourage you to visit the school during the working day so that you can view the school in action and talk to staff to help you to make a judgement about whether it is an appropriate school for your child. Three Open Mornings are held each year with Y6 pupils taking visitors on a tour of the school and answering questions. The Headteacher also welcomes visitors at other times. Parents of children with special needs or disabilities are encouraged to discuss with us how Great Wood can best meet their child's needs. Visiting the school's website and Facebook page can provide an insight into life at the school. Don't be afraid to ask current parents for their views.

Starting School for the First Time

Children may start school at the beginning of the school year in which they celebrate their fifth birthday. The application process for entry into Reception is handled by the Area Pupil Access Team (01524 581148) based in Lancaster. Parents can register their interest in a place with the school although this does not change the process. Information, including the application form, can be found on line at www.lancashire.gov.uk. Regulations allow parents to appeal against a decision not to offer a place at their preferred school. For entry into other years, parents also contact the Area Pupil Access Team; it is simple if the school has a place.

If the school is oversubscribed in a year group, the following criteria will be applied in priority order:

- i. Children in public care who are in public care at the time when preferences are expressed and will still be in public care when admitted to the school
- ii. Children with older brothers and sisters who will still be attending the school when the younger child starts, then
- iii. Children for whom the County Council accepts there are exceptionally strong medical, social or welfare reasons for admissions, which are directly relevant to the school,
- iv. The remaining places are allocated according to where children live. Those living nearest to the school by a walking route recognised by the Local Authority will have priority.

Brothers and sisters include step-children, half brothers and sisters, adopted and fostered children who are living at the same address. (Consideration may be given to applying the sibling rule for full brothers and sisters only when they reside at different addresses.)

If category i, ii or iii is oversubscribed, category iv will be used as a tie break.

A transition process includes teacher visits to nurseries, children visiting reception twice in the summer term and then a staggered start at the beginning of the year for a maximum of ten days. Parents visit the school and can schedule a personal transition meeting with the class teacher.

Pupils Moving To Great Wood from Another School

The Area North Access Team will admit pupils moving into the area into Great Wood if there is room available in the particular year group. They will also will place pupils moving from other local schools. An application form has to be completed in both cases. Please contact the Access Team for advice (01524 581148). In the event of a year group being full, the Local Education Authority will offer a place at the next nearest school with space available. Parents, however, do have the right of appeal if they are not offered a place at their preferred school. The local authority has the right to place pupils who meet Fair Access Protocol criteria into a school.



Aim high ... and make a difference



Transitions

We like each child to have a positive beginning to their Great Wood school life. Therefore, we do all we can to ensure transition is smooth and effective.

For children entering reception there is a comprehensive induction programme including visits to the school, invitations to events and a meeting for parents in the summer term. School staff liaise with nurseries and can meet with parents to discuss individual concerns. We want all our new children to feel happy, safe and secure. The quicker they settle in the more confident they become, helping them to develop independence and enjoy their learning. Therefore, there is a transition period in September when pupils are admitted on a part time basis to support adjustment to full-time mainstream education. We aim to keep this transition period short for the benefit of working parents; all the new experiences can be exhausting and our priority is to make the transition positive and manageable for the children. Our Facebook page is regularly updated with news and pictures of Reception Activities.

Children entering in other years are welcome to visit the school before they start. On entry they are welcomed by their class teacher and allocated buddies to help them settle. The buddies show them around the school and share important information in addition to the information shared by the class teacher. It is helpful for a parent to speak with the class teacher at the end of the first day.

**Moving to Secondary School**

Our children move to a variety of secondary schools. In the local area there are two selective single sex grammar schools, two denominational comprehensive schools, Church of England and Roman Catholic, as well as a number of non-denominational comprehensive schools. We are lucky to have many good secondary schools.

Procedures for transition are handled by the Area Pupil Access Team (01524 581148). Parents complete an online form indicating preferred secondary schools in the Autumn Term preceding transfer. If you require advice, the head teacher will be pleased to meet with you. The secondary schools also provide open evenings on a regular basis and headteachers and senior staff are usually willing to discuss possible admission with parents on an individual basis.

Close liaison with all our secondary schools ensures that the needs of our older children are met. Year 6 teaching staff share their knowledge about each child with their future schools and provide detailed information in response to secondary school requests.

If you know or expect that you may be leaving the school at a time other than at the end of Year 6, please inform the school as soon as possible.



School Uniform

The headteacher and governors expect children to wear the school uniform to help develop our sense of community. The school colours are grey, white and yellow. Items with the school logo are available at The Uniform and Leisurewear Company, White Lund Tel 388355 or at Young Ones, 226 Marine Road Tel 411503. We ask that every item is clearly labeled with the child's name.

- ✓ Grey jumper or cardigan with logo
- ✓ Grey shorts/ trousers/ pinafore/ skirt
- ✓ White shirt/polo-shirt/ blouse
- ✓ Black, white or grey plain socks/tights
- ✓ Black sturdy school shoes suitable for play or All black plain trainers with no visible logos
- ✓ Yellow gingham check dress - optional

School Uniform – Trainers

Allowed



Not allowed (any logos unless black, any white or coloured soles)



Please avoid laces if your child can't tie them independently - particularly in Reception and KS1. We have introduced 'The Daily Mile' initiative and children run without changing their shoes.

No make-up, jewellery, high heels, or fashion statements, please. Skirts should not be short. Shoulder length hair should be tied back away from the face. Hair should not have shaved designs or lines nor be dyed. Eye catching hair accessories aren't allowed.

Children are encouraged to take care of their appearance and to present themselves and their work to their very best. If there is a reason on a particular day why a pupil is not in uniform, a short explanatory note to the class teacher will help us understand the situation.

P.E. Kit (in a named easily identifiable and washable drawstring bag)

- ✓ Black shorts
- ✓ Yellow T-shirt with logo
- ✓ Plimsolls

Juniors also need:

- ✓ Track suit bottoms (Y5&Y6 all black)
- ✓ Warm top (Y5&Y6 black hoodie with logo)
- ✓ Trainers instead of plimsolls
- ✓ Spare pair of socks
- ✓ Y5&Y6 need a spare set of clothes in their PE bag in case their PE kit gets wet

Football boots with shin pads are only worn in after-school sessions/ matches. Plain stud ear-rings are acceptable in school (not rings or danglies) however, we do not permit children to wear ear-rings to participate in games, swimming or PE lessons. Children with pierced ears must be able to take out their on ear-rings or put a plaster/surgical tape, supplied from home, over their own ear lobes in order to protect them. School will take no responsibility for damaged or lost ear-rings. A container for them is handy.

Other Equipment

- Infants—Book Bag
- Juniors—Back Pack; no tote bags or bulky back packs
- Upper Juniors - A small selection of stationery supplies including a glue stick.
- All children should have a **water** bottle

Children copy the actions of adults so please help us by setting a good example.

Lunch

Lunch is a time children enjoy a meal together. Our school hall becomes our dining room and there are two sittings where all pupils have allocated seats. Reception and Years 1,5 and 6 eat in the first sitting, Years 2,3,4 eat in the second sitting. This gives extra space for play outside.

School meals are cooked daily on site, meet government standards and are nutritionally balanced. We follow the Fresher Plus menu which is available to view on the Lancashire County Council website. They are provided free of charge for children in reception, Years One and Two. School is flexible how often school meals are eaten in a week but the same pattern (e.g. Mondays and Fridays) should be maintained for half a term. Payment is made through Parentpay in advance. The charge for school meals is currently £2.40 per day.



Some children may qualify for free school meals and the process is very simple. **Children are not made aware by school staff of whether meals are paid for or are free. Do not be worried about any stigma and there are additional financial benefits to the school when children access Free School Meals.** We encourage families who may qualify to enquire at the Education Office Tel 01524 581207



Packed lunches are actively discouraged in the infants where all are provided with a free cooked meal. This is an opportunity for children to become more accepting of different foods. Packed lunches may be brought to school, but no glass containers or nut products are allowed. As part of our healthy eating initiative children should not bring sugary or fizzy drinks nor sweets or chocolate bars (i.e. confectionery that would be found on a sweet counter). Children are praised for healthy choices. No fridges are provided for packed lunches so in warmer times cooling aids are recommended.

If your child has an allergy or intolerance, please see the Allergen Special Diet Policy on the school website to ensure we meet the child's needs. The school kitchen has a responsibility to meet the needs of children with identified allergies.

The school employs a number of midday supervisors to look after the children during the lunch period. The headteacher or another member of the senior staff is always available should a problem arise at lunchtime.

We offer 'Come Dine with Me' opportunities for parents to join children, to try a meal and see first hand how lunchtime is managed.



Beginning of the Day Routines

Infant classes open at 8:45am. Staff are at the classroom doors and the link corridor entrance for Year 2. Children manage their book bags and water bottles themselves as part of their morning routine and it is good practice to carry them themselves.

The junior playground is supervised from 8:45am. Sunrise club staff stop until school staff arrive. At 8.54, a long whistle is blown for children to stand still followed by a further two whistles for the inner and outer classes to make their way to each corridor- entering from the rear of the school.

Parents are asked to stay in the section towards the road so the children have space to play.

In the event of rain, the doors are opened at 8:45am. Parents may not go round the back of the school or enter from corridor entrances.

Lateness in the morning

Arriving at school after 8.55am is late and late pupils must be signed in at the school office. Only upper juniors are allowed to sign themselves in – all other pupils need to be accompanied by an adult. The reason for arrival after 8:55am needs to be entered on the screen. Arriving after 9:30 is a separate category of lateness and equivalent to an unauthorised absence.

It is better to attend school late than not at all and pupils are welcome to attend the afternoon session when they have perked up after feeling unwell and missed the morning. 'Better late than never; better never late.'

Parents talking with teachers is a good thing, however, first thing in the morning is a busy time for teachers, therefore parents are asked to either write down messages or keep morning conversations short. At the end of the day, please wait until the teacher has dismissed the class before starting a conversation; we encourage parents to let teachers know they would like to talk.

- The play equipment is off limits to children before school. After school, children who are supervised may play on the equipment but do not have

access to the school field.

- Scooters and bikes are dismounted when in the playground
- Parents peering through windows of a class in session can be distracting and is discouraged.

End of the day routines.

The day ends at 3:15pm for infants and 3:20pm for juniors. Reception and Year 1 children are picked up at their classroom doors. Parents of reception children have to notify the school of the adults who have permission to pick up their child. The legal responsibility to maintain a list of approved adults for pick up ends after reception, however, it remains helpful for school to know of approved adults for infant children and to be notified when there is an unexpected change. Year 1 pick-up from the classroom doors and Year 2 from the link corridor exit. Pupils not picked up are taken to the school office after 3:20pm.

Juniors are picked up from the playground. Parents stand back in the section towards the road so pupils have a clearer view and parents with dogs wait outside the fence away from the exits. Waiting in a regular spot helps pupils identify their pick up person quickly. When a pupil is sensible enough to get home safely alone, parents are to notify the school that they have given permission for them to leave alone or with an older sibling. Pupils are told that unless they have clear permission to leave school alone, if a known adult is not there to pick them up, they must go to the school office and not try and attempt to go home alone.

Lateness pick up at the end of the day

When we have been notified a parent going to be slightly late and for the first few minutes pupils who have not been picked up on time will wait in the school office or the headteacher's room. An adult picking up a pupil from this area is required to sign the child out on the screen.

Pupils who have not been picked up by 3:30pm will be taken to Sunset Club.

Parents will be required to pay for the after school child care session.

Signing pupils in and out

To sign a pupil in or out, select PUPILS, the year group and letter of the pupil's first name to then select the pupil by name. The reason needs to be provided for the school record and it is expected that parents are truthful. Pre-programmed options are available (Slept in, transport issues, illness, appointment, school activity, medical, late pick up) and the option to enter more detail is available in the option 'other'.

Being on time for the school day is important to us and we keep careful records of those who have difficulty managing this. Children arriving late must enter through the front door and register their reason for being late. Y4 and older can do this independently but adults must do it for younger children.

If travelling to school by car we expect parents to support ALL children's safety by driving within the 20mph speed limit near school, ensuring pupils get in and out of vehicles safely, and parking safely and in an appropriate place complying with parking restrictions. In the morning, the bus stop operates a one way (from Bare Lane) drop-off only system and is not to be used for parking. Parking tickets have been issued to cars parked in the bus stop. Please help your child develop road safety awareness when walking as accidents near school are mainly due to children crossing the road without due care or support.

Holiday dates

Holidays are set by the governors following a Lancashire schools' pattern. Children attend school for 190 days and teachers 195 days. As a result, there are five teacher training closures determined by the school. The dates of closures are published on the school website and are available in the school foyer. If anything needs clarifying, please feel free to ask. In the unlikely event of an emergency school closure, notification will be made via Facebook and a notice will be placed on the school's website.

Before and After School Care

We have on-site before school care in Sunrise Club from 7:15am daily and after school care in Sunset Club until 5:45pm daily. This is located at the rear of the junior building in the Community Room and the Library.

Detailed information about Sunrise and Sunset Clubs can be found on the school website. Briefly: the service is part of the school but funded by fees. Bookings have to be made in advance through Parent Pay- an online communication and payment system. Many Child-care vouchers can be used. Sunrise Club includes breakfast and there is a healthy snack in Sunset Club.

Various activities are available during Sunrise and Sunset Club including, craft activities, board games, small world play, whiteboard games, and group games.

Children also have access to the outside where they can enjoy activities such as football, skipping, table tennis, cricket, and other ball and group games. Children are encouraged to give their ideas of things they would like to do when they come to the club and, where possible, any ideas given will be added to the weeks planned activities

“Staff teach pupils to respect one another, so they are ready to live in the diverse world of modern Britain.”

Ofsted 2017

Holiday Care

The school runs a 2-week summer camp when there is capacity and interest but no other holiday. Information about holiday activities for children in the local area is available at Morecambe Library

TEACHING STAFF

Mr John Ross	Headteacher
Miss N Dixon	Deputy Headteacher
Mrs H McPartlin	Reception Teacher—EYFS Leader
Mrs J Young / Mrs J Longhorn	Reception Teachers
Mr S Lockett	Y1 Teacher
Miss H Fazakerley	Y1 Teacher
Mrs C Lockett	Y2 Teacher
Mr I Vincent / Mrs M Clark	Y2 Teacher
Mrs R Hoggarth / Mr G Ross	Y3 Teachers
Mr S Hudson / Mr G Ross	Y3 Teacher
Mrs K Flaherty	Y4 Teacher
Mrs M Hamilton	Y4 Teacher— Assistant Headteacher
Mrs A Newton	Y5 Teacher
Miss R Camp	Y5 Teacher
Mrs M Parkin	Y6 Teacher
Mr O Lamb	Y6 Teacher
Ms L Punter, Mrs C Stewart, Mrs M Clark, Mrs L Halsey, Mrs C Bartlett, Miss N Butler.	Part time teachers
Mr I Vincent	Special Educational Needs Coordinator
Mrs D Dewhirst	Learning Mentor

TEACHING ASSISTANTS

Mrs L Atkinson, Mrs G Bagguley, Mrs K Beamer, Ms N Brierley, Miss J Briggs, Miss A Brown, Mrs J Cronshaw, Mrs J Errington, Mrs D Hollings, Mrs D Hook, Mrs C Isherwood, Mrs C Jackson, Mrs B Jones, Mrs L Jordan, Mrs S McGowan, Mrs N McKinley, Mrs M Norman, Mrs L Owen, Mrs D Reeve-Stennett, Mrs M Sharples, Miss I Summers, Mrs J Toulmin, Mrs L Harwood, Mrs S Wilkinson,

MIDDAY SUPERVISORS

Mrs J Mulligan (Senior MDS), Mrs C Bates, Mrs T Coxhill, Mrs J Holman, Miss V Lees, Ms R Mulvana, Mrs S Wall, and many teaching assistants

SUNRISE and SUNSET CLUB STAFF

Mrs J Mulligan (Manager) Mrs C Isherwood (Deputy Manager), Mrs J Holman, Ms R Mulvana, Mr J Pickles, Mrs S Wilkinson

PREMISES

Mr Mark Wood	Site Supervisor
Mrs D Henshaw	Cleaner
Mrs C Davies	Cleaner
Mrs C Prior	Cleaner

SCHOOL OFFICE

Mrs S Harvey	Bursar
Mrs C. Logue	Office Admin

KITCHEN

Mrs J King	Kitchen Supervisor
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Governors

The Governing Body is responsible for the management and direction of the curriculum, conduct of the school and budget. The Headteacher is accountable to the Governors for the internal organisation and daily running of the school. The school Governors are elected by parents and staff or co-opted by the governors themselves. It is intended that the governors should represent a wide section of the community and bring a variety of skills.

Governors meet formally for a full governors' meeting at least once every term. In addition there are a number of committees on which Governors serve. Those covering standards, curriculum, premises, finance and staffing also meet termly. Governors can be contacted through the school. Post will be re-directed, un-opened to their home address.

Mr T. Askew (Chair)	
Mrs C Bartlett	Ms B Jones
Father D Porter	Mr J Ross
Mr G. Morland	Mrs J Bisgrove
Mrs M Parkin	Mrs S Shaw
Mrs J Penn	Mr R Smith
Mr P Little	Miss N Dixon
Mrs T Moore	Mr P Butler

School Council

Our 'School Council' attend meetings to discuss relevant matters of interest. The School Council is actively involved in decision making within the school and regularly conducts surveys to gather views and opinions from their peers. Any child in the school may put forward a suggestion to the School Council by posting a note into the 'suggestion box' located in the school hall. A response will be made by the School Council either personally or during a school assembly.

The aim of the School Council is to develop an awareness of citizenship and involve all our children, to some extent, in the running of the school. Great Wood also has representatives on the district's 'Pupil Parliament'.

“Governors’ skilful challenge and support to staff and leaders adds much to the continued improvement of the school.” (Ofsted 2017)



Curriculum

At Great Wood we provide a challenging, broad and balanced curriculum which meets all pupils' needs and enables them to 'aim high ... and make a difference'. The many threads of our curriculum are woven together to:

- Support the development of agreed essential knowledge and skills.
- Develop the 'whole child' by promoting their spiritual, moral, cultural, mental and physical development.
- Make the curriculum relevant and prepare them for the opportunities, responsibilities and experiences of later life.

The aims for each curriculum subject area are outlined in the links in this section, however, children learn through a whole school experience and in everything we do we aim high and make a difference as outlined in our [Mission Statement](#) and [Child-friendly Mission Statement](#).

In addition to much of our learning being taught in discrete subjects, our curriculum also centres around exciting topics. Each topic has one or two lead subjects from the National Curriculum, which link to the topic to ensure that the curriculum has breadth and depth with clear progression. Each topic also includes 'WOW experiences' which are planned to enrich the curriculum and extend learning further. Teachers have identified crucial subject knowledge and skills to be learned during each topic. Teachers are aware of previous and future crucial learning and recap past crucial learning and make connections where appropriate to deepen understanding of our interconnected world. Our '[Yearly Overviews](#)' provide a brief summary of the topics and detail the 'WOW' experiences, educational visits and visitors.

At Great Wood, Personal, Social, Health, Economic and Citizenship Education is part of a whole school approach. Our [Values](#) programme helps our children develop the basis of a strong moral compass and along with our [Gold Leaf Code](#) supports our drive for outstanding behaviour where all pupils are able to achieve their full potential in a safe and secure environment. Planned programmes of study for areas such as Medicines and Drugs, Finance Education, Relationships and Sex Education outline the key areas taught in each year group found under PSHEC Learning Overviews. Religious Education follows the Lancashire Agreed Syllabus.

Another two threads of our curriculum offer are our [Key Drivers](#) and our [Effective Learning Habits](#). After consulting with our community, we identified skills and attributes as important life skills to practise and develop and these drive aspects of our curriculum planning; over each year we ensure that there are planned opportunities to develop all of the key drivers through our curriculum offer. As we are teaching, we regularly refer children to strategies that can help our them be successful. These Learning Habits originate from F. Covey's 7 Habits of Highly Effective People.

At Great Wood, we seek purposeful connections to our local area. As well as being in a Victorian seaside town, we are a short train ride from a historic city, near a national park and we take the school's name from a small area of woodland which we own, that can be found on an 1834 map surrounded by marshland. We enhance learning where we can through the use of our locality. We are a partner school in Eden Project Learning, and subscribe to their [Educational Programme for Morecambe Bay](#) which aims to nurture a deeper, richer understanding of and care for Morecambe Bay.

Our school website hosts the learning progression documents for all subjects taughts and other useful information for parents such as the progression of calculation strategies which outlines the strategies we use trough the school when teaching addition, subtraction, multiplication and division. An outline of the progression in phonics and early reading is on the website in addition to lother topics such as Relationships and Sex Education, Medicine, Bugs and Drugs progression and Finance Education.

17 Safeguarding & Additional Educational Needs

Safeguarding

The governors and staff of Great Wood take seriously their responsibility to promote the welfare of and safeguard all the children entrusted in our care. The Designated Safeguarding Lead (DSL) is the headteacher.

As part of the ethos of the school, and with regard to Keeping Children Safe in Education 2022, we are committed to

- Promoting an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to
- Using the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making
- Working with parents to ensure the welfare of all children, which may involve other agencies
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the schools procedures and lines of communications.

Because of day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to a member of school staff that a child may have been abused, the school is required, as part of the nationally agreed safeguarding, to report their concern to the Children and Young People's Services,

Our Safeguarding and On-Line Safety policies are available on the website.



Special Educational Needs.

The Special Educational Needs Code of Practice 2014 recognises that there are four broad areas:

1. Communication and interaction (speech, language and communication and Autistic Spectrum Disorder)
2. Cognition and learning (general learning and specific learning difficulties)
3. Social, mental and emotional health
3. Sensory and/or physical

Our set procedure for identifying and assessing the special needs of individual children involves pupils, parents, school staff and external agencies.

Despite a class teacher's support and differentiated planning, some children have difficulty in learning. When this happens we aim to provide additional help and support. We discuss this with parents and devise a Pupil Passport (PP) for the child. PPs are reviewed once a term by the class teacher and support staff.

If, despite this help, we continue to be concerned that a child is not making appropriate progress we review the SEN support a child is receiving and increase the help that is given to a child. We do this when we feel a child is falling significantly behind age appropriate expectations and there is not sufficient expertise in school to plan appropriate curriculum activities. We ask for advice from professionals not directly employed by the school and this advice is taken into consideration when planning further SEN support and reflected within the child's Pupil Passport.

In a small number of cases, where a child has complex needs, we share evidence about the child and the school's work to support their needs with the local authority, to assess if a child meets the criteria for an Education and Health Care Plan (EHCP). This may involve a more detailed diagnostic assessment. This will be fully discussed with the parents beforehand. For pupils who have an EHC Plan the school will hold statutory reviews and meet all statutory requirements.

We value the help that parents can give us and appreciate parents sharing any problems a child may have had previously or during their time with us. Should a parent have concerns about the progress of their child they should discuss this with the class teacher. If there continues to be a cause for concern then this should be brought to the attention of the (SENCo.)

The school's SEN and Disability Local Offer is available to view on our website. The SEN Policy is available from the office and on the website and includes the full procedure for complaints. Complaints about the special educational needs provision made by the school should be discussed with the Headteacher. In the unlikely event that the Headteacher is unable to resolve the complaint, then the parent should write to the school's SEN Governor. Parents may also contact the Parent Partnership Service (Tel: 586433)

English as an Additional Language

Together with the support of external agencies, we build on the children's cultural and linguistic experiences to develop their understanding and use of English. We welcome parents and carers into school and embrace opportunities that will enrich our school community. Please inform us if your child is regularly spoken to or uses a language other than English outside of school.

Accessibility for All

We are able to provide an environment which enables access for all pupils regardless of need. Our accessibility plan enables optimum participation in the school community for pupils with a disability. Parents of pupils with disability are welcome to inspect the facilities and discuss their child's needs with the headteacher. Reasonable adjustments are made to meet identified individual needs. The school's Equality Policy and Accessibility Plan are on the school's website.

“There is much to keep pupils happy and excited about learning at Great Wood.”

(OFSTED 2017)

“At Great Wood, pupils enjoy school and benefit from a well-planned curriculum.”

(OFSTED 2017)

“Teaching assistants play a key role in supporting the work of teachers and challenging all pupils.”

(OFSTED 2017)

“The new school leadership team has a detailed knowledge of the school. They use this knowledge to good effect to drive improvement.”

(OFSTED 2017)



“Much teaching now gives careful consideration to meeting the needs of pupils of different abilities.”
(Ofsted 2017)

Addressing Barriers to Learning

Mrs. Dewhirst is the Learning Mentor .She is not a teacher. [She works with children who have a problem or issues that are having a negative impact on their ability to learn and reach their full potential in school.](#) She can support children who are being affected by events in their life e.g. Bereavement, Parental separation, Moving house and transitions such as moving school.

Mrs Dewhirst works within the school offering support to children and families that affect their progress and is supported by teaching assistant Mrs Hollings. She liaises closely with staff in school and with outside agencies such as health, Child and Adolescent Mental Health Service (CAMHS), Child Action Northwest (CANW), Barnardo's and New Start- Therapeutic support for children. She work closely with the **Children and family wellbeing service**, they bring together a range of former services that work with children, young people and families, including:

- ✓ children's centres
- ✓ the Young People's Service,
- ✓ Prevention and Early Help

By doing this, the service is able to offer a wide range of support across the 0-19yrs+ age range (25 years for SEND) with a 'whole family' approach. The service identifies as early as possible when a child, young person or family needs support, helping them to access services to meet their needs, working with them to ensure the support offered is right for them, is offered in the right place, and at the right time. The main focus of the service is to provide an enhanced level of support to individual children, young people or families with higher levels of need.

At Great Wood we also have access to **Barnardo's Mental Health Support Team (MHST)**. Mel Satterthwaite is in school every Thursday as a part of Barnardo's Mental Health Support Team (MHST). The team is commissioned by the NHS, and supports children and young people in schools across Morecambe and surrounding areas.

Gemma can support children and young people with their emotional health and wellbeing by providing one to one care for difficulties such as worry, low mood, anxiety and phobias. She also delivers Parent Led Cognitive Behaviour Therapy (CBT) sessions, enabling parents to support children who are experiencing anxiety.

How can children get my help?- Teachers might ask for help, Parents/carers can talk to Mrs Dewhirst about any concerns by either phoning the school office 01524 416971, emailing learningmentor@greatwood.lancs.sch.uk or asking the class teacher for her to contact you.

Children can also directly approach Mrs Dewhirst. She is on the playground every lunch time for the children to talk to and she is based in the Sunshine room in school which is opposite the year 6 classroom. The Sunshine Room is a quiet room where groupwork and one to one work can take place. There is a quiet area with a sofa and beanbags and lots of resources for the children to access.

Links with Other Schools

We ensure that all transfers between schools are planned, monitored and supported to enable successful outcomes.

We collaborate with children, parents and other support agencies to make joint planning arrangements. Great Wood makes the most of opportunities to promote wider learning through collaboration with other primary schools, high schools, the local further education college, the two universities, schools further afield and local organizations.

We have a sports partnership with Morecambe Bay Academy and Bay Leadership Academy. Lancaster Royal Grammar School provides support for junior children with the Inspirus programme.

The purpose of home learning tasks is:

- To consolidate and reinforce children's skills, knowledge and understanding, particularly in literacy and numeracy
- To extend children's opportunities for learning beyond the school
- To encourage children as they grow older to develop the confidence and self-discipline to study independently
- To provide an opportunity for parents to promote a positive attitude towards study and learning
- To provide opportunities for children, parents and the school to work in partnership
- To prepare children in Year 6 for transfer to secondary schools

We recognise that the purpose of home learning tasks may change as children grow older. In Reception and Key Stage 1 the emphasis is placed upon developing a partnership with parents and carers and involving them actively in children's learning. During Key Stage 2 there is greater emphasis upon providing opportunities for children to develop the skills of learning on their own.

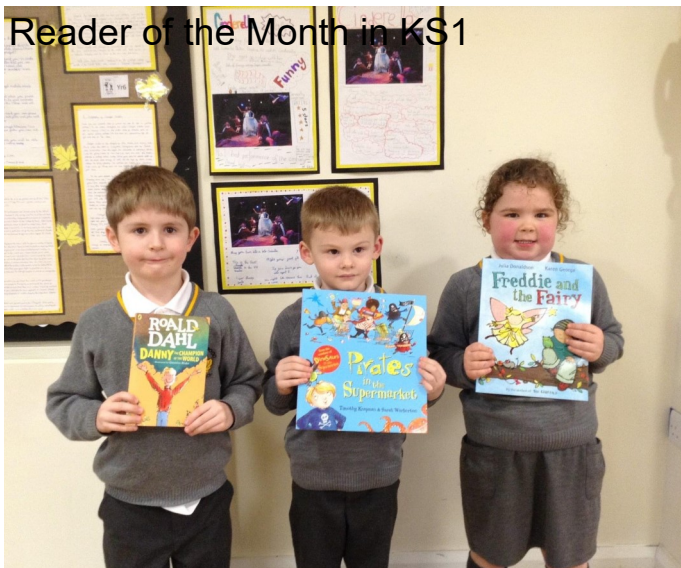
What Kind?

Teachers assign a wide variety of tasks for home, some of which parents may not recognize as traditional homework. Conducting a family survey, playing a maths game, interviewing a family member, or discussing ideas for a writing task, as well as practising maths computations, handwriting or spelling are a few examples.



Parents are encouraged to support home learning. All children are encouraged to read daily; this could involve either reading to a family member, or listening to a family member reading, or silent reading on their own. Pupils should bring their reading log

Reader of the Month in KS1



into school each day.

How Much?

Whilst we appreciate the value of home learning, it is equally important that children of all ages have time to develop through a wide range of activities such as play, participating in clubs etc. It is therefore important that children should not be overburdened with formal home learning tasks. Great Wood follows the following Government guidelines which also emphasise the importance of these tasks and how they help children to learn, rather than focusing on whether it takes a certain amount of time to complete them.

Reception - there is no set time for children in reception

Y1 and Y2 - about 1 hour per week

Y3 and Y4 - about 1½ hours per week

Y5 and Y6 - about 2½ hours per week

The daily reading which the Government recommends for all children can, of course, be done as part of home learning. On days when home learning tasks are something other than reading, children should be encouraged, in addition, to read – on their own or with others – for at least 20 minutes (less for infants.)

If a parent is concerned that a child is spending too much time or not enough on home learning tasks, the parent is invited to contact their teacher.

Should Parents Help?

Parents can best help by providing both a quiet, well-lit place where their child can work and the "tools" for completing the homework, as well as by helping the child to set a realistic timetable for completing work. A parent's willingness to listen to ideas, review spelling or tables, share knowledge of a given subject, or help a child research a particular topic can be most helpful as the child develops independent work habits at home. Parents can help ensure that homework is completed on time.

Parents' interest in their child's tasks and the celebration of his/her successes will contribute to positive feelings about a pupil's own abilities and the worthiness of the tasks.

Messages can be sent (in both directions) using the reading log providing regular feedback and information for both teacher and parent. If parents have questions or problems concerning their child's homework they are encouraged to discuss these directly with the child's teacher.

Children and parents are expected to take care of books and materials borrowed from school. The school will make a charge to cover the cost of replacing schoolbooks and materials that are lost or damaged during use at home.

Unsatisfactory Work

Children may be required to complete or repeat work which has been unsatisfactorily completed at school. Teachers will communicate this fact to parents through the reading/homework diary and parents initial the work or diary to show that they are aware of the circumstances under which the work was required.

Children with Special Educational Needs

It is important that children with special educational needs have an opportunity to benefit from home learning tasks appropriate to their needs. This may mean that some children are asked to do tasks which are different from that set for the rest of the class. It is important, however, that home learning tasks should be common where possible. Home learning should not be used as a means of attempting to get children with special educational needs to "catch up" with the rest of the class.

Reception	most tasks will focus on reading with children at home
Y1 and Y2	most tasks will focus on reading, spelling and basic knowledge of and skills in using numbers
Y3 and Y4	most tasks will focus on reading, spelling and multiplication tables with some information gathering and problem solving
Y5 and Y6	most tasks will focus on reading, spelling and multiplication tables along with time to be spent on finding information for project work, some revision of knowledge and skills already learned and mathematical problem solving.

22 Home Learning

Who will set it?

The class teacher will be responsible for setting home learning tasks and ensuring that parents are informed of homework procedures in that class.

Feedback on home learning

It is important that home learning tasks are worthwhile and that children receive feedback on their work wherever possible. Much of this feedback will be provided by adults working with the children as they do the tasks and cannot be left solely to the teacher. Parents and carers have an important role in this process. It is often not possible for home learning tasks to be "marked" in great detail.

Feedback will usually be given:

- As children do their work
- Through class discussion
- Through group discussion
- Through tests
- Through self marking and teacher monitoring and evaluation



Reception Curriculum EYFS

Reception Curriculum

The National Curriculum begins for children in Year One. There is a different curriculum for children in reception. 'Early Years Foundation Stage' (EYFS) is a term used to describe the phase of education to the end of reception year (0-5 years) for all child care providers (schools, nurseries, child-minders) and it aims to prepare children for their future education.

Within the Foundation Stage Curriculum there are three prime areas of learning which are most essential for children's healthy development. These prime areas are:

Personal, social and emotional development
Communication and language
Physical development

These prime areas are vital in making sure a child is able to start school ready to learn, able to make friends and play, ready to ask for what they need and say what they think. Beneath the three prime areas are the four areas of learning where these skills should be applied. These are:

Literacy

Mathematics

Expressive arts and design

Understanding the world

In the Reception class, children now have worthwhile opportunities to develop their writing skills when learning outdoors.

For example, they use large chalks to scribe their names on the playground. They use large and small paintbrushes and water to paint marks on chalkboards.

(OfSTED 2017)

Clubs and Extra Curricular Activities

We provide a wide range of activities that our children can participate in before and after school and at lunchtime. Children who attend before and after school clubs need to obtain written permission from parents by completing a club letter from school.

Many of our clubs are led by staff within school volunteering, although they can also be led by external providers, high school or college students with supervision, or even some of our older children with adult

supervision. Parents work together to arrange transport to out-of-school sporting events.

The outdoor classroom can be used to bring learning alive for many children and we aim where possible to use our spacious grounds and our wood to inspire and stimulate our children. We also aim to utilise the local surrounding community and try to link to local churches, businesses and residents to enhance the curriculum.

Year Five and Year Six Residentials

Over-night trips are a great way of building self-confidence and increasing independence as well as allowing children to develop teamwork skills and friendship. At the start of Year Six we visit the Lancashire facility Tower Wood with modern accommodation on the banks of Lake Windermere. As well as challenging physical activities such as rock climbing, kayaking, gorge walking and canoeing, the children enjoy a hike and play team games. All equipment is provided including waterproofs and walking boots.

Educational Day Visits

First hand experience and real life scenarios are hugely beneficial to creating exciting quality learning and we value the role they play in school life. Recently we have visited many different places including:

- Imperial War Museum North
- Bolton Castle
- Vindolanda, Hadrian's Wall
- Lancaster Town Hall
- Our neighbourhood
- Sunderland Point
- Leighton Moss Wildlife Reserve
- Westminster Palace
- Dukes Theatre, Lancaster
- Liverpool Museum
- Morecambe High Production
- Christ Church, Bare

The Mayor opens the new play area



Visitors

We also invite a variety of visitors into our school to help enhance our curriculum. Visitors bring with them a passion for what they do, which can be used positively to support our children's learning. Recent visitors include

- M and M Theatre Company
- Osiligi Warriors
- The Owl Man
- Boxes of Hope charity
- Tempus Fugit (Guy Fawkes)
- Guide Dogs For The Blind
- Pirate From the Past
- Conservation Volunteers
- Felt worker



Charges

On residential visits charges can be made for board and lodging but, because educational visits or visitors take place during school hours the cost of travel and entry fees etc. have to be met by voluntary contributions. All charges made are 'at cost' with no profit made by school. No child will be discriminated against should parents not wish to contribute. However, if sufficient contributions are not made the visit will not take place.

All our school letters comply with the 1988 Education Act and the Great Wood Charging Policy. Families receiving Income Support or Family Credit may claim remittance for the board and lodging element of any residential trip. If this applies to any family or to agree a payment schedule to suit individual circumstances or need, please see the head teacher. All requests and information given will be treated in the strictest confidence.

Most clubs are free, however, as with school activities there is sometimes a charge to cover the cost of materials. Parents may be asked for a commitment to contribute towards the cost for ingredients or materials for practical lessons if the child or family wishes to own the finished article. The school may charge for or require the supply of the ingredients or materials. If the child or family does not wish to own the finished article it may be retained by the school.

Parents may also be required to pay for or make a contribution towards specific lessons provided by the school that are not part of the normal lessons provided for all children. Violin and woodwind tuition are examples. Parents may be expected to make a contribution towards some or all of the cost of the lesson.

Safety

We consider the possible risks involved in all school activities including educational visits and take actions to minimise risks. The headteacher is the Educational Visits Coordinator and checks each visit's risk assessment; the residential and water based activities are also checked by Lancashire County Council. We welcome the support of volunteer adults from our community and the backgrounds of all regular volunteers are checked.



Assessment and Attainment

It is necessary for teachers to monitor and assess pupils' progress in order to plan effectively for each child. This is usually done in the context of the normal school day and takes various forms e.g. observational, oral and written. We believe that assessment should provide constructive opportunities recognising where a child has reached in their learning and what the next steps are. Children are encouraged to become reflective learners and understand how they can narrow the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential as our school belief is that every child has the right to succeed.

Other forms of assessment are based on standardised results which compare each child's attainment with children nationally and give an indication as to his or her ability compared with the 'average' child. These include age-appropriate tasks and the children usually enjoy the challenge. Statutory Standardised Assessment Tasks (SATs) take place during Year 2 and Year 6. We also carry out optional SATs tests in Y3, Y4 and Y5.

Tracking involves systematically building a picture of the progress that each child or group of children makes along their

expected learning path. Our systems track pupil progress individually and results are reviewed with teachers in order to identify and discuss any under attainment and/or underachievement as well as celebrate examples of good progress. We use a tracking system to track achievement in Reading, Writing and Numeracy. Challenging individual targets are set by the Headteacher, in consultation with staff. Teachers track individual progress through the year. This information is used by all members of staff to inform learning and teaching and helps teachers when they present parents with summative judgements.

Results

Our Year 1 pupils take a phonics screening in June. Some pupils retake this in Year 2. All Year 2 children take the national KS1 Standard Attainment Tests (SATs) in May. Information from these tests assists the teacher judgements which are reported to parents. Year 4 sit and on-line multiplication tables check.

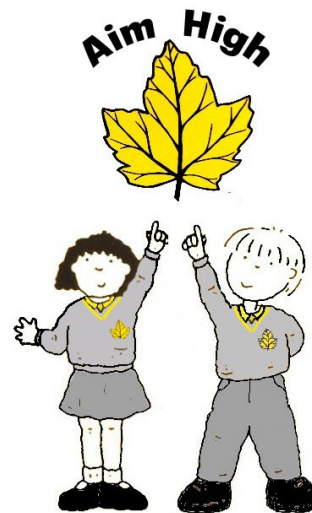
Year 6 children take national SATs which are marked externally in May.

The latest full OFSTED Inspection report can be viewed by visiting www.ofsted.gov.uk

The most recent results can be seen at <https://www.compare-school-performance.service.gov.uk/>

	2022 Great Wood (Internal)	Pre Covid most recent national 2019
End of Year One Phonics Screening Pass Results.		
Phonics	85%	82%
End of Key Stage One Results.		
Meeting the expected Standard and above		
Reading	70%	75%
Writing	68%	69%
Maths	77%	76%
Expected combined R W M	60%	64%
Meeting the Expected Standard with Greater Depth		
Reading	20%	25%
Writing	15%	16%
Maths	12%	21%

End of Key Stage Two Results		
	2022 Great Wood	2022 National
Meeting the Expected Standard		
Reading	85%	74%
Writing	85%	69%
Maths	89%	71%
RWM Combined	80%	59%
Grammar Punctuation & Spelling	84%	72%
Meeting the Expected Standard at Greater Depth		
Reading	36%	-%
Writing	20%	-%
Maths	34%	-%
Grammar Punctuation & Spelling	38%	-%



...and make a difference



'You have agreed values with the whole school community that are not just displayed throughout the site but pursued keenly by leaders and staff. Leaders frequently take steps to encourage behaviour such as thoughtfulness and trust.

(OFSTED 2017)

Contact with school

Positive home - school links are encouraged in order that we can work together for you child to fully benefit from all our school has to offer.

There are formal consultation meetings each term which allow parents to discuss their child's schooling with teachers. We feel these are important and parents make every effort to attend in order to develop the home-school link

- In the Autumn Term there is an opportunity for parents to come into school and meet with their child's class teacher. Then a formal meeting towards the end of term.
- In the Spring Term there is a formal meeting mid- term.
- In the Summer Term parents are given the opportunity to meet the class teacher to discuss the formal annual written report distributed prior to the end of term.

In addition to these opportunities for formal consultation the school has an open door policy allowing parents the opportunity to make appointments at any reasonable and mutually agreeable time to speak either to the class teacher or headteacher. These may be useful if you feel you need to share things that may affect your child's work or behaviour. For reasons of security, it is important that all parents report to the school office when coming inside the school.

As a school who believe in strong home-school links we will contact parents if there is a problem with a child's attendance, punctuality, school work, behaviour or uniform. We ask that all children and their parents agree to and sign our 'home-school agreement', so that we are all working in partnership to improve standards within an environment of trust.

To keep parents informed of school activities and important information newsletters are sent home monthly which are also posted on the website and available by email if you subscribe at the school office. Parents are encouraged to register with Parent Pay to receive email messages and emergency text messages. Our Facebook page is also used to post reminders as well as share information on the life of school.

Contact with home

Please ensure that all contact details are up to date and accurate so we can contact you or designated adults immediately should there be an emergency. You are sent the details we have on our database annually for you to confirm they are current.

Absence

In the event of absence, please let the school know the reason by contacting school on the first day of absence. Telephone messages can be left at any time. Alternatively we can be emailed at: office@greatwood.lancs.sch.uk. Notification of absence is most important and we ask that parents comply with this request at all times. If your child is absent and we have not received an explanation we will attempt to contact you.

Please do not send children to school if they are obviously unwell. (See page 31)

Family holidays during term time

The Governors of the school expect parents to take their family holidays during the school holiday periods and not during term time.

There is no automatic entitlement to leave. Legislation only allows the Headteacher to authorise leave in special or exceptional circumstances and for a maximum of 5 days in a year.

The details are outlined on an Application for Absence from School form, available from the office and on the website which needs to be submitted for consideration before booking a holiday and at least ten school days in advance of a proposed leave. . Governors of Great Wood permit the headteacher to authorise an absence of up to 5 days for a family holiday during term time if there has been no absence for a holiday in the current or previous school years and the attendance record is not a cause for concern.

28 Appointments, Lateness, Emergencies PTA. Volunteers

Failure of authorisation means the child will be marked in the register as taking an 'unauthorised absence'. A fixed penalty may be issued for unauthorised absence. The school will not repeat any work or tests for children absent for holiday purposes. Any absence for holidays during statutory tests will always be 'unauthorised'.

Appointments

Parents are asked to schedule appointments outside school hours whenever possible. In the event of a known medical appointment the school should be informed in writing in advance. When the known adult arrives, an internal phone call will request for the pupil to come to the office. The adult will sign the child out on the screen in the foyer. Pupils are not allowed to wait outside school or leave school unaccompanied during the day. On return to school always bring your child to the office and sign them back in on the screen.

Family Emergencies/Religious Holidays

The school will cooperate with families to provide home learning tasks or appropriate missed work in the event a family emergency or a religious holiday which requires a child to miss school.

Parents' Teachers' Association PTA

All parents automatically become members of the PTA when their child joins the school. The social and fund raising events are organised by the energetic and successful PTA Committee to provide money for much needed resources for the children; they are always open to ideas, suggestions and practical offers of help. The school is indebted to the work of the PTA and all the parents who support the events. We would like to take the opportunity to say a huge thank you for such fantastic support. If you want to know more about getting involved, leave a message in the PTA post-box in the foyer or email greatwoodpta@hotmail.com.

Volunteers in School

We are always very grateful to those who volunteer in school. If you have or you know someone with a particular talent or area of expertise, please let your child's teacher know; don't be shy! Sometimes we ask for extra hands to support children on a particular project or chaperone an educational visit, however, we are always looking for regular support to help in classes, to prepare materials and to listen to children read. In most cases, we find it works best for all when regular parent volunteers are placed in classes other than their child's class. All regular volunteers are vetted for suitability to work with children.



Pupils make good progress across classes and different subjects.” (OFSTED 2017)

Community and Business Links

We are always looking to build further links with local firms and industry and are keen to explore any opportunity or offer of help. If you think you or your company would be able to help us in any way, please contact us with details – you will be warmly welcomed. Our links with the community not only benefit our children but also those people and businesses working with us.

We are pleased to be able to offer work experience placements and opportunities for teacher training. Please contact the school for further details.

Posters and announcements relating to school or community events may be posted on our newsletters.

Eden Project North

Great Wood aligns itself with the Eden Learning Project principles and works independently and with other schools to integrate these into our curriculum.

- ✓ Learning opportunities to connect with the natural world to better understand our place within it and to play a part in shaping the future.
- ✓ Regenerative sustainability - making things better, not just less bad; environmentally, socially and economically.
- ✓ Artists can challenge received wisdom to provoke, captivate and inspire.
- ✓ Celebrating plants and the natural world.

General Information**Health and Safety**

We consider the safety of your children of paramount importance and ensure that the school does everything possible to keep everybody, children and adults alike, safe.

As part of our travel plan, we are trying to reduce congestion and become more environmentally friendly. Great Wood is a 'Bike It' school. We promote safe cycling to and from school and provide cycle training to all interested pupils in upper juniors (bicycles can be arranged) including on-road experience. We promote the wearing of cycle helmets.

The dangers of traffic is a concern for all. To minimise danger we:

- ✓ Ask parents to keep below 20mph limit.
- ✓ Ask parents to ensure children don't cross the roads alone until they are ready to do so very sensibly.
- ✓ Encourage walking to school and Park and Stride.
- ✓ Teach road safety in school and practice on local streets.
- ✓ Enforce the no parking areas outside school with cones and speaking with drivers
- ✓ With agreement from the highway department that the bust stop can be used as a one way drop off area in the mornings— drivers coming from Bare Lane can pull into the bus stop to drop off but may not leave the car or linger. (NB parking tickets have been issued in the bus stop at other times)

All children walking to school are expected to respectfully follow the advice of directions of adults in the community.

We ask parents to highlight the importance of using the Green Cross Code and parents and children crossing Beaufort Road should avoid crossing between parked cars.

Parents may not drive their car onto school premises. The car park is reserved for staff, taxis, visitors and essential delivery vehicles.

Parents as well as children should use the pedestrian entrances to the school and not walk through the vehicle access entrance; we tell the children there are sharks in the car park.

At the start of day the school grounds are locked up leaving only one pedestrian entrance, with access to the school office only, open during the school day.

Visitors, including parents, must report directly to the school office unless it is for a school organised event with multiple parent visitors. Visitors entering school must sign in and are issued with identity tags.

A number of staff including mid day supervisors hold current first-aid certificates. Some pupils may have extreme allergies to peanuts. This includes any food that contains peanuts, peanut oil or other nut additives. These anaphylactic allergies can be so severe that proximity to such a product can be life threatening. We believe that prevention is the best approach.

Therefore, we request that parents refrain from sending any nut products to school for lunches and snacks. In the interest of safety, pupils are asked to not to share their food with others. We inform parents before pupils eat as part of the curriculum and any birthday treats are distributed at the end of the school day so that parents can decide if they are allowed.

Great Wood School is a non-smoking area. Pet dogs are not allowed on the school premises at any time including during school events and functions. Guide dogs and listening dogs are sometimes in school and parents are asked to inform school if a child has a dog phobia.

Healthy Schools

Great Wood is keen to continue promoting healthy lifestyles to all involved within the school.

Healthy children achieve well in school. It is our aim to support healthy lifestyle decisions and to educate our children so that these decisions are informed by an awareness, knowledge and understanding of health and wellbeing.

In our school we want children to have healthy eating and drinking habits so therefore offer:

- Healthy school meals
- Flexibility - to not have a school meal every day.
- Daily fruit for infants; juniors may bring fruit from home for playtime
- Fresh chilled milk available for children taking school meals and water available for all at lunch
- Healthy rewards
- Permission to have water in class throughout the day

Please note— if a water bottle for class use is filled with anything but water it will be emptied and filled with water.

The School Nurse

The school nurse can offer support, advice and guidance regarding your child's physical and emotional health, e.g. toilet training, sleep routines and healthy eating. If required the school nurse can make referrals to other agencies such as the community paediatrician, audiology, orthoptist, speech therapist and voluntary agencies.

The School Nurse can meet at school to discuss children's health needs. To speak to the nurse or arrange an appointment please email vcl.019.singlepointofaccess@nhs.net, or ring 03002470040 option2; a message can be left and you will be contacted.

Within the first couple of weeks of your child starting school a health reception pack will be issued containing useful leaflets and information. This will also contain a health questionnaire which needs to be completed and returned in the envelope provided to the school nurse. Once signed this provides consent for the school nurse to continue with development checks such as a height and weight and vision checks. You will be informed of all recordings and the nurse will contact you if there are any concerns. Children can access the Chat Health Service by texting 07507330510 .Work hours Monday-Friday.

Illness

Please do not send children to school if they are obviously unwell. Sick pupils do not benefit from being at school and put others at risk of infection. Up to date and more detailed guidance on managing infection is on our website.

Pupils are asked to remain at home until the following conditions are observed:

- Chicken pox: All blisters have become dry scabs (at least 5 days after burst)
- German measles: Rash has disappeared
- Measles: Three days after the fever has gone
- Mumps: The swelling subsides
- Whooping cough: The cough ceases
- Strep throat: Doctor's recommendation
- Infectious eye diseases: A doctor's clearance is requested

In order to prevent the spread of viruses or infectious ailments, we ask parents to observe the following guidelines:

- Inform the school if your child contracts any communicable disease
- Keep any child with a fever at home. Children should stay home for a full 48 hours after the fever has returned to normal. Often a temperature spikes in the afternoon, so a normal reading in the morning does not necessarily indicate recovery
- Keep any child with nausea, vomiting, or diarrhoea at home. Again, the child should be kept at home for 48 hours after these symptoms are gone to be sure of recovery
- If antibiotics are needed, the child should stay home for the first 48 hours of the medication course. This will ensure that the child is not contagious to other children

On occasion children become unwell during school time and we will contact parents or the emergency contact person so that the child can be taken home. The school does have a number of staff trained as first aiders and in serious cases of accident or illness a member of staff will take a child directly to hospital.

Administration of Medicines in School

Great Wood follows county guidelines for the administration of medicine in schools. When a child has a medical condition which requires medication during school hours, parents are asked to provide the school with sufficient information about their child's medical condition and treatment or special care needed at school. Parents, jointly with the head, reach agreement on the school's role in helping with their child's medical needs. Each child's Health Care Plan is reviewed by parents annually.

Parents are asked to request prescribed medication that can be administered out of school hours whenever possible. As a general rule, pupils may not carry or take medication themselves, apart from when immediate use is important and parents must complete a written request form and seek the agreement of the Headteacher.

Non prescription medication (not including eye or ear drops) may be left at the School Office and staff may be asked to assist children in taking it. This is a voluntary role of the office staff and they can not be held responsible for errors. Instructions must be clear and be signed by the parent.

There is no legal duty which requires school staff to administer medicine; this is a voluntary role. Any member of staff who agrees to accept responsibility for administering prescribed medication to a pupil should have proper training and guidance.

Unwanted, unused or outdated medication is disposed of carefully by the head. More detailed information on the procedures for medicine in school is available at the office.

In the event of a school trip, the parents are responsible for working with the class teacher to name a volunteer to administer medication and there should be clear instructions for the volunteer and a space to sign when/if it has been administered.

Head Lice

Head lice can be prevented if all parents partake in weekly combing after hair washing using a fine tooth 'nit' comb. If head lice or eggs are found they can be treated with lotions which can be prescribed free from a health visitor or GP and are available free for children at Sainsbury's pharmacy when registered with local doctors. If live head lice are seen in school or there is a persistent problem and eggs are evident a parent may be asked to collect a child from school to treat their hair before returning them to school. Head lice can not fly, jump or swim but spread by clambering from head to head so it is important that longer hair is tied back.

Children copy the actions of adults so please help us by setting a good example.

Sun Protection

On sunny days we encourage you to send you child with a hat or cap to help protect against the sun's ultraviolet rays. Please apply a long-acting sunscreen in the morning. For additional protection, pupils are allowed a small bottle of sunscreen in their backpacks so that they can apply additional sunscreen by themselves before lunch time play. Pupils may not share their sunscreen with others and it should be kept in the original sunscreen container, named.

Wind and Rain Protection

The children have playtimes outside during light rain. Please ensure your child has a coat at school, preferably with a hood, at least in the autumn and spring terms.

Safety Rules

Adults on the playground are expected to remind pupils of rules and see that they are followed.

The following are **not** permitted:

- Climbing trees, railing, walls, gates, outside of rear steps, toilet doors;
- Children crossing the car park;
- Using bicycles, scooters, skateboards, heeles in the school grounds;
- Glass bottles;
- Playing on the grass without permission being given;
- Use of the playground/field without permission outside school hours;
- Running in school corridors and on stairs;
- Running whilst eating in the playground;
- Wearing jewellery other than stud ear-rings and inappropriate shoes;
- Chewing gum and sweets ;
- Electronic games, mobile phones or toys;
- Objects associated with violence even if they are toys;
- Playfighting;
- Access to the adventure area before and after school;
- Access to the school's Nature Reserve without supervision;
- Access to any room in school without direct instruction from adults;

- Adjust blinds, windows / electrical equipment without teacher permission;
- Skipping ropes are **only** to be used for skipping.

Great Wood holds regular fire drills to prepare everyone for emergencies, including evacuation of the school buildings quickly and safely.

On-Line Safety

The Internet plays a huge role within everyone's lives and as a school we have a responsibility to teach the children about the dangers that it can present as well as its many advantages. Every year we have an On- Line Safety Week to raise the profile of this important area with children and parents. Details of what we cover and also useful tips and resources for parents are available on our website. All internet access in school is filtered to prevent access to unsuitable sites. Parents are encouraged to discuss the safe use of ICT and the Internet



with their children at home.

We aim to create a friendly, caring environment with a strong sense of belonging where children can grow in confidence, knowledge and skills while, at the same time, developing consideration and respect for others. All children are encouraged to respect their teachers, their fellow pupils and property. It is also expected that all children will be well behaved and attentive in the classroom.

"Opportunities for pupils to learn about their own community are first-rate."
(OfSTED 2017)

"Pupils learn about safety issues, including online safety, frequently and in detail."
(OfSTED 2017)

33 School Discipline and Pastoral Care: Anti- Bullying.

The school has a Behaviour and Discipline Policy which emphasises the high expectations we have at Great Wood fostered through a positive system of praise, encouragement and reward and backed up with sanctions for those children that do not conform to expected standards of behaviour. In the event of persistent minor incidents or instances of more serious misbehaviour parents will be informed.

Parents are expected to support the school and the school's behaviour policy in its efforts to ensure all children are happy and safe and to collaborate with school staff in working towards resolving any behaviour problems that their children may be experiencing.

The school has a responsibility towards helping children with behavioural problems but the responsibility for ensuring the safety and educational welfare of all children is paramount.

The school will take steps to exclude children if their behaviour poses a danger to others or persistently interferes with the ability of the school to provide a positive learning environment.

Good behaviour is actively encouraged and positive reinforcement is used by all. Each class has a reward system and we have a school-wide system of awarding Team Points. All children who work hard are given the chance to be 'Star of the Week' and praise is them in a special assembly, where a class has their photograph displayed alongside 'shining' comments.

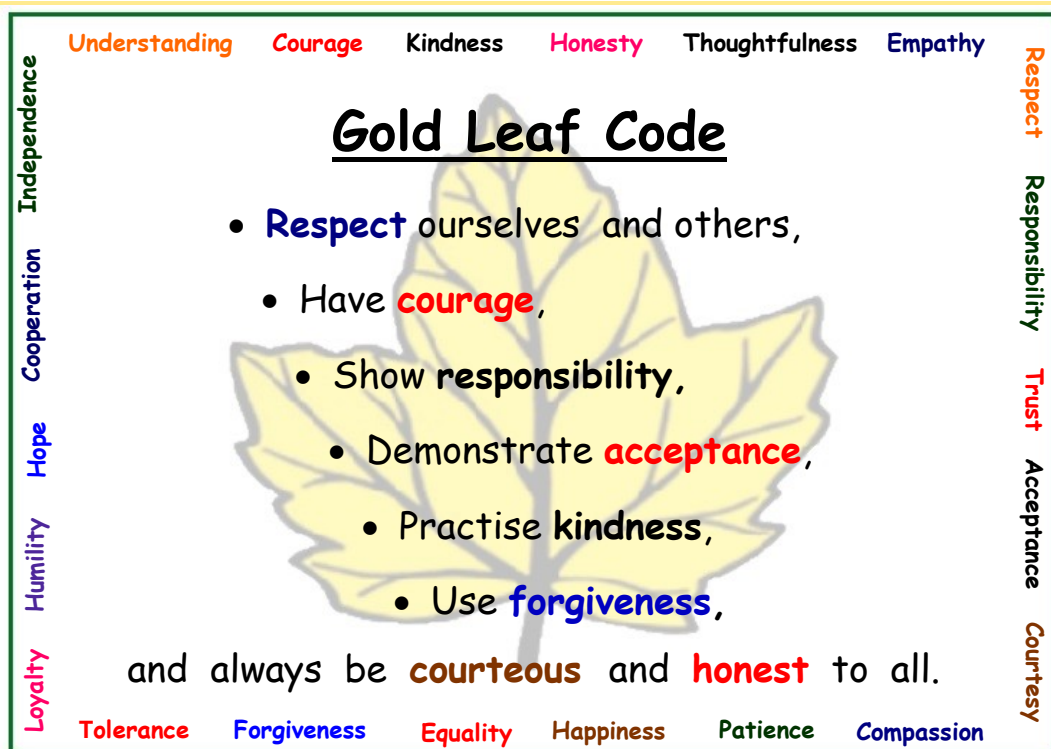


Anti-Bullying Policy

All pupils have the right to feel valued in an environment where individual differences are appreciated and accepted. Bullying causes harm to those who bully, those who are bullied and those who watch. Being bullied undermines self-esteem and confidence and can have devastating consequences. Great Wood works to prevent bullying and has a zero tolerance of all forms of bullying, including on-line bullying.

Bullying falls into two categories: emotionally harmful and physically harmful behaviours. The behaviour constitutes bullying if:

1. It is repetitive, wilful and persistent
2. It is intentionally harmful
3. There is an imbalance of power leaving the person who is bullied feeling defenceless



Pupils are encouraged to report incidents immediately to an adult either verbally or in writing. Adults have a responsibility to take appropriate action or immediately report to the appropriate teacher.

The school is committed to following up incidents with resolutions and consequences as required. Everyone in the school community has a role to play in the prevention of bullying.

Agreed by the School Council and staff, the **Gold Leaf Code** seeks to reinforce the principles of behaviour that create a happy school environment

Cash Mobiles and Valuables

Mobile phones are not allowed unless a parent has completed the form explaining why it is necessary after school; the office will be able to contact parents as well as relay any messages from home to school. We would prefer children not to bring cash to school unless absolutely necessary. If there is a need, money or mobile should be handed in at the office for safekeeping.

The school operates a cashless school office. All payments for trips etc. are made via Parent Pay. Donations for charities are the only time we use cash.

We cannot take responsibility for expensive watches, jewellery or valuables and as a result discourage them from coming into school.

Lost and Found

Pupils are expected to be responsible for their own belongings. All articles of clothing, backpacks, and other possessions should be clearly labelled with the pupil's name and checked it is legible periodically. Pupils and parents are encouraged to check the lost and found box in the hall for misplaced items. All unclaimed items will be periodically donated to worthy causes or disposed of without any further notice being given. Lost items (keys, glasses etc.) may also be turned in or picked up at the school office. Nearly-new old uniforms are offered to families for a donation at parents evenings. Donations of old uniforms are welcomed by the learning mentor.

35 Statutory Information Complaints Contacts.

Access to Statutory Information

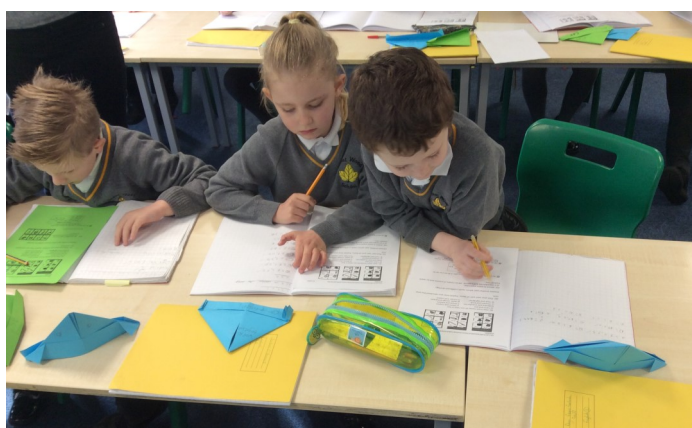
All appropriate documents are available at the school and can be inspected on request. Personal copies of documents and policy statements are available but a charge will have to be made to cover costs. Any requests should be made to the school office. Advanced notice is appreciated. Our Data Protection Policy is available on the school's website

Complaints Procedure

We sincerely hope that you will not find the need to make a complaint. However, should the need arise, the governing body has established a complaints procedure based upon local authority guidelines enabling parents to make representations should they believe the school is failing to fulfil its legal requirements concerning the curriculum and collective worship. In the first instance it is hoped that any disagreement can be resolved informally between head teacher and the parent concerned. If this proves to be impossible, there is a formal procedure whereby the complaint can be brought before the governing body for consideration. This can be done by writing formally to the clerk of the governing body or chairman of governors. If the complainant is dissatisfied with the outcome of the complaint it is possible to appeal and ultimately take the complaint to The Secretary of State for Education and Employment.

The complaint procedure and form can be found on the school's website.

“Pupils and parents say that staff and leaders are approachable and listen to any concerns they raise.” (OfSTED 2017)



Significant Contacts

Lancashire Area North Education Office
White Cross Education Centre
PO Box 606
Quarry Road
Lancaster, LA1 3SQ

Special Educational Needs and Psychology Service.....	Tel: 01524 581200
School Nurse.....	Tel: 03002470040 option2
Pupil Admissions.....	Tel: 01524 581148
Free school meal registration.....	Tel: 01524 581207
Parent Partnership Service.....	Tel: 01772 533788
Family Support Service	Tel:01524 586509
Child and Family Well Being Service	Tel 0800 511 111
Sunrise and Sunset Clubs - Before and After School Care.....	Tel: 07845924224



PTA sponsored walk to raise money for the dipping platform by our pond.



Choir singing at the home for the elderly.



Y1 investigating waterproof materials



Houses in Design Technology



Hunting for signs of Autumn



Aim high ... and make a difference

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